

Dover Grammar School for Girls

Equality Policy



Signatures:

Headteacher _____ Date _____

Chair of Committee _____ Date _____

Chair of Governors _____ Date _____

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Reviewed: 2017

Revised: September 2017

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Dover Grammar School for Girls

Equality Policy



THE SINGLE EQUALITY SCHEME 2015-18

1. Our priorities for Single Equality Scheme are:

- To ensure that no group has a more negative experience of School life and academic success.
- To improve the involvement of disabled children and young people, staff and parents and carers.
- To tackle bullying based on race, religion, gender, disability, sexuality, poverty or any other form.
- To promote positive attitudes towards diversity.

2. Principles of our Single Equalities Scheme.

2.1 Purpose of the Single Equalities Scheme.

We recognise our duty and responsibility to establish equality for all students, staff, other members of the School community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The purpose of our **Single Equality Scheme (SES)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our School community and in all aspects of our provisions, criteria and practices (PCPs). We recognise within this Scheme the inequality linked to poverty and socio-economic factors.

Our **Single Equality Scheme** enables us to meet the duties under equality legislation, and to achieve the following for all groups:

- Eliminate all forms of unlawful discrimination;
- Eliminate harassment and bullying;
- Advance equality of opportunity through vision, strategy and practice;
- Foster good relations.

Through our **Single Equalities Scheme** we make links to all our actions and commitments to:

- promote community cohesion;
- narrow the attainment gap in outcomes between children and young people;
- improve outcomes as described within the Kent Children's and Young People's Plan (CYPP).

2.2 A Relevant and Proportionate Approach

In promoting equality and complying with legislation, we apply the principles of relevance and proportionality. We aim to ensure that our actions are proportionate

to the equality issues within our School and relevant to our provisions, criteria and practices. This means we prioritise those actions that enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes. In doing this, we focus on provisions, criteria and practices that have the greatest effect, or potential effect on different stakeholders.

We also apply proportionality in ensuring that our provisions, criteria and practices are proportionate means of achieving legitimate aims.

We do not assume that existing representation alone determines relevance, so we apply the principle of anticipatory duty (see 2.4 below) in helping us to identify what is relevant. We also anticipate that there will be 'hidden' disabilities and equality issues so we are thorough in identifying factors that lead, or have the potential to lead, to inequality.

We ask whether our provisions, criteria and practices affect different groups in different ways and try to implement them in ways that promote equality. This is achieved through systematic monitoring of outcomes, impact assessment and action planning incorporating the fullest possible participation of members of the community.

2.3 Participation

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement.

Our consultations involve representation from the widest range of relevant groups that we can reasonably achieve. They are responsive to the diversity in our School and organised in such a way as to promote direct participation.

The School involves all members of its community including children and young people, staff, parents/carers and other users of the School in relation to all equalities duties.

We take into account the preferred means of communication for those with whom we are consulting, e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders, trade unions and other equalities related groups are genuinely taken into account when we set priorities.

2.4 Anticipation

We apply the principle of the 'Anticipatory Duty' in all aspects of our **Single Equality Scheme** which means that we think ahead about how our provisions, criteria and practices may affect different members of our School. This is embodied specifically in the process of risk assessment where we consider not only the impacts but also the potential impacts, whether positive or negative.

3. Responsibilities

3.1 Governing Body

The Governing Body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the Governing Body discharges this responsibility through the Senior Leadership Team (SLT).

3.2 Senior Leadership Team (SLT)

The Senior Leadership Team (SLT) promotes equality and eliminates discrimination by:

- raising awareness of all the duties within the whole School community;
- referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC);
- ensuring understanding of the broad legal definition of disability;
- sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the School;
- working with trade unions to implement the relevant duties in employment functions;
- ensuring that action plans are undertaken for all protected characteristics;
- ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately;
- providing appropriate training for staff, Governors and other members of the School community;
- Monitor the outcomes and impact of provisions, criteria and practices on all groups, and respond with appropriate actions;
- In the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

3.3 All Members of the School Community

The School regards equality for all as a responsibility for all. All members of the community contribute to ensuring that our School is fair, just and cohesive by:

- contributing to the **Single Equality Scheme** implementation and review process;
- raising issues with line managers which have an impact or potential impact on the School's provisions, criteria and practices;
- maintaining an awareness of, and professional interest in, the School's current **Single Equality Scheme** and the provisions, criteria and practices to which it relates;
- implementing provisions, criteria and practices in accordance with agreed protocols and standards;
- behaving with respect and fairness to all members of the School community

4. Information Gathering

4.1 Purpose and Process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the School community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the School's aims have been achieved and what we need to do better.

4.2 Types of Information Gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- identification of children and young people and all other members of the community representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- student attainment and progress data relating to different groups;
- children and young people views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended School offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

5. Outcomes

Of all the information we collect, the most important indicators of how successful we are in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. We record our outcomes using a wide range of criteria, both academic and experiential, for the various protected characteristics and other vulnerable groups, mindful of the principles of proportionality, relevance and potential impacts (whether positive or adverse). Our outcomes are recorded in the School SEF. Where a robust analysis of outcomes reveals poorer outcomes for any particular group, it triggers the equality impact assessment process.

6. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed provisions, criteria and practices in order to help us act to promote equality and to ensure no person is disadvantaged by School activities through discrimination. Impact assessments are an on-going process to ensure that the School's provisions, criteria and practices are developed in an increasingly inclusive and equitable way.

We undertake our impact assessment in a relevant, proportionate and systematic way. Continual evaluation of provisions, criteria and practices helps us know how much each one promotes, or has the potential to promote equality, and whether or not a full equality impact assessment is necessary.

Every new provision, criteria and practice is drawn up with regard to the School's duties as described in this Single Equality Scheme and the appendices, and is subject to the process of impact assessment in relation to potential positive or adverse impacts.

7. Action Plans

Where necessary, we will put in place an action plan to cover relevant protected characteristics. These will describe how we are taking action to fulfil both the general and specific duties.

Our action plans, where necessary, will be incorporated into the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

Our **Single Equality Scheme** relates to a range of other policies and plans, and will be implemented through them and the procedures and practices that relate to them. These policies are listed in the appendices and significantly include our Accessibility Plan and Safeguarding Policy.

The School evaluates the effectiveness of the **Single Equality Scheme** on a regular basis, through the Governing Body and with Ofsted when the School is inspected.

8. Publication and Reporting

The School reports annually on the progress made on any action plans put in place and the impact of the **Single Equality Scheme** itself on School ethos and practice within the School in addition to the impact assessments done on a range of provisions, criteria and practices.

9. Review

As part of the review of the **Single Equality Scheme**, the School commits to:

- revisiting and analysing the information and data used to identify priorities for the **Single Equality Scheme** and action plans. This incorporates use of the overview of outcomes;
- ensuring that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of School planning and that discrimination is being eliminated effectively.

The review of the **Single Equality Scheme** informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the School has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

PART B: Overview of Outcomes

Introduction

1. The **Overview of Outcomes for Vulnerable Groups** is set out in the School's SEF, which:

- evaluates the outcomes of groups of children and young people who are nationally and/or School identified as vulnerable to underachievement and discrimination;
- identifies, through this analysis, areas for improvement in provision for those vulnerable groups;
- establishes a baseline of information from which to assess the impact, over time, of action taken to improve outcomes and provision for vulnerable groups;

We also collate evaluative data summaries to inform self-evaluation in relation to vulnerable groups.

2. In considering the outcomes for all students in the School, the SLT considers the outcomes for minority ethnic groups as a whole and for each ethnic group. Even if there is one child in the ethnic group it is important to give consideration to that child's attainment and consider this in relation to the performance of the ethnic group as a whole locally and nationally, as well as all students in the School.

PART C: Appendices

Contents of our Single Equality Scheme Appendices

App 1: Definitions and Guidance

App 2: Links to other Provisions, Criteria and Practices

App 3: List of Organisations and Contact Details

App 1: Definitions and Guidance

The Equality Act (2010) harmonises existing legislation and creates a new list of people who share a protected characteristic under the law. The Act includes secondary legislation setting out the Public Sector Equality Duty that consists of a General and a Specific Duty. Both the Act and the Public Sector Equality Duty apply to all aspects of employment, goods and services, partnerships and procurement. This includes schools and education.

There is no longer a requirement for an Equality Scheme, though the Duty sets out requirements for publication of information, as well as setting of Equality objectives. The Duty requires information published to include the effects of policies and practices on people who are protected by the act. The Equality and Human Rights Commission recommend that this should take the form of Equality Impact

Assessments (EIAs) in organisations that have embedded them as standard practice but there is no statutory requirement to use them at present.

The following definitions and legal duties describe the School's understanding of legislation prior to and including the Equality Act 2010 in relation to the protected characteristics:

App 1.1: Definitions Relating to the Equality Act 2010 (amended 2011)

The following definitions are some of the more common terms relevant to schools or the particular provisions of the Act:

Discrimination:

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.
- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

Direct discrimination occurs when you treat a student less favourably than you treat (or would treat) another student because of a protected characteristic. So a very basic example would be refusing to admit a child to a school as a student because of their race. 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 students 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 student cannot claim that excluding them for fighting is direct discrimination on grounds of sexual orientation unless they can show that a heterosexual or bisexual student would not be excluded for fighting. A student 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 student 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 student to offer a female student special treatment in connection with her pregnancy or childbirth.

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

Indirect discrimination occurs when you apply a provision, criterion or practice (PCP) in the same way for all students or a particular student group, but this has the effect of putting students sharing a protected characteristic within the general student group at a particular disadvantage. It does not matter that you did not intend to disadvantage the students with a particular protected characteristic in this way. What does matter is whether your action does or would disadvantage such students compared with students 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. 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 students, including a particular student with a protected characteristic, and
2. The provision, criterion or practice puts or would put students sharing a protected characteristic at a particular disadvantage compared to relevant students who do not share that characteristic, and
3. The provision, criteria, practice or rule puts or would put the particular student 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'.

Positive Action:

Students with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular student group, provided certain conditions are met. These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of students. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged student group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some students to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged student group that exceeded the positive action conditions. It is never unlawful to treat disabled students (or applicants) more favourably than non-disabled students (or applicants). That is, a school is permitted to positively discriminate in favour of disabled students (applicants).

'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 students.

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.

Protected Characteristics:

The Act protects people from discrimination and harassment based on the following 'protected characteristics':

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Age and being married or in a civil partnership are NOT protected characteristics for the schools provisions.

The categories of people covered by the schools provisions are:

- Prospective students (in relation to admissions arrangements).
- Students at the school (including those absent or temporarily excluded).
- Former students (if there is a continuing relationship based on them having been a student at the school).

Provision, Criterion or Practice (PCP):

These are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit or in preparing for a school trip)
- 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.

Public Sector Equality duties:

These give public bodies, including maintained schools, Academies and Student Referral Units, legal responsibilities to demonstrate that they are taking action on equality in policymaking, the delivery of services and public sector employment.

The duties require public bodies to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality.

The purpose of the equality duties is not to be process driven and bureaucratic but rather to offer an outcome-based method of ensuring that schools are best meeting the needs of all their students. The duties provide a framework to help schools tackle persistent and long-standing issues of disadvantage, such as underachievement of boys from certain ethnic groups, gender stereotyping in subject choice and bullying of disabled young people. They also provide a strategic and systematic means of tackling major entrenched disadvantage across the sector.

Reasonable Adjustment duty:

Schools are required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled students at a substantial disadvantage. This duty is owed to existing students, applicants and, in limited circumstances, to disabled former students in relation to the following areas:

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

Schools cannot justify a failure to make a reasonable adjustment; where the duty arises, the issue will be whether or not an adjustment is 'reasonable' and this is an objective question for the tribunals to ultimately determine.

The duty is an anticipatory and continuing one that schools owe to disabled students generally, regardless of whether it is known that a particular student is disabled or whether there are currently any disabled students. By anticipating the need for an adjustment, schools are best placed to help disabled students who come to the school. Schools are not expected to anticipate the needs of every prospective student but they are required to think about and take reasonable and proportionate steps to overcome barriers that may impede students with different kinds of disabilities. For example, while it may be appropriate to provide large print for a student with a visual impairment, it might not be reasonable to be expected to have Braille devices standing ready.

Socio-Economic Duty:

A public sector duty applying to 'authorities' who, when making decisions of a strategic nature, must consider how to reduce the inequality of outcomes resulting from socio-economic disadvantage.

App 1.2: Legislation Relating to the Protected Characteristics

App 1.2.1: Age

Duties under the Employment Equality (Age) Regulations 2006 apply to schools only as employers, with a duty to eliminate disadvantage, intimidation and victimization on the basis of age.

The Regulations prohibit age discrimination in terms of recruitment, promotion and training and:

- allow pay and non-pay benefits to continue which depend on length of service requirements of five years or less or which recognise and reward loyalty and experience;
- provide exemptions for many age-based rules in occupational pension schemes; and
- remove the upper age limit for unfair dismissal and redundancy rights, giving older workers the same rights to claim unfair dismissal or receive a redundancy payment as younger workers.

Under the Equality Act 2015, age is not a protected characteristic for schools.

App 1.2.2: Disability

Duties under Part 5A of the DDA 2005 require the Governing Body to:

- promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the School or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the School's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the School's scheme shows how the School is meeting its general duty to promote disability equality through:

- promoting equality of opportunity between disabled people and others;
- eliminating discrimination that is unlawful under the DDA;
- eliminating harassment related to disability;
- promoting positive attitudes towards disabled people;
- encouraging participation of disabled people in public life;
- taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Duties in Part 4 of the DDA 1995 require the Governing Body to plan (The Schools Accessibility Plan) to increase access to education for disabled students in 3 ways:

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

The Governing Body uses the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people.

Definition of Disability

The DDA defines a disabled person as 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.'

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Excluded are those with:

- an addiction to or dependency on: nicotine; tobacco; or other non-prescribed drugs or substances;
- seasonal allergic rhinitis (hay fever); and
- certain mental illnesses with anti-social consequences.

App 1.2.3: Gender Reassignment

Duties under the Sex Discrimination (Gender Reassignment) Regs 1999 and the Gender Recognition Act 2004/2010/2015 require the Governing Body to eliminate unlawful discrimination and promote equal opportunity in the employment of staff.

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with. This personal process may include undergoing medical procedures or, as is more likely for school students, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- make their intention known to someone – it does not matter who this is, whether it is someone at School or at home or someone like a doctor;
- once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on;

- they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected.
- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person;
- undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- have received gender recognition under the Gender Recognition Act 2004.

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

The term 'transgender' refers to someone who has the protected characteristic of gender reassignment.

App 1.2.4: Marriage and Civil Partnership

Under the Equality Act 2010, marriage and civil partnership are protected against both direct and indirect discrimination. This applies to schools as employers but not in relation to students.

App 1.2.5: Pregnancy and Maternity

Under the Equality Act 2010, it is discrimination to treat a woman (including a female student 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 student of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

App 1.2.6: Race

Duties under the Race Relations (Amendment) Act 2000 require the Governing Body to:

- eliminate unlawful discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

To meet this requirement the Governing Body carries out its duty through the SLT to:

- produce a written race equality policy (which may now be incorporated into a single equality scheme) identifying action to be taken to tackle discrimination and promote equality and good race relations across School activity;
- record racist incidents and report them to the local authority on a regular basis.

We use paper reporting to record any racial or bullying incidents that occur in the School.

App 1.2.7: Religion or Belief

Duties under the Equality Act 2006 require the Governing Body to eliminate unlawful discrimination and harassment on the grounds of religion or belief.

Definition: 'Religion' or 'belief' means any religion, religious belief or similar philosophical belief (including agnosticism, atheism and humanism).

For a belief to be protected by the Equality Act:

- It must be genuinely held.
- It must be a belief and not an opinion or viewpoint based on information available at the moment.
- It must be a belief as to a weighty and substantial aspect of human life and behaviour.
- It must attain a certain level of cogency, seriousness, cohesion and importance.
- It must be worthy of respect in a democratic society.
- It must be compatible with human dignity and not conflict with the fundamental rights of others.

The Employment Equality Regulations 2003 offered protection against discrimination on the grounds of religion or belief in the workplace. With the addition of the powers granted by the Equality Act 2006, it became unlawful (subject to certain exemptions) to discriminate on the grounds of religion or belief in the provision of goods, facilities and services, the disposal and management of premises, education and the exercise of public functions.

App 1.2.8: Sex (Gender)

Duties under the Equality Act 2006 require the Governing Body to:

- eliminate unlawful discrimination and harassment on the grounds of sex;
- promote equality of opportunity between women and men.

From 6 April 2007, the Equality Act 2006 requires the Governing Body to promote equality of opportunity between women and men (including boys and girls) and to publish a Gender Equality Scheme showing how the School intends to fulfil the general and specific duties. The Governing Body must revise and review the plan every three years and report on progress annually.

App 1.2.9: Sexual Orientation

Duties under the Equality Act 2006 require the Governing Body to eliminate unlawful discrimination and harassment on the grounds of sexual orientation.

The Employment Equality (Sexual Orientation) Regulations 2003 offered protection against discrimination on the grounds of sexual orientation in the workplace. With the addition of powers introduced by the Equality Act 2006, it became unlawful (subject to certain exemptions) to discriminate on the grounds of sexual orientation in the provision of goods, facilities and services, the disposal and management of premises, education and the exercise of public functions.

App 2: Links to other Provisions, Criteria and Practices

Accessibility Plan: *Our Accessibility Plan is published on the School website and available internally on the School network under 'Policies'*

Anti-Bullying: The DCSF definition of bullying (contained in the 2007 Safe to Learn guidance) has been accepted by the LA and this School: *“behaviour by an individual or group, usually repeated over time, that intentionally hurts an individual or group either physically or emotionally”*.

Kent policies, guidance and other important information relating to bullying.

The Kent model anti bullying policy for schools can be found at:

http://www.kelsi.org.uk/data/assets/pdf_file/0005/28652/Model-Anti-Bullying-Policy-for-Schools-.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Healthy_Schools/PSHE/model_antibullying_policy_1008.doc

www.antibullyingalliance.org.uk

www.kent.gov.uk – search ‘bullying’

The link to specific guidance relating to homophobic bullying is:

<http://www.anti-bullyingalliance.org.uk/media/7480/sst-guidance-quick-guide.pdf>

<http://www.anti-bullyingalliance.org.uk/media/7484/homophobic-bullying.pdf>

https://www.stonewall.org.uk/sites/default/files/tackling_homophobic_language_-_teachers_guide.pdf

Community Cohesion: The School has a duty to promote and enhance community cohesion (Education and Inspections Act 2006). There are three areas where schools are expected to contribute to community cohesion. These are:

1. Teaching, learning and the curriculum,
2. Equity and excellence; and
3. Engagement and extended services.

Other key policies which relate to this Scheme:

Health and Safety, Safeguarding Policy, SEN Policy, Uniform Policy, Behaviour.

App 3: List of Organisations and Contact Details

Community cohesion guidance:

<http://www.tedcandle.co.uk/publications/029%20Guidance%20on%20duty%20to%20promote%20community%20cohesion%20in%20school.pdf>

DfE Disability Toolkit:

<http://www.chimat.org.uk/default.aspx?QN=CHMK3>

Equalities and Human Rights Commission:

<http://www.equalityhumanrights.com/>

Government Equalities Office:

<http://www.equalities.gov.uk/>

Kent LA Inclusion and Achievement Advisers (SSIP-SS):

<http://www.kelsi.org.uk/news-and-events/news/primary/inclusion-support-service-kent-issk-have-you-seen-our-updated-information-on-the-edukent-website>

http://www.kenttrustweb.org.uk/ask8/ask8_inclusion_contact.cfm

Religion, spirituality, faiths and beliefs in Kent :

http://kentchildcare.proceduresonline.com/pdfs/culture_comp_policy.pdf

http://www.kenttrustweb.org.uk/ask8/ask8_whole_school_psd.cfm

Kent customer equalities impact assessment:

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/equality-and-diversity/equality-impact-assessments>

Kent equalities information documents:

<http://www.kent.gov.uk/about-the-council/information-and-data/Facts-and-figures-about-Kent/equality-and-diversity-data>

http://www.kenttrustweb.org.uk/Policy/eq_keydocs.cfm

KCC Equality Strategy and Policy :

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/equality-and-diversity>

Looked After Children and Young People:

<https://www.nice.org.uk/guidance/ph28>

Ofsted Inspection documents relating to equalities:

<https://www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools>

Racial and bullying Incidents on-line reporting Form

<http://www.kelsi.org.uk/school-management/data-and-reporting/management-information/racial-and-bullying-reporting>

School Guidance:

<https://www.gov.uk/government/collections/statutory-guidance-schools>

Next Review: January 2019