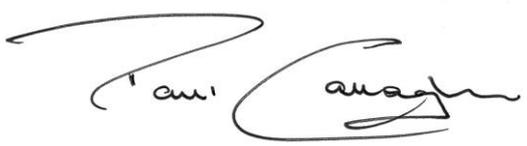




Equality Plan Policy

Date approved by Governing Body:	06 November 2015
Signature of Chair of Governors:	
Next Review Date:	01 October 2016

Red House Academy Single Equality Plan 2015

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1. Mission statement

The welfare of others is the first concern of all

Such a guiding principle requires all those skills and attitudes that encompass such words as tolerance, flexibility, sensitivity, compassion and respect. Trustees endorse the strength of each of these words and to expect that each of them be associated with the single most important principle of a comprehensive education. That is:

The education of every child is held to be of equal value in the community academy

Red House Academy believes that all children and adults should be treated equally and fairly irrespective of race, ethnicity, religion, nationality, cultural background, sex, sexuality, disability, domestic circumstances, age, illness, employment status, membership of trade unions or political beliefs. Our Academy is committed to the philosophy and practice of equality of opportunity and to combating discrimination, direct or indirect, through our policies and procedures. We are committed to taking positive steps to help redress the effects of discrimination and disadvantage, ensuring that equality of opportunity is integral to all our activities.

2. Equality and the law

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and academies, and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April, 2011. It has three main elements. In carrying out its functions, Red House Academy will have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share

a protected characteristic and people who do not share it.
(Where schools are concerned, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to students).

To fulfil our specific duties under the law we will:

a) Publish information on our website to demonstrate how we are complying with the Public Sector Equality Duty.

b) Prepare and publish equality objectives.

The **purpose** of our Equality Policy and Plan is to ensure that, in everything it does, the school promotes diversity and equality of opportunity, eliminates discrimination, and brings about positive change for those experiencing disadvantage. It provides a framework for good practice in developing equality of opportunity and access in both the academy, in the academy workforce and in relation to the services the school delivers to the community.

The **general aims** of the Equality Policy and Plan are to:

- Identify and eliminate unlawful discrimination;
- Promote good practice in equality of opportunity in the organisation's activities; and
- Ensure that the organisation's commitment to equality is widely known and understood, and communicated.

The **specific aims** of the Equal Opportunities policy are to work with our students, employees, students, parents, contractors and key stakeholders:

- **as an academy**, to provide an outstanding education which meets the needs of all our students and enables all to achieve success;
- **as an employer**, to have a workforce which is representative of the community we serve; to value and use the diversity of its staff; to strive to be a place where people want to work; to be a leader in good practice in this area; to ensure fair treatment and equality of opportunity to all, and to recruit the best person for the job based on careful analysis of job requirements and performance.
- **as a community leader**, to champion equality of opportunity, challenge racism and all forms of discrimination, and contribute to making Barnsley a place where people live together safely in peace, respect and friendship;
- **as a major procurer and commissioner of services**, to use our spending power wherever possible to influence other organisations in promoting equality of opportunity.

Red House Academy undertakes to:

- meet its legal obligations under relevant legislation;
- treat everyone fairly, and with respect for their culture, values and beliefs;
- operate in an open and accountable fashion;
- encourage and enable the involvement of people in decisions which affect them.

The Policy also takes into consideration good practice guidance from the

CRE, Equal Opportunities Commission, Audit Commission and the Disability Rights Commission.

The Policy also recognises the objectives of Sunderland Local Authority's Equality Scheme (2012-16), in order to ensure a joined-up approach in promoting equality of opportunity, tackling discrimination and promoting good relations between communities and groups in the LA.

3. Academy Context

Equal opportunity data for staff and students will be presented in the Equal Opportunities section on the Academy website alongside this policy.

4. Equal Opportunities for Staff

This section relates to the services and activities of Red House Academy as an employer and as a major procurer and commissioner of services.

We will seek to comply with all current legislation and statutory regulations covering the relevant areas of equal opportunities (see Section 12 for list of legislation). However, this will not only relate to the statute of law, but also the spirit of that legislation. The Policy also takes into consideration good practice guidance from the CRE, Equal Opportunities Commission, Audit Commission and the Disability Rights Commission.

The Policy also recognizes the objectives of Sunderland Local Authority's Equality Scheme (2012 - 2016), in order to ensure a joined-up approach in promoting equality of opportunity, tackling discrimination and promoting good relations between communities and groups in the LA.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Age discrimination

Red House Academy will not discriminate against applicants or staff because of their age including in recruitment, selection, promotion, training redundancy and retirement practices.

The Academy is committed to complying with the European Directives on Age, and the Department for Education's Code of Practice on Age Diversity in Employment. To comply with the above the academy will on a priority basis: evaluate recruitment, training, promotion and exit of staff by age; explore job role alteration to enable people to work longer should they physically become less able; and consider the results of our monitoring on an annual basis.

Disability discrimination

We acknowledge that disabled people are not all the same and that each person may have different needs. Red House Academy will remove barriers that obstruct disabled people by providing any reasonable adjustments where appropriate to do so.

We will also: provide regular training to all relevant staff on disability issues; continue to seek improvements in the areas of education delivery and access to communication by enhancing and increasing the availability of for e.g. loop systems, information available in other appropriate formats, and sign language interpretation.

Gender discrimination

Red House Academy is committed to achieving equality of opportunity regardless of gender. We will ensure that all individuals receive equal access to: services and resources, employment opportunity, including career development, participation in the decision making process, equal pay for the same or broadly similar work, and for work rated as equivalent or of equal value.

We will provide support to prevent discrimination against transsexual people who may have undergone, or are about to undergo, gender reassignment.

Race discrimination

As an employer and education provider we have a statutory duty under the Race Relations (Amendment) Act 2000 to:

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

The terms 'black' and 'minority ethnic groups' are used by the Academy to refer to those people who may experience racism, discrimination, prejudice or victimisation on the grounds of their colour, race, or national origin, and as a result experience inequality in their lives.

We have adopted the Stephen Lawrence Inquiry Report definition of a racist

incident, which is that:

“A racist incident is any incident which is perceived to be racist by the victim or any other person”

Red House Academy will work towards eliminating any institutional discrimination from its structures, policies and procedures by continually reviewing and striving to improve our policies, procedures, structures and operations.

Discrimination on grounds of sexuality

Red House Academy is committed to removing the discrimination that people face in their lives due to their sexuality and life choice. We will ensure that wherever it is possible, Conditions of Service for our staff offer the same benefits to people regardless of their sexual orientation and specifically that those in same sex relationships receive the same benefits as are available to all other employees. This includes the provision of special leave, parental leave and time off for dependents

Employment of people with an offending background

Red House Academy recognises that people with an offending background can experience discrimination within the community. The Academy will make efforts to prevent this discrimination or other unfair treatment against any of its staff, potential staff or users regardless of offending background so long as it does not create a risk to children and vulnerable adults.

As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, the school complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly.

Red House Academy undertakes not to discriminate unfairly against any subject of a disclosure on the basis of conviction or other information revealed. Through Northern Education Trust the School is registered with the DBS to access Standard and Enhanced Disclosures on cautions, reprimands and final warnings, as well as convictions.

Recruitment and Selection

All application forms and recruitment briefs will contain a statement that a disclosure will be requested in the event of the individual being offered the position. All information requested from candidates concerning their criminal records will be treated as confidential and will only be seen by those who need to see it as part of the recruitment process.

During Employment

Employees are required to disclose any convictions received during their employment, where it is relevant to the job or may impact on their ability to undertake their roles. Each case will be reviewed on an individual basis by taking into consideration the role and responsibilities of the post holder, the nature of the conviction and the potential impact on the ability to undertake the role and impact on the School.

Discrimination against people with dependents/caring responsibilities

We will ensure that our employment practices prohibit unfair discrimination against people with dependents/ caring responsibilities in: promotion or career progression; recruitment and selection; redundancy; retirement; support systems; training and development.

To facilitate the above the Academy offers, where practicable and manageable within the requirements and duties of the school/business, a number of 'Work-life Balance' initiatives open to all employees: job sharing, term time working, voluntary reduced hours, career breaks, special leave, parental leave. Details are set out in school policy.

Discrimination against people due to their religion/belief

We are committed to, and will work towards, the elimination of unfair and unlawful discrimination against people due to their religion/belief to ensure equal treatment in all our policies, procedures, employment and other practices and access to education.

Discrimination against Refugees and Asylum Seekers

We are committed to eliminating unfair and unlawful discrimination against asylum seekers or refugees by ensuring equality of opportunity in the provision of education and, in the case of refugees, equality of opportunity in employment.

Specific Objectives

Governance

Our Memoranda of Articles state :

Within this framework we will encourage people from different backgrounds, cultures and experiences to become governors, committee members, and participate in working groups and endeavour to make sure these groups reflect the communities we serve and understand their needs.

We will offer training to committee members in relevant aspects of this policy and other associated policies to ensure that they have adequate knowledge and capacity to oversee the implementation of policies and ensure the school promotes diversity and equality of opportunity, eliminates discrimination, and brings about positive change for those experiencing disadvantage.

Employment and Training

Red House Academy recognises the value of a diverse and mixed workforce. We are determined to ensure that every job applicant, internal or external, applying for a vacant post will receive fair and equitable treatment. We seek to recruit only the best people for the job. Recruitment is monitored on an ongoing basis at all stages and this monitoring will be regularly analysed and measures adopted to alleviate any adverse impact identified through this monitoring.

Staff responsible for recruitment, appraisal and other human resources procedures will be trained in all aspects of this policy and other associated policies to ensure that there is no discrimination in these processes.

Job application and selection criteria together with human resources procedures, will be examined and regularly reviewed to ensure that individuals are selected promoted and treated on the basis of their relevant merits and abilities and that no group or individual is unfairly put at a disadvantage either directly or indirectly.

Training

We are committed to valuing and supporting our employees to realise their full potential and creating a diverse workforce that broadly reflects the community in which we operate. Our commitment to families and employees is one of continuous development through training and awareness raising helping to make this policy fully effective.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continuing professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all;
- Publication of equality data relating to staff.

Procurement & Commissioning of Services

Red House Academy will where possible require all contractors, consultants and suppliers to comply with relevant equality and diversity legislation and School's policy

Partnership

We will work in collaborative and proactive partnerships with the Northern Education Trust, the Local Authority and other partners and organisations in the community, both statutory and voluntary in delivering common race equality objectives, and appropriate services to the communities we serve to ensure that equality of opportunity is promoted through both good employment practices and in the delivery of services.

Role in the Community - Promoting diversity

We are committed to using our wider role in the community to challenge racism and all forms of discrimination wherever they occur.

Building community cohesion

Red House Academy's role as a high profile employer and provider of education also means that we will play a key role in building community cohesion. As such, we consider that promoting good community relations is fundamental.

Implementing the Policy

Action Plan and Targets

As part of our business planning processes and the performance management framework, we will implement this policy by establishing strategic action plans, which will set targets and time-scales for their delivery and define those people who are responsible for achieving those targets.

Publicity & Communication

Copies of this Equality Policy and related detailed policies will be made available to all staff. This policy will also be published on the School website

5. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the academy operates equality of opportunity in its day to day practice in the following ways.

5.1 Teaching and Learning

We aim to provide all our students with the opportunity to become the best that they can be and that they are meant to be. To do this, we will:

- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Use contextual data to improve the ways in which we provide support to individuals and groups of students
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the academy population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve and engage all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

5.2 Admissions and exclusions

Our admissions arrangements are fair and transparent, and comply with the national Code of Practice on Admissions, and that arrangements do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

5.3 Race Equality

Red House Academy will promote equality and challenge racism by;

- Celebrating the richness and diversity of different cultures through the curriculum (eg., Geography, Religious Studies, PSD, Art, Food Technology, Music);
- Exploiting opportunities in the academic and pastoral curriculum, to deal with issues of prejudice - in particular PSD, Citizenship, RS, English and History.
- Regularly reviewing our displays, website and publications to ensure that these are inclusive;

- Regularly reviewing/auditing curriculum content and materials used, including in the Library to ensure that negative images are not used and positive images are promoted wherever possible;
- Challenging inappropriate racist or stereotypical comments made in lessons, in social environments, or in any part of the academy's business;
- Banning all racist leaflets, badges, insignia from school;
- Recording all and any racist incidents and reporting them to Northern Education Trust and the Local Authority
- Maintaining close links with the LA Adviser for the achievement of ethnic minority students for guidance on policy, resources and developments;
- Monitoring the impact of our policies through feedback gained from parental and student questionnaires, assessment data about the progress and achievement of students from different ethnic groups, and the frequency of racist incidents in school.

5.4 Disability

This section should be read in conjunction with the Academy's Special Educational Needs Policy and Accessibility Plan.

Definition of disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial or long-term adverse effect on that person's ability to carry out normal day-to-day activities'. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

5.5 Legal duties

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality objectives;

- Review and revise this Scheme every three years.

5.6 Gender Equality

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

6. Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Red House Academy will continue to promote community cohesion through our ethos, pastoral system, and the curriculum. The curriculum will actively advance the ideals of community cohesion (eg., through Citizenship, Religious Studies, PSD) and will be designed so that every member of our community can progress and experience success.

We will monitor closely the progress of outcomes for students from different socio-economic, ethnic and religious groups and take action to address any discrepancies in learning and/or attainment. As far as resources allow we will consider providing financial support which ensures no student is prevented from taking part in enrichment activities that support learning and the curriculum. We will strive to ensure that the school make available a range of inclusive enrichment opportunities, and we will monitor take-up.

We will work closely and as the lead agency with external bodies to ensure that young people in disadvantaged circumstances have every opportunity and support to succeed. We will work closely with parents and carers to involve them in the wider purposes of the academy.

In addition, we will contribute actively to community cohesion locally

- Through our work with other schools, to ensure that students from

different religious, ethnic and socio-economic contexts can work together in a common endeavour.

- Through our support for local activities/events that support community cohesion.
- Through social enterprise and charitable fundraising to further the cause of justice and equality locally, nationally and internationally.

7. Roles and Responsibilities

The role of Governors/Academy Directors

Members of the Governing Body have corporate responsibility for ensuring that the school complies with all statutory and administrative requirements governing the use of public funds.

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to students, and responsive to their needs based on race, gender and disability etc.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability etc.
- The governors take all reasonable steps to ensure that the Academy environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students and the wider community.
- The governors welcome all applications to join the Academy, whatever a child's socio-economic background, race, gender or disability etc.
- The governing body ensures that no child is discriminated against whilst in our Academy on account of their race, sex or disability etc.

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The role of the Principal

- It is the Principal's role to oversee the effectiveness of the policy and plan and decide on appropriate actions in response to any needs identified.
- It is the Principal's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Principal ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Principal promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will be made fully aware of this policy and must adhere to its requirements without exception.
- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the Academy's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Principal.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.
- Any employee who feels that they have grounds for complaint in relation to bullying, discrimination, harassment, or victimisation has the right to pursue their complaint through the relevant internal policies and procedures. All employees have a responsibility for their personal involvement with the practical application of this policy but specific responsibility falls upon managers in their area of operation.

8. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the academy environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to senior staff through the academy systems.

All incidents are reported to the Principal. Racist incidents are reported to Northern Education Trust, Local Authority and to the Governing Body. Information collected through these systems feeds into the school SEF to inform safeguarding in the Academy.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

(This list is not exhaustive).

Responding to and reporting incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

PROCEDURE

Incident



Member of staff to investigate further (if incident reported) or challenge behaviour immediately



Response to victim, and family where appropriate

Response to perpetrator, and family where appropriate



Action taken to address issue with year group/school if necessary eg., through a restorative conference



Incidents to be reported to relevant committee of Governing Body, and The Northern Education Trust

9. Breaches of the Policy

This policy states Red House Academy's objectives and expectations on equalities and diversity.

The Policy will be actively promoted and supported by every available means, in particular through training, consultation, and the mainstreaming of equalities and diversity into all aspects of the academy's activities. The Academy will take disciplinary action within agreed procedures where the Policy is being abused, ignored or breached.

It will be a condition of service that employees adhere to the Equalities & Diversity Policy and failure to do so will be grounds for disciplinary measures to be taken.

The Academy has procedures, which enable service users, candidates for jobs and employees to raise a grievance or make a complaint if they believe they have been unfairly treated. Employees will also be entitled to expect that unacceptable behaviour by others will also be dealt with promptly.

10. Complaints and Comments

Anyone who has a complaint or wishes to comment on this policy, is requested to write to:

Principal,
Red House Academy,
Rutherglen Road,
Sunderland.
SR5 5LN
rha@redhouseacademy.co.uk

11. Key Legislation and Glossary of Terms and Definitions

Asylum and Immigration Act 1996
Children Act 1989
Disability Rights Commission Act 1999
Employment Relations Act 1999
Employment Right Act 1996
Equality Act 2010

European legislation Article 13 of the Amsterdam Treaty and Directives:
Race, Employment, Equal Treatment
Health and Safety at Work Act 1974
Human Rights Act 1998
NHS and Community Care Act 1990
Local Government Acts
Management of Health and Safety at Work Regulations 1999
Maternity and parental leave regulations employment equality 1999
Part Time Workers Regulations 2000
Protection From Harassment Act 1997
Race Relations (Amendment) Act 2000
Rehabilitation of Offenders Act 1974
Sex Discrimination (Gender Reassignment) Regulations 1999
Working Time Regulations 1998
The Equality Act 2010 replaces the following repealed acts:
Disability Discrimination Act 1995
Employment Equality (Age) Regulations 2006
Employment Equality (Sexual Orientation) Regulations 2003
Employment Equality (Religion or Belief) Regulations 2003
Equal Pay Act 1970
Race Relations Act 1976
Sex Discrimination Act 1975 and 1986

Glossary of Terms & Definitions of Discrimination

Direct discrimination

Treating one person less favourably than another for inappropriate reasons, for example on the grounds of their gender, race or disability (in the workplace or in the provision of goods/services).

Gender Reassignment

A process which is undertaken under medical supervision for the purposes of reassigning a person's sex by changing physiological or other characteristics of sex, and includes any part of such a process.

Harassment

Unwanted conduct relating to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Hate Crime

Is an offence committed against people, on the basis of their race, religion, gender, disability or sexuality.

Homophobia

Is behaviour or attitudes directed at people on the basis of their sexuality. It is an irrational fear of or prejudice against lesbians and gay men.

Indirect discrimination

Indirect discrimination occurs when a provision, criteria or practice (PCP) is applied; the PCP places, or would place people with whom the person shares the characteristic at a disadvantage; it puts or would put that person at a disadvantage; and the treatment cannot be objectively justified as a proportionate means of achieving a legitimate aim.

Institutional racism

Collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin, seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people. This may be broadened out to that of institutional discrimination, incorporating other kinds of discrimination beyond that of race.

Prejudice

Forming an opinion of an individual or group without having sufficient information upon which to base such an opinion. Prejudice may be the result of fear or mistrust and usually results in harm to the individual or group subjected to decisions based upon it.

Racial harassment

Violence, verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

Sexual harassment

An attack on a person, which can be verbal or physical and may be suffered by both groups and individuals. It can be described as uninvited and unwanted comments, looks, suggestions and physical contact of a sexual nature, causing embarrassment, intimidation, offence or distress.

Stereotype

A set of characteristics or behaviour patterns wrongly believed to be shared by all members of the same group. Acting on a stereotypical view leads to judgments and decisions being taken without regard to personal qualities, characteristics or behaviour of individual members of that group.

Transgender

Transgender is generally used as a catch-all term for a variety of individuals, behaviours and groups centered around the full or partial reversal of gender roles. It can often mean someone who does not identify with one specific gender fully.

Victimisation

Punishing or treating someone unfairly because they have made a complaint of discrimination, or are thought to have done so, or because they have supported someone else who has made such a complaint.

12. Review of Progress and Impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

13. Publishing the Plan

In order to meet the statutory requirements to publish an Accessibility Plan, an Equality Plan, and a Gender Equality Scheme we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.

- Make sure hard copies are available.