



MULTI-ACADEMY TRUST

EQUALITY STRATEGY

Policy Author	Trust Director of SEND / Trust HR Officer
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1. INTRODUCTION

- 1.1 The Equality Act 2010 (“the Act”) replaced existing equality legislation (eg Race Relations Act, Disability Discrimination Act and Sex Discrimination Act).
- 1.2 Subsequently, new Gender Pay Gap obligations have been introduced alongside the existing Public Sector Equality Duty whereby any organisation with 250 or more employees must publish and report specific figures about their gender pay gap.
- 1.3 This policy covers all aspects of equality duties and outlines that LEAP Multi-Academy Trust (MAT) will not discriminate against, harass, or victimise any employee or student/potential student in relation to admissions; in the way it provides education to students; in the way it provides access to any benefit, facility or service; or by excluding a student or subjecting a student(s) to any other detriment.
- 1.4 LEAP MAT fully understands unlawful behaviour definitions (Appendix ‘1’).
- 1.5 Any person(s) acting on behalf of LEAP MAT is liable for any personal discriminatory actions, as is LEAP MAT, unless it can be shown that all reasonable steps have taken place to stop an individual from doing the discriminatory action.
- 1.6 The LEAP MAT Board of Trustees has reviewed its previous separate policies and consolidated all into one over-arching LEAP MAT Equality Strategy, as set out in this document, to provide a clear framework for all aspects of its equality duty responsibilities.
- 1.7 The Trust’s Equality Strategy includes separate sections covering:-
 - Equality Information, Objectives and “General/Specific” Duty Reporting
 - Accessibility Plans
 - Gender Pay Gap Reporting
- 1.8 The Equality Strategy will be updated annually and reviewed on a 3 yearly basis as required. It will be published on the LEAP MAT website and in each Academy Prospectus together with supplementary items published in Academy Newsletters circulated to parents/carers.

SECTION A – EQUALITY INFORMATION & OBJECTIVES

2. The Public Sector Equality Duty

- 2.1 LEAP MAT welcomes its duties under the single legal framework of the Equality Act 2010 which has three broad duties of:-
- Eliminating discrimination
 - Advancing equality of opportunity
 - Fostering good relations between all irrespective of whether they share a protected characteristic or not
- 2.2 LEAP MAT fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.
- 2.3 A protected characteristic under the Act covers the groups listed below:-
- Age
 - Disability
 - Race, colour, nationality, ethnic or national origin
 - Sex (including transgender)
 - Gender reassignment
 - Maternity and pregnancy
 - Religion and belief
 - Sexual orientation
 - Marriage and civil partnership (for employees).
- 2.4 LEAP MAT fully supports the Act's duties (paragraph 2.1 refers) and extends its Public Sector Equality Duty (PSED) to all the protected characteristics outlined (paragraph 2.3 refers). As such, when significant decisions are being made or policies developed, consideration will be given to the equality implications, including LEAP MAT staff:-
- being aware of the duty to have “due regard” when making a decision or taking an action which may have implications for people with particular protected characteristics
 - considering equality before and at the time a policy is being developed and decisions made which will be reviewed on a continuing basis
 - integrating the equality duty when carrying out day-to-day functions
 - maintaining a record showing consideration of equality duties
- 2.5 In order to meet the general duties listed above, the law requires that specific duties are undertaken which demonstrates how LEAP MAT meets its general duties. These are to:-
- Publish equality information – to demonstrate compliance with the general duty across its functions.
LEAP MAT will not publish any information that can specifically identify any child.
 - Prepare and publish equality objectives
LEAP MAT will collect data related to the protected characteristics above and analyse this data to determine focus for its equality objectives. The data will be assessed across LEAP MAT's core provisions which will include the following functions:-
 - Admissions
 - Attendance
 - Attainment
 - Exclusions
 - Prejudice Related Incidents

- 2.6 LEAP MAT's objectives will detail how it will ensure equality is applied to the services listed above, however, where there is evidence that other functions have a significant impact on any particular group LEAP MAT will include work in this area.
- 2.7 LEAP MAT also welcomes its duty under the Education & Inspections Act 2006 to promote community cohesion.
- 2.8 LEAP MAT recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child; the UN Convention on the Rights of People with Disabilities; and the Human Rights Act 1998.
- 2.9 In fulfilling the legal obligations, LEAP MAT will:-
- Recognise and respect diversity
 - Foster positive attitudes, relationships and a shared sense of belonging
 - Observe good equalities practice, including staff recruitment, retention and development
 - Aim to reduce and remove existing inequalities and barriers
 - Consult and involve widely
 - Strive to ensure that society will benefit

3. Our Ethos

- 3.1 LEAP MAT fosters an ethos of "Achieving Excellence". Students are placed at the centre of everything and encouraged/supported in creating a culture of success and love of learning which enhances not only their achievement and personal/social/emotional development but also that it is done in such a way which allows students to feel safe/be confident in participating and expressing their opinions without any fear of blame or criticism.
- 3.2 Placing students at the centre of everything provides a culture of:-
- Educating students about equality and diversity
 - Acknowledging and celebrating students' success
 - Respecting and valuing everyone as an individual
 - Ensuring student "preparedness" for the future
 - Encouraging students to be part of/contribute to the community
 - Encouraging students to make healthy life choices

4. Addressing Prejudice Related Incidents

- 4.1 LEAP MAT is opposed to all forms of prejudice and recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. LEAP MAT provides its students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still do occur, they are addressed immediately and reported to the Local Authority using their guidance material.

5. Responsibility

- 5.1 LEAP MAT believes that promoting equality is the responsibility of the whole Trust and does this by measures that include:-
- Students – implementation of policies on equal opportunities (eg those including race/gender equality; SEND; behaviour; anti-bullying etc)
 - Staff – implementation of policies on equal opportunities; recruitment and selection; pay; anti-harassment policy etc)
 - PSHE/RE/other curriculum elements – promote friendship and understanding about cultures and lifestyles
 - Employing specialist staff to support pupils with special educational needs or disabilities
 - Implementing LEAP MAT's disability access plan(s)
 - Monitoring of welfare with intervention and support as required
 - Taking steps to meet the particular needs of students/staff that have a particular characteristic

5.2 In terms of the whole school community, responsibilities are as outlined below:-

School Community	Responsibility
Members, Trustees, CEO/Executive Principal	<ul style="list-style-type: none"> Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these Monitoring progress towards achieving equality objectives Publishing data and publishing equality objectives
Academy Principals	Supporting the Trustees, CEO/Executive Principal as above and including:- <ul style="list-style-type: none"> Promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from Academies in carrying out its day-to-day duties Ensuring that all school community receives adequate training to meet the need of delivering equality, including student awareness Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents
Academy Senior Management Team	<ul style="list-style-type: none"> Supporting the Academy Principal as above and also ensuring fair treatment and access to services and opportunities
Academy Ambassadors	<ul style="list-style-type: none"> Supporting the Trust by taking an active part in identifying barriers in the local community by engaging with students/parents/carers in their role of "championing students"
Teaching Staff	<ul style="list-style-type: none"> Assist in delivering the right outcomes for students Uphold the commitment made to students/parents/carers on how they can be expected to be treated Design/deliver an inclusive curriculum Ensuring awareness/personal responsibility to record and report prejudice related incidents
Non-Teaching Staff	<ul style="list-style-type: none"> Supporting the Trust/Academy/Academy Ambassadors in delivering a fair and equitable service to all stakeholders Upholding the commitment made by the Academy Principal on how students/parents/carers can be expected to be treated Support colleagues within the school community Ensuring awareness/personal responsibility to record and report prejudice related incidents
Parents / Carers	<ul style="list-style-type: none"> Taking an active part in identifying barriers for the school community and in informing Academy Principal/Academy Ambassadors of actions that can be taken to eradicate these Take an active role in supporting and challenging the Academy to achieve the commitment given to the school community in tackling inequality/achieving equality of opportunity for all
Students	<ul style="list-style-type: none"> Supporting the Academy to achieve the commitment made to tackling inequality Upholding the commitment made by the Academy Principal on how students/parents/carers, staff and the wider school community can be expected to be treated
Local Community Members	<ul style="list-style-type: none"> Taking an active part in identifying barriers for the school community and informing the Academy Principal/Academy Ambassadors of actions that can be taken to eradicate these Taking an active role in supporting and challenging the Academy to achieve the commitment given to the school community in tackling inequality/achieving equality of opportunity for all

6. Objectives

6.1 To achieve compliance with the Act, LEAP MAT sets annual objectives. Detailed below are LEAP MAT's current set of overriding objectives:-

Student achievement	<ul style="list-style-type: none"> All students are assessed and tracked through data collections Under-achievement is identified and appropriate intervention is implemented to support improved progress Students are able and are encouraged to participate in the full range of extra-curricular opportunities
Personal Development, Behaviour and Welfare	<ul style="list-style-type: none"> Students respect one another Students feel safe and valued Students, staff and parents know that misconduct will be challenged
Teaching	<ul style="list-style-type: none"> All students experience good or better learning opportunities across the curriculum

Leadership and Management	<ul style="list-style-type: none"> • The academies reward and celebrate talent and progress • No students are disadvantaged academically, socially or emotionally. • All staff are mindful of the academic, social and emotional needs of all students, especially potentially vulnerable students • A nominated member of the SLT in each academy is responsible for the collection, analysis and publication of equality data, including the recording of prejudice-related incidents
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6.2 In relation to specific Equality Objectives for LEAP MAT, specific objectives are outlined below:-

- To reduce the difference in attainment between students who share protected characteristics and those who do not, specifically race, gender and disability.
- To increase the participation in extra-curricular activities of students who share protected characteristics, specifically race, gender and disability
- To continue to develop staff teams that reflect the diversity of the British population

SECTION B – ACCESSIBILITY PLANS

1. Legal Duties

- 1.1 As outlined in the “Introduction” section of this Equality Strategy, The Equality Act 2010 (“the Act”) replaced existing equality legislation (eg Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act).
- 1.2 There are minor differences in the Act’s disability provisions from those under the former DDA including:-
 - the definition of disability is less restrictive
 - direct discrimination can no longer be defended as justified
 - failure to make a reasonable adjustment can no longer be defended as justified
 - there is now a duty to make available auxiliary aids and services as reasonable adjustments where these are not available via other sources, eg an EHCP (education health & care plan)
- 1.3 As part of The Public Sector Equality Duty, there is still a requirement to have an Accessibility Plan which outlines how Academies intend to improve access for disabled students to the physical environment, the curriculum and written information.
- 1.4 It is a requirement that Academies’ accessibility plans are reviewed every three years and are resourced, implemented, revised as necessary and reported on annually.

2. Our Commitment

- 2.1 LEAP MAT firmly believes that everyone has equal right and promotes equality for all its staff/students.
- 2.2 LEAP MAT staff are dedicated to “Achieving Excellence” for all their students and all work together to create an atmosphere in which everyone can grow and flourish regardless of gender, colour, ethnic origin, nationality, age, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.
- 2.3 LEAP MAT staff share responsibility for the progress of students with a disability in their care, supporting and providing a broad and balanced curriculum which is relevant and differentiated but which can demonstrate progression to assist them in achieving their full potential whilst at the same time preparing them to live as well-adjusted, autonomous and valued members of society.
- 2.4 Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement. Every area of school life reflects this attention to individual needs and rights, as all LEAP MAT policies are founded on these basic principles, which are embodied in each Academy’s aims and values. The language used in the school community, spoken or written, fosters a positive attitude to each person whatever her/his race, class, colour, creed, sex, sexuality, age or ability.

3. Accessibility Plans

- 3.1 A summary of how LEAP MAT will improve Academy life, curriculum and environment for its students and parents with disabilities is outlined below:-
 - Academy Life
Adaptations will be made to Academy procedures and policy in the following ways as and when appropriate, depending on the need of students and/or parents/carers and subject to available resources
 - Establish health care plans and risk assessments for all students with a disability or medical need that require them to ensure a safe curriculum, and to ensure that enrichment and extra-curricular activities are accessible for all. These plans will be available to all staff
 - Academies will take opportunities to raise students’ awareness of disability issues and promote a positive view of disability through:-
 - assemblies
 - pastoral curriculum

- subject-based curriculum
- Academies will make available for parents/carers any information that is provided in alternate formats (if requested)
- Academies will ensure that any written information regarding a student's education (eg PAR) is written in a user friendly format with staff available to explain the content more fully if required

- **Academy Curriculum**

Adaptations will be made to Academy curriculum in the following ways as and when appropriate, depending on the need of students and subject to available resources

- Provide a bespoke provision to enable students with disabilities to access a full curriculum offer from transfer from primary to transition at 16+
- Offer support for students with disabilities from outside agencies as required, eg Visually Impaired Service; Hearing Impaired Service; Occupational Therapist; Physiotherapist; Speech Therapists
- Ensure appropriate specialist career advice is available for students with disabilities
- Appropriate exam access arrangements for students with temporary or permanent disabilities to enable them show good levels of progress and gain academic success
- Provide on-going, up-to-date training to all academy staff on SEN issues, disabled students' needs and the Equality Policy

- **Academy Environment**

Adaptations will be made to Academy in the following ways as and when appropriate, depending on the need of students and/or parents/carers and subject to available resources

- Provide personalised timetables with specific adaptations relating to physical need
- Any adaptations to an Academy site will take into account the specific needs of any student with disabilities
- Make provision for disabled students/parents/carers/visitors to an Academy site (eg parents evenings/open evenings/Academy plays/events)
- Provide disabled visitors to an Academy site with access to car parking
- Provide a hearing loop in Academy receptions

3.2 A copy of the Development Plan for Accessibility Plan for students with disabilities for LEAP MAT is attached (Appendix '2').

3.3 Guidance outlined in this Section should also have regard to the following separate LEAP policies:-

- Access Arrangements Policy
- DDP & School Examinations Policy
- Word Processor (Exams) Policy

SECTION C – GENDER PAY GAP REPORTING

LEAP Multi-Academy Trust is required by law to carry out Gender Pay Reporting under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.

This involves carrying out six calculations that show the difference between the average earnings of men and women in our organisation; this does not involve publishing individual employees' data.

In terms of the guidance on reporting gender pay gap for the first four categories:-

- A positive percentage figure reveals that typically or overall female employees have lower pay than male employees
- A negative percentage figure reveals that typically or overall male employees have lower pay than female employees
- A zero percentage figure reveals no gap between pay of typical male and female employees

This information is published on our own website and also a Government website and has been completed within one calendar year of 31 March 2018.

The challenge in our organisation along with others across the country is to eliminate any gender pay gap. In order to achieve this we keep under review our gender pay gap and are committed as an organisation to promoting a diverse and inclusive workforce with equal opportunities for all and our Trust policies support this commitment.

The results, using the six required calculations and based on a snapshot date (31 March 2018) were as outlined overleaf:-

Calculations

1. The mean gender pay gap
2. The median gender pay gap
3. The mean bonus gender pay gap
4. The median bonus gender pay gap
5. The proportion of males and females receiving a bonus payment
6. The proportion of males and females in each quartile band

LEAP Multi-Academy Trust Outcomes

Description	Snapshot Date 31.03.18	Snapshot Date 31.03.19
Mean gender pay gap in hourly pay	13.83%	16.35%
Median gender pay gap in hourly pay	29.75%	30.37%
Mean bonus gender pay gap	n/a	n/a
Median bonus gender pay gap	n/a	n/a
Proportion of males and females receiving a bonus payment	n/a	n/a
Proportion of males and females in each pay quartile (m/f):-		
In upper quartile	40% / 60%	36% / 64%
In upper middle quartile	41% / 59%	42% / 58%
In lower middle quartile	27% / 73%	25% / 75%
In lower quartile	20% / 80%	19% / 81%

Prejudice and Unlawful Behaviour

Equality and Human Rights Commission: www.equalityhumanrights.com Published: July 2016 The Nature of Prejudiced Attitudes and Unlawful Behaviour

We use the following definition of prejudice - 'bias that devalues people because of their perceived membership of a social group' (Abrams, 2010, p8).

Prejudice involves a number of different elements. These include - the way that people categorise one another; the stereotypes and expectations they link with these categories; the extent to which they perceive groups as having conflicting and interdependent values and goals; their willingness to engage in social contact and make relationships with one another; the emotions they feel about their own and other groups; and the norms and social pressures that bear on their behaviour. All of these are embedded in a wider social context, in which the groups may or may not be in conflict and in which social relations within communities are more or less cohesive and harmonious.

The report focuses on behaviours that discriminate against others and/or are unlawful and directed at someone because they have or share a protected characteristic; in this case, discrimination, identity-based harassment and violence. There is little evidence from GB that directly links individuals' values and prejudiced attitudes on the one hand with particular acts of unlawful behaviour on the other. However, there is substantial theory and international evidence that these elements are connected (Abrams, 2010). Therefore, considering the evidence that is available on each of these elements and how they are connected helps to provide a fuller picture of the situation faced by people who share each protected characteristic, as well as what can be done to respond to and reduce unlawful behaviour.

Evidence from GB shows that there are different forms of prejudiced attitudes directed towards people who share different protected characteristics and that experiences of discriminatory behaviour also depend on which protected characteristic is involved and the context in which the discrimination occurs.

Experiences of identity-based harassment and violence were found for most of the protected characteristics. For some protected characteristics this is recognised as hate crime, however not all protected characteristics are recognised under current hate crime legislation. For a more detailed review of hate crime causes, and motivations see Walters, Brown and Wiedlitzka (2016).

Prejudice and Unlawful Behaviour

Equality and Human Rights Commission · www.equalityhumanrights.com Published: July 2016

The following sections summarise the evidence for each protected characteristic in turn. There are important differences in the nature of prejudiced attitudes towards different groups, and the manner and settings in which these unlawful behaviours towards those groups manifest. However, across protected characteristics there are also common aspects to experiences of discrimination, identity-based harassment and violence. Some of these overarching aspects are considered in the sections on the prevalence of unlawful behaviours and those on interventions.

There is emerging evidence that approaches that work to foster positive attitudes and associated behaviours more generally could have a broader impact across protected characteristics and the complex inter-sectionalities that exist between them.

Disability

No evidence was identified that directly assessed the relationship between prejudiced attitudes towards disabled people and disabled people's experiences of discrimination, identity-based harassment and violence. However, the evidence that is available revealed that disability discrimination, although associated with beliefs that the rights of disabled people are important, is driven by structural barriers, over simplistic categorisation, and patronising stereotypes.

Expressions of prejudiced attitudes towards people with mental health conditions are more negative than those directed at people with physical disabilities. However, this research found evidence on experiences of discrimination and unlawful behaviours to only be available for physical disability or disability as general category. There are important intersectional aspects of disability with particular groups such as ethnic minorities or older people.

The most interventions reviewed were designed to reduce prejudiced attitudes towards disabled people. Overall, contact between disabled and non-disabled people produces the most effective results, especially when other factors in the situation are optimal (for example, there is equal status and cooperation). The Time to Change campaign was the biggest and most well-evidenced intervention, and focuses on reducing mental health stigma.

Prejudice and Unlawful Behaviour

Equality and Human Rights Commission · www.equalityhumanrights.com Published: July 2016

Race

There is some evidence to suggest that people who more strongly value diversity show less discriminatory behaviours based on race, but other evidence suggests that even when people do not acknowledge or express their prejudices they may still make discriminatory choices.

Surveys that assess expressions of prejudice have largely focused on attitudes towards different ethnic groups and immigrants, asylum seekers, and refugees. Attitudes towards Black and Asian people are perceived to be quite stable, and prejudice is perceived as being lower than that towards Eastern European people.

Experiences of racial discrimination are reflected in hate crime statistics. Race remains the highest reported motivation for hate crime recorded by the police in England/Wales and Scotland. Most evidence of discrimination was found in employment and education settings.

Race is a complex category as research sometimes, but not always, includes groups such as Gypsies and Travellers and asylum seekers or immigrants (which involve nationality, ethnicity, skin colour and other factors) within it. There is some psychological basis for this (for example, common prejudices involve viewing the group as posing a threat). Across this category, there is some evidence that effective approaches have involved promoting positive contact between groups using education methods.

Religion or Belief

There is evidence of a link between prejudiced attitudes and intended behaviours which shows that de-humanisation, feelings of tension between national and religious identity, and experiences or perceptions of discrimination lead to increased hostility and support of extremist views.

Expressions of religious prejudice often focus on visible differences (for example, religious dress or symbols). Evidence assessing attitudes towards different religious groups show that Muslims are perceived to be the most targeted group for prejudiced attitudes, and that this is linked to perceived cultural threat. Intersectionalities were identified between religion and belief and race, as well as sexual orientation, where individuals report conflicting identities that compound concerns about discrimination.

Nationality and citizenship are included under the Commission's definition of the protected characteristic of race, along with colour and ethnic or national origins.

Prejudice and Unlawful Behaviour

Equality and Human Rights Commission · www.equalityhumanrights.com Published: July 2016

Experiences of discrimination are mostly evidenced through hate crime reports, for example anti-Muslim hate incidents recorded by Tell MAMA, or anti-Semitic incidents recorded by the Community Security Trust (CST). Evidence suggests that experiences of online hate are common for people from both religions and could be an area for potential intervention.

Effective intervention approaches have included increased indirect contact between people of different religions (for example, using social media) and education that encourages discussion of intergroup norms (what behaviour is considered acceptable or is expected by members of different social groups) to challenge prejudice.

Age

There is evidence of a link between prejudiced attitudes and discriminatory behaviours for age which shows that stereotypes, albeit benevolent, can directly affect older people's self-concept and capabilities.

Expressions of prejudiced attitudes are generally positive towards all ages, but age discrimination affects all age groups. Evidence suggests that attitudes towards older people are more benevolent and patronising, whereas younger people are met with more hostile stereotypes. More research is needed to understand the impact of such stereotypes on younger people.

Prejudiced attitudes based on age are detrimental when they manifest as discrimination in employment and health and social care settings, where older people may be denied opportunities given to younger people. In employment settings this is particularly problematic for women, who report facing double discrimination (age and sex).

Evidence suggests that awareness of age stereotypes can be particularly damaging for older people and can be heightened through the language used to refer to older age. Experiences of discrimination based on age are present in health and social care settings, where older patients are often treated differently from younger patients in primary care, mental health service provision, and healthcare in prison.

Two examples of interventions to reduce age discrimination were identified, both of which aimed to challenge stereotypes and norms surrounding older age, and to increase positive relations between old and young people.

Prejudice and Unlawful Behaviour

Equality and Human Rights Commission · www.equalityhumanrights.com Published: July 2016

Sex

There is evidence of a link between prejudiced attitudes towards women (and attitudes towards masculinity) and unlawful behaviours. Research linked attitudes about masculinity and the values that people hold about gender to treatment of female sex workers in Scotland.

Expressions of prejudiced attitudes focus mainly on interpretations of values and women's roles in society, as well as gender stereotypes. As is the case for disability and age, attitudes towards women appear to be positive but may mask more 'benevolent' or patronising forms of prejudice. High levels of violence against women and girls suggest a discrepancy between apparently benevolent attitudes and experiences. Despite evidence that most people want equal opportunities for men and women, among those who hold power over equal opportunity in employment the picture is very different.

Experiences of sex discrimination are examined across a number of settings including employment, education, and health and social care. Evidence on experiences where protected characteristics overlap was found between sex and sexual orientation.

Interventions have focused on violence towards women as well as partner violence perpetrated by women. A well-evidenced approach that focused on educating about domestic violence was effective in reducing the perceived acceptability of domestic violence among children.

Sexual Orientation

Despite there being the most evidence on this protected characteristic, there was very little that explored the direct link between prejudiced attitudes and unlawful behaviours. Only one piece of evidence did so, showing that helping behaviour (in this case, lending money for a parking fee) was lower for a person perceived to be

homosexual, compared to a heterosexual person. However, the attitude of the 'helper' was inferred rather than measured directly.

Research on expressions of prejudiced attitudes suggests an improving trend over time, especially on measures of social distance. However, certain values (such as religion) and settings (for example sport) are perceived to create barriers to equality.

Experiences of discrimination primarily focus on hate crime statistics. These suggest that crimes are motivated by antipathy towards a particular sexual orientation, especially gay men. Education, employment and health and social care are the main settings in which homophobic discrimination has been researched.

Prejudice and Unlawful Behaviour

Equality and Human Rights Commission · www.equalityhumanrights.com Published: July 2016

There is evidence that women's and men's experiences require more differentiated investigation. There is less evidence on the situation for women compared with gay men, particularly for those with disabilities.

A whole school intervention approach was found likely to be effective to address homophobic, bi-phobic and trans-phobic bullying among school aged children and young people, but there were no other examples of interventions against which to compare its impact.

Gender Reassignment

The evidence for a link between attitudes and behaviours for this protected characteristic is very limited and only suggests an association between values, such as the belief that gender is biologically based, and reduced support for trans rights. No research looked at behaviours being directly affected by attitudes or values.

There was very little research identified in the systematic review that directly looked at attitudes towards transgender people. Much of the research on this group was subsumed within research on sexual orientation.

An important difference compared to sexual orientation is that the main perpetrators of transphobic discrimination, harassment or violence are more likely to be identified as strangers (rather than peers). Fear of discrimination was more common than actual experiences, especially for incidents that were not commonly experienced but had a greater perceived severity and longer recovery time (for example, physical or sexual attack). However, it is likely that, as with many types of hate crime, a far greater prevalence of transgender hate crime exists than is reported in crime surveys or police statistics. A literature search did not identify any interventions.

Marriage and Civil Partnership

There was no evidence about links between attitudes and behaviours relating to marriage and civil partnership.

A small volume of evidence on prejudiced attitudes and discriminatory behaviours in relation to marriage status was identified through the systematic review, as well as on intersectionality with other protected characteristics (for example, race, sex and sexual orientation). This is probably because there are unique features relating to these other protected characteristics (for example, cultural values) that influence attitudes and expectations surrounding marriage and relationships.

Prejudice and Unlawful Behaviour

Equality and Human Rights Commission · www.equalityhumanrights.com Published: July 2016

Attitudes towards same-sex relationships and marriage have become more positive over time, although support tends to be greater among younger age groups.

The area in which intervention seems most urgent is forced marriage, for which women and children, particularly from ethnic minority groups, are the most at risk. Various organisations and charities are actively working to deal with the consequences of forced marriage for individuals.

Forced marriage raises three different policy challenges: it is a focal issue that some people use to justify their prejudices against some ethnic minorities; it is sometimes depicted by politicians as a race and immigration issue; fundamentally it is a question of human rights and gender equality. All three aspects need to be recognised when formulating policy. A literature search did not identify any interventions.

Pregnancy and Maternity

There was no evidence about links between attitudes and behaviours relating to pregnancy and maternity. Most of the evidence that was captured in this area focused on employment settings.

Expressions of prejudice have been researched among both employers and employees, focusing largely on views about parental leave and gender roles. Evidence suggests that employer prejudices may reflect structural and economic factors that they perceive to involve conflict between equality and the economic needs of business.

Women in employment settings who have returned to work after a period of parental leave report being discriminated against, and there is an apparent disparity in employee experiences and employer views of whether their policies are helpful and implemented to the benefit of mothers. The evidence suggests that a lack of knowledge and understanding underpins discriminatory behaviours rather than prejudiced attitudes necessarily.

Outside of the workplace, teenage mothers report feeling excluded, stigmatised and stereotyped, suggesting that they may be particularly vulnerable to discrimination.

Some of the challenges in this area are amplified by intersections with disability, race and sexual orientation, which can create additional barriers, different expectations and stereotypes that may feed into disparities in healthcare.

BRINSWORTH ACADEMY & DINNINGTON HIGH SCHOOL
DEVELOPMENT PLAN FOR ACCESSIBILITY PLAN FOR STUDENTS
WITH DISABILITIES 2018-2019

Evaluation of the current quality of the accessibility provision in the Academies:

Strengths
<ul style="list-style-type: none"> • Health Care plans for all students with a disability or medical need that require them are in place to ensure a safe curriculum, and to ensure that enrichment and extra-curricular activities are accessible for all. These plans are available to all staff. • Academy take opportunities to raise students’ awareness of disability issues and promote a positive view of disability through:- • assemblies • pastoral curriculum • subject-based curriculum • Academy provides a bespoke provision to enable students with disabilities to access a full curriculum offer from transfer from primary to transition at 16 plus. • Academy offers support for students with disabilities from outside agencies as required eg Visually impaired service; Hearing Impaired Service; Occupational Therapist; Physiotherapist; Speech Therapists • Appropriate specialist career advice is available for students with disabilities • Access for students with temporary or permanent disabilities for appropriate exam access arrangements to enable them show good levels of progress and gain academic success is in place. • Personalised timetables with specific adaptations relating to physical/emotional need are in place for identified students • Any adaptations to the Academy site take into account the specific needs of the students with disabilities • We now provide disabled visitors to the Academy with access to car parking (new visitors’ car park.
Areas identified for development
<ul style="list-style-type: none"> • Risk assessments for all students with a disability or medical need that require them need to be in place • Academy need to make available for parents/carers any information that is provided in alternate formats (if requested) • Academy need to ensure that any written information regarding a child’s education eg APs written in a user friendly format with staff available to explain the content more fully if required • Need to provide on-going, up to date training to all Academy staff on SEN issues, disabled students’ needs and the Equality Policy • Any adaptations to the Academy site should take into account the specific needs of the students with disabilities • Provision for disabled students/parents/visitors to the Academy at: Parents’ Evening; Open Evenings; Academy Plays needs to be improved • Continue to review Y6/7 transition to take account of specific needs of those joining the Academy

FOR ACADEMY USE ONLY:

Action Plan to Improve the Quality of Provision for Students with Disabilities within the Academies

Items to action	Who is responsible for leading this?	Expected Outcome	Time frame
<ul style="list-style-type: none">• Ensure visually impaired students can travel safely around the site	RW	Yellow lines in place on all stairs, other hazards highlighted	On-going to refresh/update as needed
<ul style="list-style-type: none">• Continue to use computer technology appropriate for students, including prospective students, with disabilities	HC with support from ICT support	Computer readers for exam access readily and regularly used	On-going
<ul style="list-style-type: none">• Expand the use of alternative resources (including equipment and staffing etc) to ensure students can express themselves fully throughout the curriculum	HC/ SLT	Alternative resources sourced and funding secured. More dedicated computers for access arrangements for exams and controlled assignments and assessment activities	On-going
<ul style="list-style-type: none">• AW/CT to act as Lead Worker to any disabled student who does not also have SEN Needs	HC/CT/AW	Students identified on inclusion database as being the responsibility of CT/AW to act as lead worker	On-going (for new entrants to the Academy)
<ul style="list-style-type: none">• Risk assessments for all students with a disability or medical need that require them need to be in place	HC/CT/AW	Risk assessments in place for all students as required. Generic risk assessments for commonly diagnosed medical needs eg asthma to be in place	On-going review of those in place and new RA as needed on entry

<ul style="list-style-type: none"> Academy need make available for parents/carers any information that is provided in alternate formats (if requested). 	WB/HC	List of alternate formats required for new Y7 parents/carers in place. Parents to make request for info in alternate formats on the home: academy agreement and this to be actioned as appropriate	October 2016 (whole school new Home/School agreement)
<ul style="list-style-type: none"> Academy need to ensure that any information regarding a child's education eg APs are written in a user friendly format with staff available to explain the content more fully if required. 	HC/SLT	Key staff including HOY to be trained to ensure all information can be explained fully to parent/carers if required.	On-going
<ul style="list-style-type: none"> Need to provide on-going, up to date training to all Academy staff on SEN issues, disabled students' needs and the Equality Policy 	HC/CT	A bespoke package of training provided to all staff who teach students with additional needs.	On-going
<ul style="list-style-type: none"> Any adaptations to the Academy site should take into account the specific needs of the students with disabilities 	RW	New builds/capital funded projects to meet the latest disability regulations. List of alternative provision required for new Y7 parents/carers in place.	On-going
<ul style="list-style-type: none"> Provision for disabled students/parents/visitors to the Academy at: Parents' Evening; Open Evenings; Academy Plays needs to be improved 	RW	Parents to make request for info in alternate formats on the home: Academy agreement and this to be actioned as appropriate	December 2016

ECKINGTON SCHOOL ACCESSIBILITY PLAN 2018-2019

TARGET	ACTIONS	BY WHEN	LEAD	RESOURCES
To improve accessibility to the school site.	To complete an accessibility audit with representatives from specialist services for physical and sensory impairment.	September 2018	NTU	Require a refurbishment of counselling room and reflections room to ensure that it is fit for purpose - £800. Specialist services to check on the suitability and safety of the tactile paving.
	To ensure that students with visual and physical impairments are timetabled on the ground floor.	September 2018	NTU / CHO	
	To ensure that there is a "quiet safe space for students with hidden disabilities to go to regulate.	December 2018	NTU	
	To ensure that the tactile paving is well maintained.	December 2018	NTU	
To improve provision for students with social and communication difficulties during social times.	To identify staffing for the Nurture Group.	January 2019	NTU	£500 for arts and craft materials and social interaction games. To use some of the £5000 from the programme bursary to facilitate whole school Attachment Awareness via the Kate Cairns Associates.
	To purchase appropriate games for the group.	January 2019	NTU / PWA	
	For the school to become an accredited Attachment Awareness School via the Virtual School programme.	July 2019	NTU / SPR	
To develop staff expertise, knowledge and understanding of disabilities.	To ensure that all staff have access to the Inclusion Document on SIMS.	September 2019	NTU	Staff training on SIMS. To access specialist trainers from DCC ie Behaviour Support or Autism Outreach to facilitate professional training.
	To provide various SEND training throughout the year.	Sept. 2018	NTU	
	To provide specific support for staff where the special educational needs and disabilities are complex in conjunction with specialist services.	Sept. 2018	NTU	
To reduce the number of fixed term exclusions for SEND students.	To provide SEND training throughout the year.	Sept. 2018	NTU	To use the strategic spread sheet to monitor the SEND students that are excluded.
	To provide specific support and advice to teachers having difficulties with students that have a disability or a hidden disability.	Sept. 2018	NTU	
	To ensure that all staff have read and fully understand the strategies laid down in the Inclusion Document to support students with SEND.	Sept. 2018	NTU	