



EQUALITY STRATEGY

Policy Author	Chief Executive / Trust HR Officer
Date Last Reviewed	December 2021
Trust Key Reader	CD
Approved by Trust Board	16.12.21
Review Date	September 2022

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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). (Appendix 1 sets out definitions of protected characteristics)
- 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, volunteer 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 ‘2’).
- 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 community by various methods.

SECTION A – EQUALITY INFORMATION & OBJECTIVES

2. The Public Sector Equality Duty

2.1 This policy covers all aspects of equality and helps us to meet our Public Sector Equality Duty under The Equality Act 2010.

The Equality Act's provisions cover all aspects of school life such as the treatment of students, parents/carers and employees.

Any persons acting on behalf of the LEAP MAT is liable for their own discriminatory actions, as is each school, unless it can be shown that all reasonable steps to stop the individual from doing the discriminatory action have taken place.

Protected Characteristics

2.2 The Act covers nine protected characteristics which cannot be used to treat people unfairly. These are:

- age
- sex (including transgender)
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- marriage and civil partnership
- pregnancy or maternity

Age and marriage and civil partnership are NOT protected characteristics for LEAP MAT's provisions for students (for further details see Appendix 1).

Unlawful Behaviour

2.3 The Equality Act makes it unlawful to treat someone differently, either through direct or indirect discrimination, harassment, victimisation and by failing to make reasonable adjustment for a disabled person.

LEAP MAT has a Public Sector Equality Duty (PSED) extending to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. The Academy has due regard to the need to:

- **Eliminate discrimination** and other conduct that is prohibited by the Equality Act 2010
- **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.

2.4 LEAP MAT will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life

We will consider the six Brown principles of 'due regard':

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/student voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

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

**Brinsworth Academy data:
Staff**

Age	Figures change – we comply with our equality duty
Disability	0.004% 12 staff, 4.9% declared disability on annual return
Gender reassignment	We support any staff member experiencing gender reassignment or questioning their gender identity
Marriage & civil partnership	Figures change – we comply with our equality duty
Pregnancy/maternity	Figures change – we comply with our equality duty
Race/ethnicity	White, British 92%, Asian or Asian British 4% Mixed White & Asian 1% Mixed, any other mixed background 1% Black or Black British, African or Caribbean 0%
Religion/belief	Religion is not recorded
Sex – male/female	Female – 171 (70%) Male – 73 (30%)
Sexual orientation	We support all staff members regardless of sexual orientation

**Brinsworth Academy data:
Students**

Age	We have students aged from 11 to 19 years old		
Disability	We ensure reasonable adjustments are made where appropriate		
Gender reassignment	We support any student experiencing gender reassignment or questioning their gender identity		
Marriage & civil partnership	Figures change – we comply with our equality duty		
Race/ethnicity			
	Any other Asian background	30	2%
	Any other Black background	6	0%
	Any other ethnic group	1	0%
	Any other mixed background	2	0%
	Bangladeshi	2	0%
	Black - African	38	3%
	Black Caribbean	1	0%
	Chinese	4	0%
	Gypsy/Roma	1	0%
	Indian	4	0%
	Information Not Yet Obtained	16	1%
	Other ethnic group	14	1%
	Other mixed background	11	1%
	Pakistani	417	27%
	Refused	4	0%
	White - British	857	56%
	White and Asian	28	2%
	White and Black African	9	1%
	White and Black Caribbean	19	1%
	White and Chinese	3	0%
	White European	34	2%
	White Other	6	0%
	Yemeni	13	1%
Religion/belief	Religion is not recorded		
Sex – male/female	Female – 756 (50%) Male - 766 (50%)		
Sexual orientation	We support all students regardless of sexual orientation		

SEND	444 students (29%) Key groups include: Vision impairment 4 students Physical Disability 7 students Hearing impairment 5 students Moderate learning difficulty 21 students Specific learning difficulty 179 students Autistic Spectrum Disorder 32 students Speech, Language & Communication needs 29 students Social Emotional & mental health needs 133 students
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Dinnington High School data:

Staff

Age	Figures change – we comply with our equality duty
Disability	0.6% 4 staff, 3.3% declared disability on annual return
Gender reassignment	We support any staff member experiencing gender reassignment or questioning their gender identity
Marriage & civil partnership	Figures change – we comply with our equality duty
Pregnancy/maternity	Figures change – we comply with our equality duty
Race/ethnicity	White, British 95%, Not obtained 5%
Religion/belief	Religion is not recorded
Sex – male/female	Female – 116 (68%) Male – 54 (32%)
Sexual orientation	We support all staff members regardless of sexual orientation

Dinnington High School data:

Students

Age	We have students aged from 11 to 19 years old		
Disability	We ensure reasonable adjustments are made where appropriate		
Gender reassignment	As above		
Marriage & civil partnership	Figures change – we comply with our equality duty		
Race/ethnicity			
	Any other Asian background	2	0%
	Black - African	5	1%
	Chinese	2	0%
	Gypsy/Roma	1	0%
	Indian	4	0%
	Information not yet obtained	8	1%
	Other ethnic group	3	0%
	Pakistani	1	0%
	Refused	8	1%
	White – British	929	93%
	White – Irish	2	0%
	White and Asian	8	1%
	White and Black Caribbean	7	1%
	White European	17	2%
Religion/belief	Religion is not recorded		
Sex – male/female	Female – 483 (48%) Male – 518 (52%)		
Sexual orientation	We support all students regardless of sexual orientation		
SEND	228 students (23%)		

	<p>Key groups include:</p> <p>Vision impairment 7 students</p> <p>Physical Disability 2 students</p> <p>Hearing impairment 3 students</p> <p>Moderate learning difficulty 30 students</p> <p>Specific learning difficulty 86 students</p> <p>Autistic Spectrum Disorder 20 students</p> <p>Speech, Language & Communication needs 23 students</p> <p>Social Emotional & mental health needs 37 students</p>
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Eckington School data:

Staff

Age	Figures change – we comply with our equality duty
Disability	2% 12 staff, 4.9% declared disability on annual return
Gender reassignment	We support any staff member experiencing gender reassignment or questioning their gender identity
Marriage & civil partnership	Figures change – we comply with our equality duty
Pregnancy/maternity	Figures change – we comply with our equality duty
Race/ethnicity	White, British 96%, White, any other white background 1% Mixed, any other mixed background 1% Any other ethnic background 1% White -Irish 1%
Religion/belief	Religion is not recorded
Sex – male/female	Female – 101 (69%) Male – 45 (31%)
Sexual orientation	We support all staff members regardless of sexual orientation

Eckington School data:

Students

Age	We have students aged from 11 to 19 years old		
Disability	We ensure reasonable adjustments are made where appropriate		
Gender reassignment	We support any staff member experiencing gender reassignment or questioning their gender identity		
Marriage & civil partnership	Figures change – we comply with our equality duty		
Race/ethnicity			
	Any other Asian background	1	0%
	Any other ethnic group	3	0%
	Any other mixed background	8	1%
	Bangladeshi	1	0%
	Any other white background	19	1%
	Black Caribbean	3	0%
	Chinese	7	1%
	Indian	2	0%
	Information Not Yet Obtained	2	0%
	White - British	1190	93%
	White and Asian	9	1%
	White and Black African	9	1%
	White and Black Caribbean	18	1%
	White - Irish	1	0%
Religion/belief	Religion is not recorded		
Sex – male/female	Female – 668 (52%) Male - 606 (48%)		
Sexual orientation	We support all students regardless of sexual orientation		

SEND	<p>164 students (13%)</p> <p>Key groups include:</p> <p>Vision impairment 2 students</p> <p>Physical Disability 8 students</p> <p>Moderate learning difficulty 30 students</p> <p>Specific learning difficulty 46 students</p> <p>Autistic Spectrum Disorder 22 students</p> <p>Speech, Language & Communication needs 11 students</p> <p>Social Emotional & mental health needs 34 students</p>
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2.10 We will update our equality information at least annually.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

‘To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.’

Though the Act refers to ‘race’, the use of ethnic/cultural origin, background or heritage is often more appropriate.

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.

3.2 Placing students at the centre of everything provides culture of:

- 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 – to promote friendship and understanding about cultures and lifestyles
- Employing specialist staff to support students 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 individual 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, Chief Executive	<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, Chief Executive 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 Leadership Team	<ul style="list-style-type: none"> • Supporting the Academy Principal as above and also ensuring fair treatment and access to services and opportunities
Local Governing Body (LGB)	<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"> • Assisting in delivering the right outcomes for students • Upholding the commitment made to students/parents/carers on how they can be expected to be treated • Designing/delivering an inclusive curriculum • Ensuring awareness/personal responsibility to respond prejudice related incidents by reporting and recording these
Non-Teaching Staff	<ul style="list-style-type: none"> • Supporting the Trust/Academy/LGB 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 • Supporting colleagues within the school community • Ensuring awareness/personal responsibility to respond prejudice related incidents by reporting and recording these
Parents / Carers	<ul style="list-style-type: none"> • Taking an active part in identifying barriers for the school community and in informing • Academy Principal/LGB 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
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/LGB 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
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6. Objectives

6.1 All staff are mindful of how identity affects students' experiences of school. To achieve compliance with the Act, LEAP MAT sets annual objectives. Detailed below are LEAP MAT's current set of overriding objectives:-

Quality of Education	<ul style="list-style-type: none"> • All students experience an ambitious curriculum at all key stages/in all subjects • All students enjoy good learning experiences in their lessons • 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/encouraged to participate in the full range of extra-curricular opportunities
Personal Development, Behaviour & Attitudes	<ul style="list-style-type: none"> • Students: <ul style="list-style-type: none"> • Respect one another • Feel safe and valued • Are educated to understand and act upon signs of prejudice • 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 & Management	<ul style="list-style-type: none"> • LEAP 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 SLT in each Academy is responsible for the collection, analysis and publication of equality data, including the recording of prejudice-related incidents

6.2 In relation to specific Equality Objectives for LEAP MAT, specific objectives are outlined below:

- To empower students and staff to challenge and report discrimination
- To give staff knowledge to effectively tackle language and actions that discriminate
- To reduce the difference in attainment between students who share protected characteristics and those who do not, specifically race, gender and disability.
- To reduce the difference in attendance 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
- To develop a wider Equity, Diversity and Inclusion strategy in conjunction with a nominated Trustee
- To create an atmosphere where staff are comfortable to be open and feel supported by colleagues and leadership.

SECTION B – ACCESSIBILITY PLANS

7. Legal Duties

7.1 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).

7.2 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)

7.3 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.

7.4 It is a requirement that Academies’ accessibility plans are reviewed every three years and are resourced, implemented, revised as necessary and reported on annually.

8. Our Commitment

8.1 LEAP MAT firmly believes that everyone has equal right and promotes equality for all its staff/students.

8.2 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.

8.3 LEAP MAT staff share responsibility for the progress of students in their care with a disability, 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.

8.4 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 their race, class, colour, creed, sex, sexuality, age or ability.

9. Accessibility Plans

9.1 A summary of how LEAP MAT will improve Academy life, curriculum and environment for its students and parents with disabilities is outlined below:-

9.1.1 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

9.1.2 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 SEND issues, disabled students' needs and the Equality Policy

9.1.3 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

9.2 A copy of the Development Plan for Accessibility Plan for students with disabilities for LEAP MAT is attached (Appendix 3).

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

- Access Arrangements Policy
- Relevant Examinations Policies

SECTION C – GENDER PAY GAP REPORTING

10. **LEAP MAT Narrative & Reporting**

- 10.1 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.
- 10.2 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.
- 10.3 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
- 10.4 This information is published on our own website and also a Government website and is completed within one calendar year of the 31st March annually.
- 10.5 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.
- 10.5 The results are based on using the six required calculations a snapshot date:
- 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

Appendix 1 **Equality Act Definitions**

Gender Re-assignment

Protection from discrimination because of gender reassignment in Academies is new for students in the Equality Act, although Academy staff are already protected. This means that it is now unlawful for Academies to treat students less favourably because of their gender reassignment and that Academies will have to factor in gender reassignment when considering their obligations under the new Equality Duty.

Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes.

Race

The definition of race includes colour, nationality and ethnic or national origins. The Academy need to make sure that students of all races are not singled out for different and less favourable treatment from that given to other students and there are no practices which could result in unfair, less favourable treatment of such students.

Religion or Belief

The Equality Act defines “religion” as being any religion, and “belief” as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics. The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

Sex/Gender

Each Academy need to make sure that students of one sex are not singled out for different and less favourable treatment from that given to other students. They should check that there are no practices which could result in unfair, less favourable treatment of any gender.

Pregnancy and Maternity

Protection for students from discrimination because of pregnancy and maternity in Academies is new in the Equality Act. This means that for the first time it will be unlawful for the Academy to treat a pupil less favourably because they become pregnant or has recently had a baby.

Sexual Orientation

Academies need to make sure that all gay, lesbian or bi-sexual students, or the children of gay, lesbian or bi-sexual parents, are not singled out for different and less favourable treatment from that given to other students.

Disability

The provisions relating to disability discrimination are different in that the Academy may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can.

- **Definition of disability**

The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and 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. Long term is defined as lasting, or likely to last, for at least 12 months.

- **Reasonable adjustments and when they have to be made**

The duty to make reasonable adjustments applies only to disabled people. For the Academy the duty is summarised as follows:

- Where something the Academy does places a disabled pupil at a disadvantage compared to other students then the Academy must take reasonable steps to try and avoid that disadvantage.
- The Academy will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled students.
- Academies will not be expected to make adjustments that are not reasonable.
- The reasonable adjustments duties on Academies are intended to complement the accessibility planning duties and the existing special educational needs (SEN) statement provisions which are part of education legislation, under which Local Authorities have to provide auxiliary aids to students with an EHC plan. Academies and LAs need to carry out accessibility planning for disabled students.
- The Academy must implement accessibility plans which are aimed at:
 - increasing the extent to which disabled students can participate in the curriculum;
 - improving the physical environment of Academies to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
 - improving the availability of accessible information to disabled students

Appendix 2 **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. Whilst there is limited 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).

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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.

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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 dehumanisation, 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. Inter-sectionalities 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.

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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.

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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.

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 Re-assignment

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.

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.

Appendix 3

Evaluation of the Current Quality of the Accessibility Provision in Brinsworth Academy:

Strengths

- 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 e.g. 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)
- Link Governors with responsibility for promoting disability awareness and inclusion with meetings and reports to sub-committee

Areas identified for development

- 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 e.g. 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
- Continue to develop appropriate teaching and learning strategies in line with the changing cohort and key individual's needs/medical conditions
- 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
- Continue to develop departmental working so that HODs have a clear understanding of how to support students with SEND in their subject and these are reflected in the SEND SEF
- Continue to ensure that students with EHCPs, including those accessing R Block, have effective provision in place
- Review the SEND documentation (DONs/Plans) to ensure it is easy for staff to access

Evaluation of the Current Quality of the Accessibility Provision in Dinnington High School:

Strengths

- Health Care plans for all students with a disability or medical need 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.
- We take opportunities to raise students' awareness of disability issues and promote a positive view of disability through:- assemblies, pastoral curriculum & subject-based curriculum, including our Life lessons.
- We provide a tailored provision to enable students with disabilities to access a full curriculum offer across key stages.
- We offer support for students with disabilities from outside agencies as required e.g. Visually Impaired service; Hearing Impaired Service; Occupational Therapist; Physiotherapist; Speech Therapists; etc
- Appropriate specialist career advice is available for students with disabilities.
- For students with temporary or permanent disabilities, appropriate exam access arrangements are in place to enable them show good levels of progress and gain good outcomes.
- Personalised timetables with specific adaptations relating to physical/emotional need are in place for identified students
- Any adaptations to the school site take into account the specific needs of the students with disabilities
- Use of Microsoft Office software and training of students to use the accessibility features available to promote access to written materials.
- Where literacy is identified as an issue at home for parent/ carers, we communicate key content through videos on the website or phone calls to promote engagement.
- We provide disabled visitors to the school with access to appropriate car parking
- We have Link Governors with responsibility for promoting disability awareness and inclusion; they report to sub-committee of the LGB

Areas identified for development

- Risk assessments for all students with a disability or medical need that require them need to be in place
- We need to ensure that all written information regarding our provision or a child's education, e.g. Prospectus, progress report, etc, is written in a user-friendly format with explainer videos for parents/carers to access.
- We need to continue to provide ongoing training to all staff on SEN issues, disabled students' needs and the Equality Policy
- We continue to develop appropriate teaching and learning strategies in line with the changing cohort and key individual's needs/medical conditions
- Any adaptations to the school site should continue to take into account the specific needs of the students with disabilities
- Continue to review Y6/7 transition to take account of specific needs of those joining our school.
- Continue to develop departmental working so that HODs have a clear understanding of how to support students with SEND in their subject.
- Continue to ensure that students with EHCPs have effective provision in place
- Continue to review the SEND referral and identification processes within school.
- Review the SEND documentation (Passports) to ensure it is easy for staff to access

Evaluation of the Current Quality of the Accessibility Provision in Eckington School:

Strengths

- 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.
- We provide opportunities to raise students' awareness of disability issues and promote a positive view of disability through:- assemblies and form time, Character curriculum & subject-based curriculum
- We provide a tailored school provision to enable students with disabilities to access a full curriculum offer across all years and key stages.
- We offer support for students with disabilities from outside agencies as required (eg HI team, VI team, ASC team, Educational Psychology team)
- Appropriate specialist career advice is available for students with disabilities
- Access is in place for students with temporary or permanent disabilities for appropriate exam access arrangements to enable them show good levels of progress and secure academic success.
- Personalised timetables with specific adaptations relating to physical/emotional need are in place for identified students.
- We provide disabled visitors to the Academy with access to designated car parking spaces.
- We have link Governors with responsibility for promoting SEND and inclusion, with meetings and reports to sub-committee

Areas identified for development

- Risk assessments for all students with a disability or medical need that require them need to be in place
- We need to continue to make available for parents/carers any information that is provided in alternate formats (if requested)
- We need to ensure that any written information regarding a child's education e.g. Progress reports, are written in a user-friendly format with staff available to explain the content more fully if required
- We need to provide on-going, up to date training to all Academy staff on SEN issues, disabled students' needs and the Equality Policy
- We should continue to develop appropriate teaching and learning strategies in line with the changing cohort and key individual's needs/medical conditions
- Any adaptations to the school site should take into account the specific needs of the students with disabilities (eg the footpath for the visually impaired)
- Provision for disabled students/parents/visitors to the school needs monitoring for events such as Parents' Evening; Open Evenings; School productions
- We need to continue to review Y6/7 transition to take account of specific needs of those joining the school
- We need to continue to develop departmental working so that LOTLs have a clear understanding of how to support students with SEND in their subject area
- Continue to ensure that students with EHCPs have effective provision in place
- Review the SEND documentation (such as Achievement Support Plans) to ensure it is easy for staff to access