



SINGLE EQUALITY STATEMENT

2017/18

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Part 1- Single Equality Statement

Aims of the Single Equality Statement

- To articulate this 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 Statement

This Equality Statement is our 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 A). It is an attempt to capture how we are systematically establishing and implementing good practice in equality and diversity.

This Equality Statement sets out how we will:

- develop and review the Statement and Action Plan;
- eliminate discrimination;
- 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 group of students.

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Planning to Eliminate Discrimination and Promote Equality of Opportunity

This Statement 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 is being developed by a committee of stakeholders, which will identify what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need.

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 students) we need to make to be best placed to help disabled students who come or may come to our school.

The Objectives and Action Plan may include some of the existing actions set out in the school's Disability Accessibility Plan required under the planning duties in the Disability Discrimination Act, as it sets out how we will increase access to education for disabled students, alongside other protected groups, in the three areas required:

- 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 that is provided in writing for students who are not disabled.

The Action Plan is reviewed annually and progress towards the equality objectives within it, is reported on regularly to the Governing Body. Equality objectives have been identified through consultation with key stakeholders including students, parents, governors, staff and others in the community.

This Action Plan is understood and implemented by all staff and is available on the school website/on request. It will be made available in different formats and in different languages on request to the school office.

Roles and Responsibilities for Implementing the Single Equality Statement

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up-to-date training in all equalities duties;
- designate a governor with specific responsibility for the Single Equality Statement;
- draw up, publish and implement the school's equality objectives;
- establish that the action plans arising from the Statement are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- ensure that people are not discriminated against when applying for jobs at our school on grounds of protected characteristics (disability, gender, race, religion & belief, sexual orientation, gender reassignment, pregnancy & maternity);
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students;
- welcome all applications to join the school, whatever a child's socio-economic background, race, sex, gender identity, sexual orientation, ability, religion or belief, age or culture;
- ensure that no child is discriminated against whilst in our school on account of their race, sex, gender identity, sexual orientation, ability, religion or belief, age or culture;
- inform and consult with parents about the Statement;
- evaluate and review the Statement every three years;
- evaluate the objectives and action plan yearly.

The Senior Leader responsible for Equalities will:

- ensure that staff and parents are informed about the Single Equality Statement;
- ensure that staff understand the broad legal definition of disability;
- ensure that the Statement is implemented effectively;
- manage any day-to-day issues arising from the Statement whether for students, for the school as an employer or for the local community;
- ensure staff have access to training that helps to implement the Statement;
- monitor the Statement and report to the Governing Body at least annually, on the effectiveness of the Statement, Objectives and Action Plan;
- ensure that the SLT are kept up-to-date with any development affecting the Statement/Action Plan arising from the Statement;
- provide appropriate support and monitoring for all students and specific and targeted students to whom the Statement has direct relevance, with the assistance from relevant agencies;
- ensure 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;
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life;
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness;
- report any incidents of protected characteristics in accordance with the Equality Act and LA guidance;
- deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken;
- in the event of expectations not being met, ensure action is taken in accordance with the status of those involved e.g. student, member of staff, volunteer etc.

All Staff: Teaching and Non-teaching and Other Adults involved with the School will:

- accept that this is a whole school issue and support the Single Equality Statement;
- be aware of the Single Equality Statement and how it relates to them;
- keep themselves up-to-date with relevant legislation and attend training and information events organised by the school;
- make known any queries or training requirements;

- ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Statement and its Equality Objectives;
- strive to provide material that gives positive images based on marital or partnership status, socio-economic background, race, sex, gender identity, sexual orientation, ability, religion or belief, age or culture and challenges stereotypical images;
- ensure that students 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 students, staff, parents, and the wider community;
- 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.

Students will:

- be involved in the development of the Statement and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the Statement;
- experience a curriculum and environment that 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 support programme within the school promotes understanding and supports students who are experiencing discrimination.

Links to Other Policies

Beacon Hill Community School's Single Equality Statement has direct links with other Statutory Policies and Procedures which we are required to have in place. Namely:

- Whole School Behaviour Policy
- Anti-bullying Policy
- Recruitment Procedures
- E-safety Policy/Acceptable Use
- Educational Visits Policy
- Sex & Relationships Policy
- Special Educational Needs & Disability Policy
- Accessibility Policy

School Aims Statements

Staffing and Employment

Beacon Hill Community School complies fully with legislation that protects our staff and other adults working in the school, from discrimination based on the protected characteristics. To do this we will:

- ensure that our staff are trained to help them understand their equality duties and/or the differing needs of protected groups within our school community and have mechanisms in place to identify areas for development;
- make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in continued professional development opportunities for all staff;
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society;
- not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure unless the questions are specifically related to an intrinsic function of the work – for example, ensuring that applicants for a PE teaching post have the physical capability to carry out the duties;
- ensure the safety and well-being of our staff and take seriously, and act upon, incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

Students' Attainment and Progress

Beacon Hill Community School expects the highest possible standards. Staff have high expectations of all students and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse student performance by ethnicity, gender, disability and special educational need, and social background. Any disparities that are identified will be addressed through targeted curriculum planning, teaching and support.

Curriculum Development and Delivery

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of students;
- monitor achievement data by ethnicity, gender and disability and action any gaps;
- encourage students to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- 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 school, population and local community in terms of marital or partnership status, socio-economic background, race, sex, gender identity, sexual orientation, ability, religion or belief, age or culture, without stereotyping;
- promote attitudes and values that will challenge any discriminatory behaviour or prejudice;
- provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our students and their families;
- use self-assessment as a teaching-learning strategy, and we will provide all students with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- seek to involve all parents and carers in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues that reflect on social stereotypes, expectations and their impact on learning.

Student Welfare and Pastoral Care

We aim to promote the health, safety and welfare of all the children and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we will:

- develop and continually review a Health & Safety Policy document;
- ensure that the details of this Statement are shared with all staff both teaching, non-teaching and ancillary staff;
- expect all staff and volunteers working in the school to foster a positive atmosphere of mutual respect and trust among boys and girls regardless of marital or partnership status, socio-economic background, race, sex, gender identity, sexual orientation, ability, religion or belief, age or culture;
- challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- take account of gender identity, sexuality, religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all students, throughout our pastoral support;
- provide appropriate support for students learning English as an additional language and encourage students to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies where required) to victims of harassment and bullying. The perpetrators are dealt with in line with the Whole School Behaviour Policy and are provided with relevant support to consider and modify their behaviour;
- ensure that guidance and support for students is delivered in a way that does not discriminate against students with the unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments;

- ensure that students who are pregnant or have recently had a baby are supported and have access to education;
- ensure that appropriate and discreet facilities are available for those students who require personal or intimate care in order to protect their dignity and foster respect for their individual needs;
- ensure that staff are empowered to raise any concerns with the Senior Leadership Team relating to their health, safety and welfare by promoting well-being strategies among staff as a whole and in their respective groups;
- expect work experience providers to demonstrate their commitment to equality, including marital or partnership status, socio-economic background, race, sex, gender identity, sexual orientation, ability, religion or belief, age or culture

The Quality of Provision – Curriculum and Other Activities

We aim to provide an appropriate curriculum for students of all backgrounds. To do this we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all students participate in the mainstream curriculum of the school where appropriate;
- develop and continuously monitor a curriculum that builds on students' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - students learning English as an additional language
 - students from minority ethnic groups, including Gypsies and Travellers
 - students of all abilities
 - students who are pregnant or who have recently given birth
 - students who are undergoing or who have undergone gender reassignment
 - students with special educational needs
 - students with a disability
 - students who are looked after by the Local Authority
 - students who at a risk of disaffection and exclusion
 - lesbian, gay, bisexual or questioning young people
 - students who are the subject of child protection plans
 - pupil premium students
- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all students;
- deliver a curriculum that reflects and values diversity. It encourages students to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all students and take account of parental preferences related to religion and culture;
- ensure educational visits and excursions take account of the capabilities of all students including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies (websites and the VLE) to support a high quality learning and teaching experience. This is delivered to all of our students irrespective of disability (e.g. visual, hearing, mobility, cognitive and prone to seizure impairments).

Behaviour and Attendance

Beacon Hill Community School expects high standards of behaviour from all students as appropriate for their developmental level, all staff and others who are working or connected with the school. Details of these expected standards are set out in the Whole School Behaviour Policy.

Through our school ethos and curriculum, we want our students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses. In order to ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining students and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, transphobia, biphobia and homophobia, negative views of disabled people, people with non-binary gender identities or sexism. We will take action to prevent, challenge and eliminate any such behaviour;
- have clear procedures in place so that all forms of bullying and harassment, including harassment related to marital or partnership status, socio-economic background, race, sex, gender identity, sexual orientation, ability, religion or belief, age or culture are dealt with promptly, firmly and consistently and are in line with relevant policies such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies;
- ensure that all staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice, and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Statement. Adults in school take care to lead through example, demonstrating high expectations of all students;
- will take steps to ensure that students, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable;
- provide information and advice on attendance and exclusion to parents/carers in accessible formats such as relevant community languages and large print;
- have strategies in place to reintegrate long-term non-attenders and excluded students, which address the needs of all students;
- ensure that families are aware of their rights and responsibilities in relation to student attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to a child's disability;
- make provision for leave of absence for religious observance, for staff as well as students;
- monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of students;
- will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;
- expect full-time attendance of Traveller and Gypsy students whilst they are on the roll of the school.

Partnership with Students, Parents, Carers and the Wider Community

Beacon Hill Community school has established good links with our local and wider community. We welcome them into our school. From them, we learn about quality issues outside school and can establish mechanisms for addressing them within school.

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible whilst 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. To do this we will:

- involve stakeholders including students, staff, parents/carers and other users of the school in relation to all equalities duties;
- 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;
- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all;
- progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information;

- parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified;
- encourage participation of under-represented groups in areas of employment e.g. through work experience placements;
- ensure that any informal events, which we may hold, are designed to include the whole community and at times may target minority or marginalised groups;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference;
- strive to ensure that the school's premises, grounds and facilities are equally available and accessible for use by all groups within the community.

Leadership and Management

Beacon Hill Community school have a clear admissions policy and procedures that are in line with those issued by Cumbria LA. Our aim is to ensure that our admission process is fair and equitable to all students. We will also ensure that our employment practices reflect equality and diversity. To do this we will:

- not discriminate against a disabled student in the arrangements we make for determining admission;
- admit students with already identified special educational needs. Students with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the student's inclusion would be incompatible with the efficient education of other children;
- gather comprehensive information about students' ethnicity, first language, religion, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Body;
- will take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it;
- ensure that staff training continually highlights equality issues. Equality is incorporated into the induction programme for new staff;
- recognise and value the skills of all staff, including non-teaching and part-time staff. All staff are given status and support and are encouraged to share their knowledge.
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy;
- ensure that resources and displays in our school reflect the experience and backgrounds of students, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our students by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;
- acknowledging the differences in syntax with non-spoken forms of English e.g. British Sign Language.

Gender Equality

Beacon Hill Community school is committed to combating sex discrimination and sexism and promoting the equality of women and men. We welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- promote equality of opportunity between women and men in all of our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes;
- ensure the rights, under the Gender Recognition Act 2004, of transgender people (who have Gender Recognition Certificates).

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Whole School Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and action taken to eliminate these. In addition, we will:

- monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of students;
- take all reasonable steps to prevent the exclusion of a student for a reason related to any disability they may have.

Part 2 - Beacon Hill Community School – Single Equality Statement Objectives

Disability Equality Duties

Beacon Hill Community school's commitment to disabled students, their families and staff's equality has four objectives.

We will promote equality for disabled people by:

- removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- encouraging good practice by our partners through our advisory capacity;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of disabled people;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging anti-social or bullying behaviour against, or harassment of, disabled students, staff and families.

We plan to increase access to education for disabled students by:

- increasing the extent to which disabled students can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the 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 of information to disabled students, to the standard of which is provided in writing for students who are not disabled.

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Statement shows how we promote disability equality across all areas of the school, to disabled students, staff, parents, carers and other school users.

Racial Equality Duty and Community Cohesion

Beacon Hill Community school recognises that Black, Asian and Minority Ethnic (BAME) people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

The school will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment, and to feel safe as they enjoy and achieve throughout their education.

In order to comply with this duty, we will:

- keep accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the appropriateness of our educational provision;
- prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage students and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure the school staff and other adults working within the school, students and their families as well as our partners and the wider community, fully understand the principles of good race relations.

Gender Equality Duties

In accordance with our Single Equality Statement, we welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- promote equality of opportunity between women and men in all of our functions.

Religion and Belief Equality Duties

Beacon Hill Community school recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase in recent years, developing a character that is distinct from race hate crime.

The school also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The school is committed to eliminating illegal discrimination and exclusion on the basis of religion, belief or non-belief.

Our school recognises the need to consider the duties that require us to assess what the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

Sexual Orientation Equality Duties

Beacon Hill Community school is committed to combatting discrimination faced by lesbians, gay men, bisexual people and transgender (LGBT). We aim to ensure equality of opportunity for LGBT people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole.

Our school recognises the need to protect students from unlawful discrimination and harassment on the grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily, and according to LA and national guidelines, and notify complainants of the outcome and actions taken.

Pregnancy and Maternity Equality Duties

Beacon Hill Community school recognise that the Equality Act 2010 now specifically includes the need to protect female students who are pregnant or who have recently given birth from discriminatory practices.

This school will ensure that no student will be excluded purely on grounds of pregnancy and that up to 18 calendar weeks' authorised absence period immediately before and after the birth may be given in order to ensure that the student is reintegrated into education as quickly as possible.

Female staff are already covered under existing employment legislation.

Such a student is protected from discrimination because:

- she is or has been pregnant;
- she has given birth and unfavourable treatment occurs within a period of 26 weeks beginning on the day she gave birth;

- she is breastfeeding and unfavourable treatment occurs within the period of 26 weeks beginning on the day she gave birth;
- a female student is protected even when the baby is stillborn, so long as she was pregnant for at least 24 weeks before she gave birth;
- both direct and indirect discrimination related to pregnancy and maternity relate to the person being disadvantaged and treated unfavourably.

Complaints

If a member of the public feels that they have suffered harassment or have been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation, gender identity or class, they should report this without fail through the School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken.

Key Legislation

Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides changes particular to Schools.

The Act protects staff, students and others from discrimination and harassment based on 'protected characteristics':

- Disability
- Gender
- Race
- Age (staff only)
- Religion and belief
- Sexual orientation
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity

This relates to:

- Prospective students
- Students at the school
- In some limited circumstances, former students

Public Sector Equality Duties

Public sector equality duties are legal requirements on public bodies to have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and promote good relations between people with different protected characteristics when they are exercising their public functions.

The purpose of the Equality Duties are not to be process driven and bureaucratic but rather an outcome based method of ensuring that schools are best meeting the needs of all their students. Prior to April 2011 maintained schools and Academies were bound by the three public sector equality duties to promote disability, race and gender equality.

The Equality Act 2010 introduces a *single* equality duty on public bodies. The single equality duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies will be required to have due regard to the need to:

- eliminate 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.

New Protection in Schools

Protection against discrimination is now extended to students who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Health Related Questions for Job Applicants

It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the

application procedure. The Department for Education are considering the implications of this in relation to existing guidance for schools on establishing fitness and ability to teach (as required by the Health Standards (England) Regulations 2003). In the meantime, schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act 2010. Schools may decide to ask necessary health questions after job offer. In any case, they should ensure that any health-related questions are targeted, necessary and relevant to the job applied for.

Positive Action

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, students with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim. Previously a school providing – for example – special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys might have been discriminating unlawfully by excluding children who didn't belong to those groups.

Victimisation

It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling.

Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students.

Accessibility Planning

At Beacon Hill Community school our Accessibility Plan forms part of our Accessibility Policy.

Schools must plan for:

- increasing access for disabled children and young people to the school curriculum;
- improving access to the physical environment of schools; and
- improving the delivery of written information to disabled children and young people.