

# Athelstan CP school

## Single Equality Scheme

**Three year period covered by this scheme: December 2014- October 2017**

### **Introduction**

This Single Equality Scheme for schools in North Yorkshire brings together action plans for Race, Gender and Disability Equality, and Community Cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender
- race
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership

This scheme is reviewed every three years and is reported on annually.

Signed	Date
Headteacher	
Signed	Date
Chair of Governors	

## Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

## Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination (see appendix 2);
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

## Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An action plan accompanies this Equality Scheme which identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need, (see appendix 3)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors. Equality objectives have been identified through consultation with key stakeholders using the **Inclusion Quality Mark** audit tool.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

**Aims and Vision of Athelstan Community School**

**VISION**

**To help all children to want to be the best that they can be, by making the curriculum and extra curriculum exciting and varied.**

To achieve this vision we aim to:

- To celebrate the successes of everyone in school.
- For children to improve every year, getting them ready for life.
- For all children to know how to discover things and solve problems for themselves.
- For all children to show respect towards everyone no matter where they are from, what they believe, what they do or how they look.
- For everyone to have equal opportunities no matter what.
  
- For everyone to feel safe and to be happy to work with anyone in school knowing that they will be fairly treated and in the same way.
- To give children a chance to have an active role in the life of the town community.
- Teaching will include a variety of experiences to inspire children's interest and learning.
- For schools and home to work really well together, so children know that adults at home can join in with school to help them be the best that they can be.

The children of Athelstan School Council have worked together with staff and governors to produce these aims and vision. These are reviewed with the school council and pupil voice groups annually.

**Equality Objectives 2014 - 17**

1. To engage fully with the Inclusion Development Plan
2. To ensure staff are fully conversant and engaging with the IDP
3. To gain the NYCC Health and Well being Quality mark
4. That vulnerable pupil group make comparably similar progress to those children who are not identified as vulnerable.
5. IQM achieved
6. Dyslexia quality mark achieved
7. Gifted and talented pupils make at least good/rapid progress

**Indicators of progress towards meeting objectives:**

1. Regular self-evaluation updates around the inclusion Agenda are included in staff meetings and CPD
2. An Action Plan regarding the Health and Wellbeing Quality mark is included in the School's development Plan for 2015/2016
3. That all vulnerable groups show a similar or better level of progress than children who are not in a vulnerable group
4. Pupil voice is developed further and other subject co-ordinators carry out meetings to discuss inclusivity, progress and curriculum ideas.
5. IQM submission and achievement July 2015
6. Dyslexia quality Mark submission and achievement June 2015
7. Meetings with Sue Thompson regarding admissions and any changes to circumstances of pupil /staff need.
8. Gifted and talented register kept and updated
9. High achievers are targeted in Literacy and Numeracy across all classes and maintain at least good or rapid progress
10. Children with EAL have support if needed to eradicate barriers to learning.

## What kind of a school are we?

### School Vision and Values

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school is committed to achieving the **Inclusion Quality Mark** and to addressing any actions which are identified to improve our inclusive practice.

### School Context

The nature of the school population and context to inform action planning for the equality scheme:

#### Factors of the geographical location of the school:-

- Athelstan school is in Sherburn – in – Elmet, North Yorkshire. It is a large village school and has a well established part time nursery, built in 1979 it is situated in a residential area; serving families of both owner occupied and rented housing.
- Training on equality issues is available to the school staff when the NYCC or surrounding authorities have courses or the staff take part in training during staff meetings. This is an ongoing consideration for staff professional development.
- There are currently 260 children on roll including 40 nursery children. The school is currently experiencing an increase in pupil numbers. Our last MAL was 39. The maximum admission number for 2012 – 2013 is 39. Class numbers fluctuate from 21 to 27. In these year groups. 33% of children live outside the schools natural catchment area.
- 11% of pupils are currently receiving free school meals.
- The population of disabled pupils is 2 and staff is 4 at the school (using the breadth of the DDA definition of disability: This equates to 1% pupils disabled and 7.5% of staff are disabled  
"A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities");
- The percentage of new arrivals in 2013-2014 was 55 children This 21% of the current roll. The percentage of children leaving in 2012 – 2013 was 13 - 5% of the current roll.
- The turnover of staff in 2013 – 2014 was 5 staff. This was 2 left the school. 5 members of staff started working at the school.
- Information is currently provided for disabled pupils and is differentiated - hearing loops etc. There is electronic access to school information thus allowing for adaptation as required.
- The ethnic composition of pupils and staff – 92% of pupils are white British and all staff are white British. 2 = white/black Caribbean. 2 = Any other mixed background. 6 = Any other white background. 6 = gypsy Romas. 1 = Indian. 249 = white British. Staff 43 = white British. However, this number may fluctuate and 1 = Any other white background is due to start as a lunch time organiser.
- Racist incidents at this school last year have been 1 and the school has sent in a 1 return to the local authority. Racial incidents in the local area are unknown.
- Languages spoken at the school is currently almost 96% English as their first language. Home languages: We have 1 child speaking Panjabi and 8 children who speaks Polish. 1 child speaks Portuguese. 2 children who speak Norwegian but this is not their home language.
- Athelstan school follows the NYCC guidelines on Recruitment, development and retention of staff against social identity factors such as disability, gender, sexual orientation, faith, age, ethnicity.
- There is 0% of asylum seekers at the school
- There is 8% belong to an ethnic minority
- There are 27 pupils = 10% who are currently on the SEN register.
- 95% of staff are female and 5% are male. 49% of pupils are female and 51% are male.
- The percentage of religions and beliefs:-  
174 = 64% Christian 1 = 0.3% Sikh 0% Hindu 0% Buddhist 0% Jewish 0% Muslim 9 = 3% Other 81 = 30% no religion
- Outcomes for pupils analysed against social identity issues, ie gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school are evident on the Literacy and Numeracy Essex tracker assessment data and is updated by teachers termly, pupil progress is analysed and actioned termly.
  - Analysis of end of key stage results can be obtained from the senior management team.
  - Uptake on extra-curricular activities are regularly being obtained and this is analysed for uptake of pupils with pupil premium or vulnerable families. Findings are acted upon accordingly. This information can be obtained from the school office.
  - Attendance data in 2013/14 shows that the schools attendance was 97%. The schools target is 95%
  - exclusion data has been uploaded on the census and sent to Harrogate office as required. The schools exclusion plan is inline with OFSTED recommendations for day 6 exclusions.
  - Participation on school trips – all children attend school trips unless a high risk issue has been identified. This is discussed with parents and solutions are agreed to ensure inclusion.
  - Participation in extended school activities is open to all pupils with the school actively finding funding from a local Selby charity for pupils that need financial support to be able to access non-free activities.
  - The schools Every Child Matters outcomes are collected by regular surveys for pupils and parents. This information is used to inform action planning.
- There is full access to all parts of the school apart from the teacher's resources room. This has a small number of steps. However, pupils do not use this room and all staff that require access to this room are able to access it.

## **The training taken to position the school well for the equality and diversity agenda.**

- All teachers and teaching assistant staff have received training on what equality and inclusion is and have an understanding of the history of Inclusion and Equality in schools.
- All teachers and teaching assistant staff have received training on the Every Child matters initiative.
- All teachers and teaching assistant staff have received training on eppi pens and how to use them.
- All teachers and teaching assistant staff have received information about an SEN learning walk.
- All teachers and teaching assistant staff have received information on Cultural identity and community links for Gypsies and travellers and the ethnic background of new pupils stating the school.
- Relevant teaching and teaching assistant staff have received training on Child Protection and the procedures on recording for Child Protection.
- Inclusion Co-ordinator and school administration have discussed how all staff need to be updated regularly on any new intakes of children to ensure that the school is meeting the medical needs of pupils; know of any restrictive physical intervention needs; use of pejorative language and to identify any training needs including medical, faith and belief or language needs. Staff will be made aware at staff meetings of any changes of intake.

Please note: New staff may have missed this training. Therefore, an update in training will occur at some point during this Equality scheme

## **School provision**

### **Examples of reasonable adjustments the school makes as a matter of course**

- Examples of reasonable adjustments the school makes as a matter of course are that the school has provided parking bays and ramps to support individuals who require support with access to the school. Textured paving stones have been laid on paths to aid individuals with visual impairments. The school has a hygiene suit and the schools reception area is designed to provide better access for individuals to speak to staff at the reception.
- The school works in partnership with the authority health team to ensure individual health care needs of the pupils is met. Reviews are undertaken as required.
- Information currently provided for disabled pupils does not at this moment need to be differentiated. However, if this arises in the future the school will consider the need and adapt information accordingly such as brail, hearing loops etc. There is electronic access to school information thus allowing for adaptation as required.
- The school's teaching staff have been given information on how to make classrooms communication and dyslexia friendly environments. This is reviewed as part of the senior management teams learning walks. The Inclusion Co-ordinator, SENCO and Dyslexia ATA and advocate also do an annual Dyslexia Learning walk as part of the Dyslexia Quality Mark. The findings of these learning walks are communicated to staff on what improvements could and should be made.
- The schools behaviour policy was discussed and reviewed. The school has adopted a differentiated behaviour policy which outlines the aims and responsibilities of pupils, staff and governors. (see appendix 4). The children are aware of awards and sanctions that the school uses to support the behaviour policy.
- There is also a TA who is a specific contact for children who have behavioural or social issues. The purpose of this is to support and guidance, target setting and reviewing and to make sure that the school is meeting their needs to ensure inclusivity.
- The school has differentiated provision maps to match primary need such as speech and language or dyslexia. Children with SEN are involved in mapping out their provision and assessing their achievements. The provision maps are integrated into teachers planning and reviewed constantly and adapted. Any adaptations are recorded on the provision map by the teacher or in the records of the SENCO.
- The school has introduced inclusion passports for SEN pupils in February 2011. These are undated annually during reviews of provision maps and IEP's

## **Outcomes for pupils**

Outcomes for pupils are analysed against social identity issues, ie gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self evaluation Form (SEF). ; These processes form part of the school's equality impact assessment processes through the Inclusion Quality Mark, to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

## **Roles and Responsibilities in Implementing the Single Equality Scheme**

### **The Head Teacher will:**

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

### **The Governing Body will:**

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan yearly.

### **The Senior Leadership Team will:**

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

### **People with specific responsibilities (SENCO – Harriet Thompson and Inclusion Co-ordinator – Liz Middlebrook):**

- SENCO – Harriet Thompson and Inclusion Co-ordinator – Liz Middlebrook are responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Headteacher, Karen O'Donnell, SENCO – Harriet Thompson and Inclusion Co-ordinator – Liz Middlebrook are responsible for ensuring the specific needs of staff members are addressed;
- Headteacher, Karen O'Donnell with the SMT, SENCO – Harriet Thompson and Inclusion Co-ordinator – Liz Middlebrook are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff (see section 4);
- Headteacher, Karen O'Donnell is responsible for monitoring the response to reported incidents of a discriminatory nature.

### **Parents/Carers will:**

- have access to the scheme on the school Website site and in the front entrance of the school;
- be encouraged to support the scheme;
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme;
- have the right to be informed of any incident related to this scheme which could directly affect their child.

### **School Staff will:**

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- be aware of vulnerable groups and monitor attainment and progress
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school, Star alliance or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

### **Pupils will: -**

- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer mentoring programme (Facilitated by Miss Pugh) promotes understanding and supports pupils who are experiencing discrimination.

### **Visitors will:**

Visitors and contractors are responsible for complying with the school's Equality Scheme - non-compliance will be dealt with by the Headteacher.

### **Involvement Processes**

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff,

governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers.

This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds; This will be done when the Equality scheme is launched on the school's website and parents will be asked to give feedback. The Equality Scheme will be finalised after this feedback has been reviewed and considered.
- the views and aspirations of staff from different social identity backgrounds;
- If available, the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan. – look at this and consider how this could influence EQS

### **Mechanisms for involvement**

At this school the following mechanisms will ensure the views of **pupils** inform the Equality Scheme and action plan:

- e.g.
- *Exit interviews with pupils;*
  - *School council;*
  - *Twice yearly focus groups of pupils representing different vulnerable groups*
  - *Individual interviews with pupils involved in incidents of a discriminatory nature- Recorded on SIMS*
  - *Individual interviews with pupils experiencing reasonable adjustments;*

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

- e.g.
- *Exit interviews with staff*
  - *Regular meetings with union representatives if there is one*
  - *Regular staff meetings with specific agenda items;*
  - *Individual discussions with staff as a part of support or performance management*

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme and action plan:

- e.g.
- *Text to be inserted into communication with parents: "your support for your child's education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; "*
  - *Feedback through the Governing Body meetings;*
  - *Feedback through the APSA meetings;*
  - *Feedback from adults using the school beyond the school day;*
  - *Open meetings with parents and local groups representing a particular theme.*

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time. – this to be included in action plan

### **Making it happen. Action Planning**

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment through the Inclusion Quality Mark has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- the School's Self-evaluation;
- the level achieved in the Inclusion Quality Mark;
- discussions with the Head Teacher and School improvement partner.

### **Publication**

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be on the school website site and the school reception area and it will be referenced in school newsletters and in the school's prospectus if appropriate.

### **Reporting**

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. This report will be made available as a separate document.

## Appendix 1

### Equality Legislation

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
  - b) To strengthen the law to support progress on equality.
- The act supersedes or strengthens the following acts and regulations:
    - The Equal Pay Act 1970
    - The Sex Discrimination Act 1975
    - The Race Relations Act 1976
    - The Disability Discrimination Act 1995
    - The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
    - The Employment Equality (Age) Regulations 2006
    - The Equality Act 2006 Part2
    - The Equality Act (Sexual Orientation) Regulations 2007

### Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

Race Relations Act (RRA) 1976/2000

statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;

Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007 statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;

Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007

The Act sets out that it is unlawful for schools to discriminate against a person:

- a) in the terms on which it offers to admit him/her as a pupil;
- b) by refusing to accept an application to admit him/her as a pupil, or
- c) where he/she is a pupil of the establishment:
  - i) in the way in which it affords him/her access to any benefit, facility or service,
  - ii) by refusing him/her access to a benefit, facility or service,
  - iii) by excluding him/her from the establishment, . . .
  - iv) by subjecting him/her to any other detriment.

Disability Discrimination Act (DDA) 1995/2005

statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;

Education and Inspections Act 2006, duty to promote community cohesion.

By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:

"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."



## Appendix 2

### What is discrimination?

The Equality Act 2010 consolidates existing law into a single legal framework and while many of the concepts of discrimination remain the same as in previous equality legislation there are some areas that were not previously covered. This appendix describes the various types of discrimination and how they apply to the schools provisions.

#### Direct discrimination

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic. So a very basic example would be refusing to admit a child to a school as a pupil because of their race, for example because they are Roma. It is not possible to justify direct discrimination, so it will always be unlawful. There are however exceptions to the schools provisions that allow, for example, single-sex schools to only admit pupils of one sex without this being unlawful direct discrimination.

In order for someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. So a gay pupil cannot claim that excluding them for fighting is direct discrimination on grounds of sexual orientation unless they can show that a heterosexual or bisexual pupil would not be excluded for fighting. A pupil does not need to find an actual person to compare their treatment with but can rely on a hypothetical person if they can show there is evidence that such a person would be treated differently.

There is no need for someone claiming direct discrimination because of racial segregation or pregnancy or maternity to find a person to compare themselves to:

- Racial segregation is deliberately separating people by race or colour or ethnic or national origin and will always be unlawful direct discrimination.
- To claim pregnancy or maternity discrimination a female pupil must show that she has been treated unfavourably because of her pregnancy or maternity and does not have to compare her treatment to the treatment of someone who was not pregnant or a new mother.

It is not direct discrimination against a male pupil to offer a female pupil special treatment in connection with her pregnancy or childbirth.

It is not direct discrimination against a non-disabled pupil to treat a disabled pupil more favourably.

For example:

A female pupil is actively discouraged from undertaking a course in engineering by a teacher who tells her this is an unsuitable area of study for a female. This would be direct discrimination on the grounds of sex.

A pupil with Asperger's Syndrome can sometimes act in a disruptive manner in class. The school does not take disciplinary action, but uses agreed strategies to manage his behaviour. A non-disabled pupil who is also disruptive in class is punished for his behaviour. This difference in treatment would not be direct discrimination against the non-disabled pupil.

#### Discrimination based on association

Direct discrimination also occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

#### Discrimination based on perception

Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic.

#### Discrimination because of pregnancy and maternity

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

#### Indirect discrimination

Indirect discrimination occurs when you apply a provision, criterion or practice in the same way for all pupils or a particular pupil group, such as A-level physics students, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage. It doesn't matter that you did not intend to disadvantage the pupils with a particular protected characteristic in this way. What does matter is whether your action does or would disadvantage such pupils compared with pupils who do not share that characteristic. 'Disadvantage' is not defined in the Act but a rule of thumb is that a reasonable person would consider that disadvantage has occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion. 'Provision', 'criterion' or 'practice' are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit)
- the way that education, or access to any benefit, service or facility is offered or provided
- one-off decisions
- proposals or directions to do something in a particular way.

They may be written out formally or they may just have developed as the school worked out the best way of achieving what it wanted to do. Indirect discrimination will occur if the following four conditions are met:

1. You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
2. The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
3. The provision, criteria, practice or rule puts or would put the particular pupil at that

disadvantage, and

4. You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim

For example:\_\_\_

A school requires male pupils to wear a cap as part of the school uniform. Although this requirement is applied equally to all pupils, it has the effect of excluding Sikh boys whose religion requires them to wear a turban. This would be indirect discrimination based on religion and belief as it is unlikely that the school would be able to justify this action.

### **What is a 'proportionate means of achieving a legitimate aim'?**

To be legitimate the aim of the provision, criterion or practice must be legal and non-discriminatory and represent a real objective consideration. In the context of school education, examples of legitimate aims might include:

- Maintaining academic and other standards.
- Ensuring the health and safety and welfare of pupils.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim. Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into account as part of the school's justification, if there are other good reasons for adopting the chosen practice. The more serious the disadvantage caused by the discriminatory provision, criterion or practice, the more convincing the justification must be. In a case involving disability, if you have not complied with your duty to make relevant reasonable adjustments it will be difficult for you to show that the treatment was proportionate.

### **Discrimination arising from disability**

Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability. Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else. Discrimination arising from disability will occur if the following three conditions are met:

- you treat a disabled pupil unfavourably, that is putting them at a disadvantage, even if this was not your intention, and this treatment is because of something connected with the disabled pupil's disability (which could be the result, effect or outcome of that disability) such as an inability to walk unaided or disability-related behaviour, and you cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim. This is explained above.

For example:

A pupil with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre putting on a production of a play she is currently studying in English, because the building is not wheelchair accessible. The pupil and her parents are aware that the play is also on at a theatre in a neighbouring city which is accessible but the school does not investigate this option. This is likely to be discrimination arising from a disability.

### **Knowledge of disability**

If you can show that you

- did not know that the disabled pupil had the disability in question, and
- could not reasonably have been expected to know that the disabled pupil had the disability then the unfavourable treatment would not amount to unlawful discrimination arising from disability.

If your agent (someone who undertakes tasks on your behalf) or employee knows of a pupil's disability, you will not usually be able to claim that you do not know of the disability.

For example:

A pupil tells the school secretary that she has diabetes and that she needs to carry biscuits to eat when her blood sugar levels fall. A teacher has no information about her disability and refuses to allow pupils to bring food into the classroom. The pupil has a hypoglycaemic attack. In this case, the school is unlikely to be able to argue that it did not know about her condition.

### **Relevance of reasonable adjustments**

By acting quickly to identify and put in place reasonable adjustments for disabled pupils, you can often avoid discrimination arising from disability, although there may be cases where an adjustment is unrelated to the unfavourable treatment in question. If you fail to make an appropriate reasonable adjustment, it is likely to be very difficult for you to argue that unfavourable treatment is justified.

### **Reasonable adjustments**

You should be familiar with the reasonable adjustments duty as this was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however this element of the duty will not come into force until a later date yet to be confirmed. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability. This duty sits alongside your duties and those of local authorities under Part 4 of the Education Act 1996. In some cases the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage (see below) and so there is no need for additional reasonable adjustments to be made for them. In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them. The level of support a pupil is receiving under Part 4 of the Education Act 1996 is one of the factors to be taken into account when you consider what it would be reasonable for you to have to do.

### **What is the reasonable adjustments duty?**

You are required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage. You owe this duty to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:

- deciding who is offered admission as a pupil
- the provision of education
- access to any benefit, service or facility.

The duty does not require you to make reasonable adjustments to avoid the disadvantage caused by physical features as this is covered by the planning duties. You cannot justify a failure to make a reasonable adjustment; where the duty arises, the issue will be whether or not to make the adjustment is 'reasonable' and this is an objective question for the tribunals to ultimately determine. The duty is an anticipatory and continuing one that you owe to disabled pupils generally, regardless

of whether you know that a particular pupil is disabled or whether you currently have any disabled pupils. You should not wait until an individual disabled pupil approaches you before you consider how to meet the duty. Instead you should plan ahead for the reasonable adjustments you may need to make, regardless of whether you currently have any disabled pupils. By anticipating the need for an adjustment you will be best placed to help disabled pupils who come to your school. You are not expected to anticipate the needs of every prospective pupil but you are required to think about and take reasonable and proportionate steps to overcome barriers that may impede pupils with different kinds of disabilities. For example, while it may be appropriate for you to provide large print for a pupil with a visual impairment, you would not be expected to have Braille devices standing ready.

### **What is a substantial disadvantage?**

A disadvantage that is more than minor or trivial is called a 'substantial disadvantage'. The level of disadvantage created by a lack of reasonable adjustments is measured in comparison with what the position would be if the disabled pupil in question did not have a disability. You will need to take into account a number of factors when considering whether or not the disadvantage is substantial such as:

- the time and effort that might need to be expended by a disabled child
- the inconvenience, indignity or discomfort a disabled child might suffer
- the loss of opportunity, or the diminished progress a disabled child might make in comparison with his or her peers who are not disabled.

For example:

A deaf pupil is advised by the work experience coordinator that it would be better for her to remain at school rather than go on work experience as it might be 'too difficult' for her to manage. The school does not take any steps to help her find a placement and she misses the opportunity taken by the rest of her classmates. This would be a substantial disadvantage.

### **The duty to change a provision, criterion or practice**

These terms are not defined but in general they relate to how the education and other benefits, facilities and services are provided and cover all of your arrangements, policies, procedures and activities.

Where a provision, criterion or practice places disabled pupils at a substantial disadvantage in accessing education and any benefit, facility or service, you must take such steps as it is reasonable to take in all the circumstances to ensure the provision, criterion or practice no longer has such an effect. This might mean waiving a criterion or abandoning a practice altogether but often will involve just an extension of the flexibility and individual approach that most schools already show to their pupils.

For example:

A school has been allocated three places for students to represent the school at a national youth conference on the environment. The school decides to hold a debate on the topic to select the three pupils who will attend the conference. This places a pupil with a nervous system disorder at a significant disadvantage as he has trouble communicating verbally. The school modifies the criteria to enable that pupil to submit his views and ideas on the issue in writing. This is likely to be a reasonable adjustment to the school's practice.

### **When is it reasonable for a school to have to make adjustments?**

A useful starting point when determining what a reasonable adjustment might be is to consider how to ensure that disabled pupils can be involved in every aspect of school life. Often effective and practical adjustments involve little or no cost or disruption.

For example:

- A teacher always addresses the class facing forward to ensure that a pupil with hearing difficulties is able to lip-read. This is an example of a simple reasonable adjustment.
- A primary school introduces a playground buddy system and a friendship bench which creates a supportive and friendly place for disabled pupils during breaks. This is an example of an effective but easy reasonable adjustment. Where disabled pupils are placed at a substantial disadvantage by a provision, criterion or practice or the absence of an auxiliary aid, you must consider whether any reasonable adjustment can be made to overcome that disadvantage. You should not expect disabled pupils to suggest adjustments but if they do you should consider whether those adjustments would help to overcome the disadvantage and whether the suggestions are reasonable. It is good practice for schools to work with pupils and their parents in determining what reasonable adjustments can be made.

## **2.2 Harassment**

There are three types of harassment which are unlawful under the Equality Act:

- Harassment related to a relevant protected characteristic.
- Sexual harassment.
- Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex.

The relevant protected characteristics for the schools provisions are:

- Disability.
- Race.
- Sex.

Pregnancy and maternity are not protected directly under the harassment provisions, however, unwanted behaviour (as described below) will amount to harassment related to sex.

### **Harassment related to a protected characteristic**

Harassment occurs when you engage in unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- violating a pupil's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil.

The word 'unwanted' means 'unwelcome' or 'uninvited'. It is not necessary for the pupil to say that they object to the behaviour for it to be unwanted. In this context 'related to' has a broad meaning and includes situations where the pupil who is on the receiving end of the unwanted behaviour does not have the protected characteristic himself or herself, provided there is a connection between the behaviour and a protected characteristic. This would also include situations where the pupil is associated with someone who has a protected characteristic, or is wrongly perceived as having a particular protected characteristic.

For example:

A pupil from an Irish Traveller background overhears a teacher making racial slurs about gypsy and traveller people stating their site should be shut down and they were 'trouble'. This would constitute harassment related to a protected characteristic (race).

The definition of harassment as described above does not apply to the protected characteristics of gender reassignment, sexual orientation or religion or belief in relation to schools. However, where unwanted conduct related to any of these protected characteristics results in a pupil suffering disadvantage that would constitute direct discrimination.

For example:

During a PSHE (personal, social, health and economic education) lesson, a teacher describes homosexuality as 'unnatural' and 'depraved' and states he will only be covering heterosexual relationships in the lesson. A bisexual pupil in the class is upset and offended by these comments. This may be unlawful direct discrimination on the grounds of sexual orientation.

### **Sexual harassment**

Sexual harassment occurs when you engage in unwanted behaviour which is of a sexual nature and which has the purpose or effect of:

- violating a pupil's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil. 'Of a sexual nature' can cover verbal, non-verbal or physical conduct including unwelcome sexual advances, inappropriate touching, forms of sexual assault, sexual jokes, displaying pornographic photographs or drawings, or sending emails with material of a sexual nature. For example:

A sixth form female pupil is asked intimate questions about her personal life and subjected to sexual innuendos by her teacher. This would be sexual harassment.

### **Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex**

It is unlawful to treat a pupil less favourably because they either submit to, or reject, sexual harassment or harassment related to their sex.

#### **2.3 Victimisation**

Victimisation is defined in the Act as:

Treating someone badly because they have done a 'protected act' (or because the school believes that a person has done or is going to do a protected act).

There are additional victimisation provisions for schools which extend the protection to pupils who are victimised because their parent or sibling has carried out a protected act.

A protected act is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

If you do treat a pupil less favourably because they have taken such action then this will be unlawful victimisation. There must be a link between what the pupil (or parent or sibling) did and your treatment of them. The less favourable treatment does not need to be linked to a protected characteristic.

For example:

A teacher shouts at a pupil because he thinks she intends to support another pupil's sexual harassment claim. This would amount to victimisation.

### **Who is not protected?**

A pupil who in bad faith gives false information or evidence (that is, that they knew was false) or makes an allegation that was false and given in bad faith would not be protected against victimisation. The original complaint/claim would not be affected providing it was not made in bad faith.

For example:

A pupil at an independent school with a grudge against his teacher knowingly gives false evidence in another pupil's discrimination claim against the school. He is subsequently excluded from the school for supporting the claim. This treatment could not amount to victimisation because his evidence was untrue and given in bad faith.

### **Victimisation for actions of parents or siblings**

You must not treat a pupil less favourably because of something their parent(s) or sibling has done in relation to the making of a complaint of discrimination. A parent of a pupil complains to the school that her daughter is suffering sex discrimination by not being allowed to participate in a metalwork class. If the daughter is treated less favourably as result of the complaint this would be unlawful victimisation. This applies to a child in relation to whom the parent(s) were making a complaint in relation to and also to any other children who are pupils at the school. This also applies if a parent supports a teacher's complaint against the school under Part 5 of the Act. If the information or evidence was false and given in bad faith (that is, the parent/sibling knew it was false) or the allegation was false and given in bad faith then this protection for the pupil will still apply, provided that the pupil did not act in bad faith.

For example:

A pupil makes a complaint against his school claiming that he has suffered discrimination by a member of staff because of his sexual orientation. The pupil's younger brother, at the same school, is protected against any less favourable treatment by the school because of this complaint, even if it is later found out that the older brother was not acting in good faith. There must be a link between what the parent(s) or their child has done and you

treating the child/sibling badly. The child who is being treated badly does not need to have any of the protected characteristics. The fact that a complaint/claim is not upheld does not mean that it was made in bad faith.

#### **2.4 Obligations to former pupils**

Even after a person has left your school you must not discriminate against them or harass or victimise them. This only applies if the discrimination or harassment arises out of and is closely connected to their previous relationship with you and would have been unlawful if they were still a pupil. For example, if an ex-pupil asks for a reference from the school it would be unlawful for the reference to be unflattering because of a protected characteristic of the ex-pupil, or because they at one time brought or supported a discrimination complaint against the school. This obligation to former pupils would include the duty to make reasonable adjustments for disabled former pupils if they continue to be at a substantial disadvantage in comparison to former pupils without a disability. This obligation only applies if the substantial disadvantage arises out of and is closely connected with them having been a pupil.

For example:

A school sends an annual newsletter to former pupils and one former pupil who has a visual impairment requests that it is sent to him by email rather than in hard copy. The school does not provide him with an electronic copy. This is likely to be an unlawful failure to make a reasonable adjustment. If someone believes that they are being discriminated against after they have stopped studying with you, they can take the same steps to have things put right as if they were still a pupil. These steps are explained in Section 6.

#### **2.5 When are you responsible for what other people do? Liability for employees and agents**

As an employer you are legally responsible for acts of discrimination, harassment and victimisation carried out by your employees in the course of employment or by people who take action for you (agents). It does not matter whether you knew about or approved of those acts. However, if you can show that you took all reasonable steps to prevent your employees or agents from acting unlawfully, you will not be held legally responsible. It is important that you take steps to make sure your employees and agents understand that they must not discriminate against pupils, or harass them or victimise them, and that they understand your duties in relation to making reasonable adjustments for disabled pupils.

#### **Personal liability of your employees and agents**

An employee (of a school) is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. However, an employee is not personally liable in relation to disability discrimination in schools. For example, a teaching assistant racially discriminated against pupil. The school is able to show that it took all reasonable steps to prevent the harassment and therefore was not liable. The pupil can still make a claim of discrimination against the teaching assistant.

However, if this was a case of discrimination on the grounds of disability, the pupil would not be able to make a claim against the teaching assistant because the personal liability provisions do not cover disability discrimination in schools. If the relationship is one of a person paying for someone else to take action for them and someone taking action for them (their 'agent') rather than employer and employee, the agent is personally responsible in the same circumstances. Employees or agents will still be responsible for their acts of discrimination, harassment or victimisation even if they did not know their actions were against the law. But there is an exception to this. An employee or agent will not be responsible if their employer or principal has told them that there is nothing wrong with what they are doing and he or she reasonably believes this to be true. It is a criminal offence, punishable by a fine of up to £5,000, for an employer or principal to make a false statement in order to try to get an employee or agent to carry out an unlawful act.

#### **Instructing and causing discrimination -**

As a school you must not instruct, cause or induce someone to discriminate against, harass or victimise another person, or to attempt to do so. Both the person who receives the instruction and the intended victim will have a claim against whoever gave the instructions. This applies whether or not the instruction is carried out, provided the recipient or intended victim suffers loss or harm as a result. It only applies where the person giving the instruction is in a legal relationship with the person receiving the instruction such as employer and employee or agent and principal. Employment Tribunals will deal with complaints from an employee or agent who has received the instructions and the victim can make a claim in the same way as they would for any other claim under the act. So if you instruct a member of staff to discriminate against a pupil on grounds of their sex then the member of staff can make a claim to an Employment Tribunal and the pupil can make a claim to a county or sheriff court. The Equality and Human Rights Commission can also take action for unlawful instructions to discriminate.

#### **Aiding contraventions**

It is unlawful for you to help someone else carry out an act which you know is unlawful under the Equality Act. However, if the person giving assistance has been told by the person he or she assists that the act is lawful and he or she reasonably believes this to be true, he or she will not be legally responsible. It is a criminal offence, punishable by a fine of (currently) up to £5,000, to make a false statement in order to get another person's help to carry out an unlawful act under the Equality Act.

For further information visit:- <http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

### Appendix 3

#### Equality and Inclusion Action plan

Plan	Who is responsible?	Time and Resources	Evaluation and outcome
1. Develop and improve the inclusion procedure in school and to re-submit application bi- annually for inclusion quality mark. Continue to collect documentation or signposts to evidence application.	SMT IN-CO GOV	1 week in total	1 The school achieves at least level 3 of the IQM and by the end of this equality scheme have achieved at least Level 2
2. Support SENCO and Dyslexia ATA with the application for the Dyslexia Quality Mark.	DC SENCO IN-CO	3 days in total	2 Dyslexia Quality Mark achieved.
3. Provide or facilitate training opportunities for staff and governors on inclusion and equality issues. This will be provided from the NYCC courses or INSET.	IN-CO GOV	Depends on course and supply costs	3 A record of training on inclusion and Equality issues to be kept.
4. Carry out pupil voice interviews to gain an insight into the views and needs of children in the school about their education and the equality ethos of the school. These pupil voice sessions will include children from all vulnerable groups.	HT IN-CO	4 hrs in total	4 Pupil voice interviews started and established. The outcomes to be used for IQM evaluation, feedback for teachers TAs and Headteacher on any issues arising and to ensure that provision of education is informed by needs of learner.
5. That vulnerable pupil group make comparably similar progress to those children who are not identified as vulnerable.	SMT IN-CO STAFF GOV	1 day in total	5 Data to be analysed to evaluate progress of vulnerable pupils and compared with pupils who are not identified as being vulnerable.
6. Provide an annual report on the equality scheme for Governors and HT	IN-CO GOV	1 day in total	6 School profile demonstrates inclusive practice and a positive impact of the Equality scheme.
7. To gain the NYCC Health and Well Being Quality mark	HT SMT STAFF IN-CO GOV	3 days in total	7 NYCC Health and Well Being Quality mark achieved
8. Ensure all staff are aware of disabled children's curriculum access. a. Set up system of individual access plans for disabled children. b. Set up system for information to be shared with appropriate staff.	HT SMT STAFF IN-CO GOV	Staff meetings Mettings with SENCO IN-CO	8 Meetings between IN_CO, SENCO and Sue T to discuss admissions. Raised confidence of staff in strategies for differentiation and increased pupil participation. - Raised confidence of TAs as above. - All staff aware of individual pupils' access needs.

### Appendix 4

#### Differentiated behaviour policy