Culcheth High School

Specialising in Humanities

EQUALITIES AND DIVERSITY POLICY

Reviewer: **M A Froggett and Personnel Committee**

Reviewed: **10 November 2010**

RATIFIED BY GOVERNING BODY ON: **1 December 2010**

SIGNED:

_____

(Chairman of Governors)

DATE:

_____

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INTRODUCTION

This policy reflects the consensus of a working party made up of representatives of teaching and support staff, parents, governors and pupil, union and community representatives.

It outlines the commitment of staff and governors of Culcheth High School to avoid discrimination and promote diversity and equality of opportunity for all members of our school community.

This means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

Our school community consists of staff, students, parents and guardians, carers, visitors, governors, partners, supporters, and individuals or groups in the wider community who are involved with the school.

In meeting our legal requirements, the policy incorporates all the previous equalities and diversity policies (Equal Opportunities, Anti-Bullying, Racial Equality & Cultural Diversity, Racial Harassment), into one single equalities and diversity policy along with its attendant processes and procedures

SEVEN AIMS

Our aims are to:

1. Ensure that everyone in school feels safe, secure, valued and of equal worth irrespective of:

    *   race
    *   religion or beliefs
    *   gender
    *   sexual orientation
    *   disability
    *   age

2. Provide all our students with the opportunity to succeed, reaching their highest level of personal achievement

3. Develop an ethos which respects and values the achievements and strengths of all members of the school community

4. Tackle any barriers which could lead to unequal outcomes for groups of students or which could limit full access to provision or activities

5. Eliminate all forms of direct and indirect unfair discrimination, bullying, harassment, or other oppressive behaviour

6. Prepare students for life in a diverse society

7. Promote good relations within the wider local community

SEVEN PRINCIPLES

All students and adults connected with the school have a right to study, learn and work in an environment which:

- treats individuals with respect physically and emotionally
- treats individuals with respect for their gender, race and age
- ensures freedom from direct or indirect discrimination, harassment, victimisation, sexual comments, and inappropriate use of language or humour
- ensures safety of themselves and their property
- offers equal opportunities for study, recruitment, employment, work experience, course access and extra-curricular activities
- handles complaints and grievances involving equalities and diversity swiftly and fairly
- instigates disciplinary procedures against those who, after investigation, are found to have broken the equalities and diversity laws or behaved in a discriminatory way, or discriminated against others

RESPONSIBILITIES

We believe that equality should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that the school meets its legal responsibilities, setting and reviewing policy and monitoring compliance with it. Monitoring is delegated to its Personnel Committee which reports back to all Governors.

The Headteacher and Senior Management Team are responsible for providing consistent leadership, promoting the policy inside and outside of the school, arranging relevant training for staff, and ensuring effective implementation of its processes and procedures. They are also responsible for taking appropriate action in response to racist incidents and other incidents which are in breach of this policy and for evaluating the impact of the policy.

Middle Leaders (Teaching and Support Staff) are responsible for implementing the policy, its processes and procedures, making sure members of staff know their responsibilities and are provided with relevant training and support, and taking action in cases of unfair discrimination, harassment or bullying

All ***Staff*** are responsible for knowing how to identify and challenge discrimination, bias and stereotyping, promoting and implementing the policy, its processes and procedures, keeping up to date with legal requirements through training and development, and ensuring there is no unfair discrimination, racial, sexual or other stereotyping perpetrated by students or other staff, dealing with incidents should they occur.

All ***Students*** are responsible for respecting others in their language and actions.

SCOPE AND STANDARDS

The policy permeates all aspects of school life but in particular there are 11 key areas where equality and diversity standards are critical.

Teaching & the Curriculum

We offer an education which fosters positive attitudes to all people, reflected by our students "showing an impressive depth of thought about disability, race and contemporary issues" and "a very good awareness of diversity and equality matters" (Ofsted 2009).

The enthusiasm of teachers and support staff is a vital factor in achieving high levels of student motivation and good results.

Those involved in curriculum delivery have a critical role in ensuring that teaching reflects our commitment to equality and diversity in all subject areas and promotes positive attitudes to equality and diversity through:

- Sensitive strategies when teaching about different cultural and religious traditions
- Inclusion of equalities, diversity, religion, and human rights issues within the PSHE and Citizenship curriculum
- Promotion and celebration of different ethnic groups' contribution to subjects, wherever applicable
- Teaching materials which reflect a range of cultural backgrounds, without stereotyping
- Access to mainstream curriculum for students, taking into account their backgrounds, linguistic needs and learning styles

The Learning Environment

We expect all adults in the school community to provide good, positive role models in their approach to all issues relating to equality of opportunity.

We have a high expectation of all pupils regardless of age, gender, ethnicity, ability or social background and are committed to nurturing their "outstanding spiritual, moral and cultural development" (Ofsted 2009). To achieve this we:

- Provide opportunities for students to appreciate both their own and others' culture and religions, celebrating diversity and preparing them for life in a diverse society
- Provide opportunities for students to explore concepts and issues relating to identity and equality, developing their ability to detect and challenge both direct and indirect discrimination and promoting attitudes and values which foster justice and equality
- Provide an environment in which all students have equal access to facilities/resources
- Strive to meet all students' learning needs, including the more able or those with special educational needs and disabilities, by carefully assessed and administered programmes of work based on individual challenging targets
- Encourage parents/carers to be fully involved in supporting their child's education, helping them to achieve their full potential

Ethos and Atmosphere

Our ethos is one of high standards of tolerance, mutual understanding and respect for others' views, achievements, strengths and disabilities within the school community. In particular we:

- Strive for an 'openness' of atmosphere which welcomes everyone to the school, encouraging students to greet visitors to the school with friendliness and respect
- Take positive action where necessary to redress inequalities that may exist
- Ensure that disabled visitors are given access to all areas of the school wherever possible
- Cater for students' spiritual needs through assemblies /classroom based activities
- Maintain high quality displays around the school which reflect diversity across all aspects of equality of opportunity and are frequently monitored

Language

Verbal, non-verbal, formal and informal communications are all a major part of school life.
All members of the school community, including students, are expected to use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of diverse cultures or groups
- Creates the conditions for all individuals to develop their self-esteem
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians

Behaviour

It is illegal to discriminate, harass or victimise anyone due to their gender, race, disability, sexual orientation, religion, belief or age.

All students and adults connected with the school have a right to study, learn and work in an environment which is free from **harassment, bullying and discrimination**. The school has a clear, agreed procedure for dealing with harassment, bullying and discrimination behaviour, which includes:

- Unwanted conduct affecting the dignity of individuals
- Unwanted attentions (verbal or physical)
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender)
- Repeated behaviour that deliberately threatens the well-being of another person physically, verbally or psychologically. It includes any offensive, intimidating, malicious or insulting behaviour which undermines, humiliates, denigrates or injures the recipient

It is illegal to discriminate against another person on **racial grounds**, which includes race, colour, nationality, or ethnic or national origins. The school works hard to provide an environment in which:

- Racist assumptions, attitudes and behaviour are always challenged
- The positive aspects of all cultures are extolled
- Students are given the confidence that racism can and must be eradicated

- Staff are made aware of implicit racism which can occur and the use of correct terminology, customs and language
- Staff are given guidance to intervene immediately and effectively with incidents of racism and racial harassment

The school has a clear, agreed procedure for dealing with any racial incidents and their formal reporting to the Local Authority

Personal Development and Pastoral Guidance

Emphasis is placed on the value that diversity brings to the school community, rather than any barriers and challenges, by ensuring that:

- Pastoral staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups
- All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race
- All students/staff/parents/carers are given support as appropriate when they experience discrimination
- Remedial work is undertaken, where appropriate, to ensure that the actions do not occur again, recognising that perpetrators of discrimination may themselves be victims of their personal circumstances

Staffing and Staff/Professional Development

Our members of staff are our major strength, as well as being the frontline force for dealing with equality barriers and any discriminatory behaviour. We therefore:

- Provide staff with awareness training and development in Equalities and Diversity law, policy, process and procedures
- Encourage staff career development and aspirations
- Monitor access to opportunities for professional development on equality grounds
- Highlight the needs of different groups of "at risk" students

Staff Recruitment

Our staff recruitment policies and procedures are reviewed regularly to ensure conformity with legislation and impact:

- A team of staff and governors are trained and aware of what they should do avoid discrimination and ensure equality good practice during our recruitment and selection processes
- All posts are advertised formally and open to the widest pool of applicants
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school
- Equalities policies and practices are covered in staff inductions
- All supply staff are made aware of equalities policies and practices

Resources and Materials

The provision of good quality resources and materials is essential throughout the school in encouraging equality and diversity. Before purchasing or designing, consideration is given to how the items comply with equality considerations such as:

- Raising awareness of equal opportunity issues
- Reflecting a "variety of viewpoints, and the reality of an ethnically, culturally and sexual diverse society"
- Showing positive images of males and females including people with disabilities
- Excluding explicitly and implicitly racist, sexist, homophobic or ageist materials
- Supporting staff and student development

Extra-Curricular Provision

The school prides itself on its equal opportunities extra-curricular activities and ensures that:

- Educational visits and extra-curricular activities involve all student groups
- Contributors to extra-curricular activities are made aware of the school's commitment to equality of opportunity (e.g. coaches) by providing them with written guidelines drawn from this policy
- Non staff members who have contract with children are CRB checked and know they are expected to adhere to the guidelines

Partnerships with Parents/Carers and the Wider Community

We are committed to reach out to our local community and beyond as recognised by Ofsted which praised our students' "outstanding contribution to the Community" (2009).

We do this by:

- Encouraging all parents/carers and members of the local community to participate at all levels in the full life of the school
- Setting up a group made up of members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups to support the school in matters relating to its equalities duties
- Giving our students experience in the community through volunteering, the performing arts and charitable activities as well as bringing the community's skills and experience into school;
- Developing our Specialist School portfolio of activities to embrace as many groups as possible;
- Widening our extended school provision to offer opportunities for learning and leisure to as many groups as possible.

COMMUNICATIONS

This policy is communicated:

- Internally to staff throughout the school in the policies handbook,
- Internally to students (principles and précis of relevant areas)
- Externally through the school's website and newsletters for all members of the school community including parents and carers;
- Via consultation surveys and polls or through representative bodies to all members of the school community

Should a breach of policy occur, we contact relevant individuals immediately and keep in touch during the investigations until a resolution is reached, with meetings arranged as appropriate to try to resolve the issue(s).

IMPACT EVALUATION, MONITORING AND REVIEW

Responsibilities

Equality is identified as an area requiring careful and on-going monitoring in the School Development Plan.

The Deputy Headteacher for "Every Child Matters" is responsible for reviewing this policy and reporting to the Personnel Committee.

Impact Evaluation of the Policy

We regularly evaluate the impact of this policy on the school community, by analysing:

- Incident logs, training and reports relating to equalities and diversity
- The attainment of individuals and students from different groups to ensure that all groups of students are making the best possible progress
- Attendance, exclusions and truancy, disability, all forms of bullying and incidents of racism, sexist behaviour
- Parental involvement, participation in extra-curricular activities
- Our annual survey of students, staff and parents regarding equalities and diversity

An impact analysis template is provided in The Procedures Section (3)
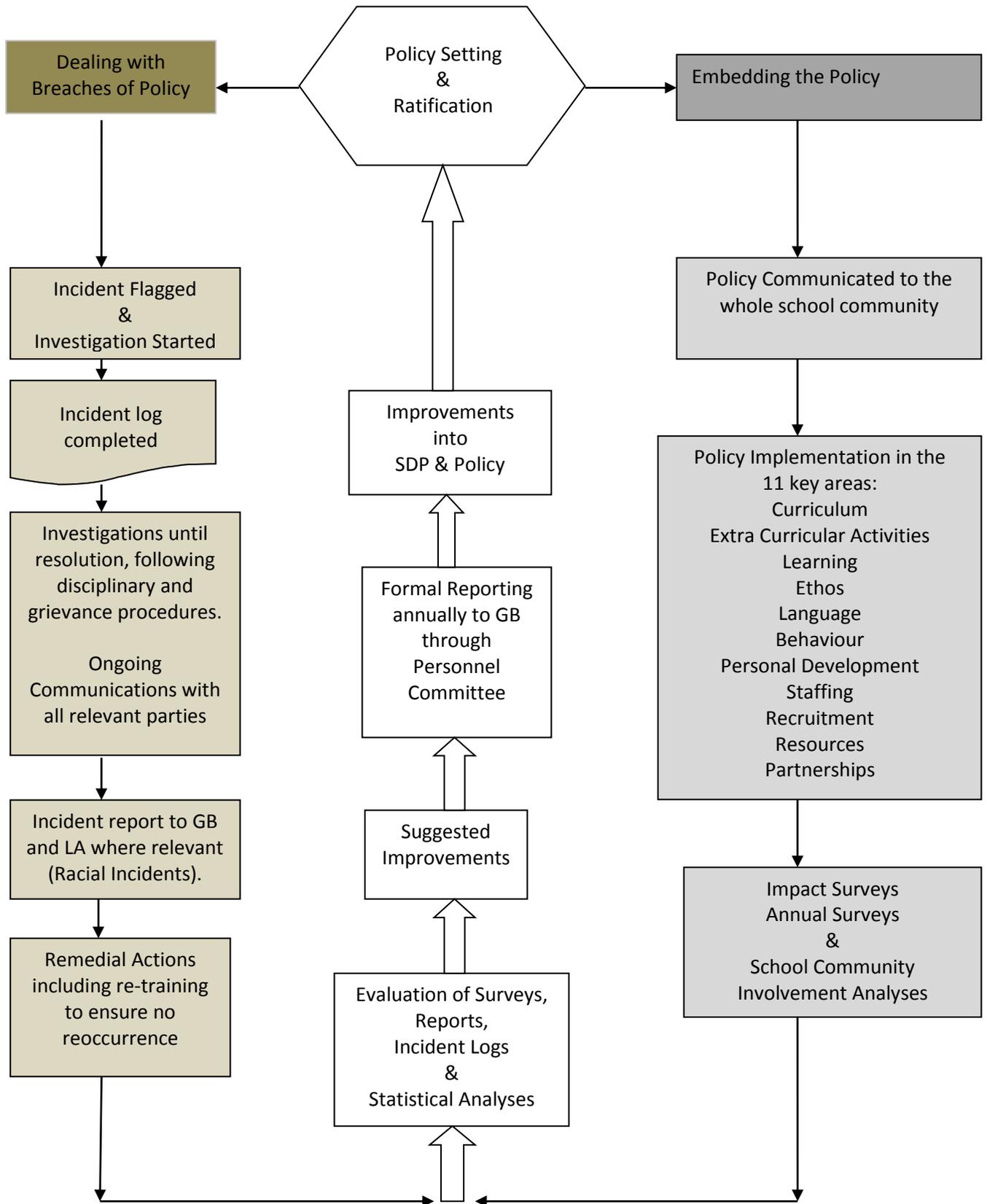
Monitoring and Review

Impact and evaluation reports enable us to identify any differences in student performance and compare to National and Local Authority data, to ensure that students are making appropriate progress when compared to all schools, and those in similar circumstances.

Appropriate remedial actions are taken to meet the performance standards in the policy and set new targets in our School Development Plan (SDP) to improve support for underperforming groups in future.

The policy will be reviewed for effectiveness after one year in operation via the Personnel Committee which will report back to the Governing Body with any recommendations for changes.

After the first year, the policy will be reviewed every three years, updated annually.

PROCESS FLOWCHART

Policy Setting & Ratification

Dealing with Breaches of Policy

Embedding the Policy

Incident Flagged & Investigation Started

Incident log completed

Investigations until resolution, following disciplinary and grievance procedures.

Ongoing Communications with all relevant parties

Incident report to GB and LA where relevant (Racial Incidents).

Remedial Actions including re-training to ensure no reoccurrence

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Improvements into SDP & Policy

Formal Reporting annually to GB through Personnel Committee

Suggested Improvements

Evaluation of Surveys, Reports, Incident Logs & Statistical Analyses

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Policy Communicated to the whole school community

Policy Implementation in the 11 key areas:
Curriculum
Extra Curricular Activities
Learning
Ethos
Language
Behaviour
Personal Development
Staffing
Recruitment
Resources
Partnerships

Impact Surveys
Annual Surveys
&
School Community
Involvement Analyses

Bullying incident recording form

Warrington Borough Council

Section one: your details

Name:	Date:
Job Title:	Time:

Section two: victim's details

Name: **Class:**

☐ Male   ☐ Female

☐ Pupil   ☐ Year Group   ☐ Staff   ☐ Visitor   ☐ Parent
☐ Ethnic Minority   ☐ Looked After Child
☐ Refugee/asylum seeker   ☐ Disabled/Special Needs/SEN
☐ Traveller

Ethnic background

Asian or Asian British   **Black or Black British**

☐ Indian   ☐ Caribbean
☐ Pakistani   ☐ African
☐ Bangladeshi   ☐ Any other Black background
☐ Any other Asian background

White   **Mixed**

☐ British   ☐ White and Black Caribbean
☐ Irish   ☐ White and Black African
☐ Traveller   ☐ White and Asian
☐ GypsyRoma   ☐ Any other mixed background
☐ Any other White background

☐ Chinese
☐ Any other Ethnic background

Religion

☐ None   ☐ Hindu   ☐ Jewish
☐ Christian   ☐ Muslim   ☐ Other
☐ Buddhist   ☐ Sikh

Is this a repeat incident on the part of the perpetrator?   ☐ Yes   ☐ No
Is this a repeat incident involving this victim?   ☐ Yes   ☐ No

Language if not English

Section three: incident details

The offence is judged to be   1 one off   ☐
                                     2 repeated incident   ☐
                                     3 serious excludable offence (often fixed term)   ☐

☐   4 very severe excludable offence (fixed term or permanent)

Date and time of incident	
Location	
Witnessed by	
Reported by	
Reported to	

Type of incident

Verbal abuse	Verbal abuse and threats	Physical assault	Cyber Bullying
☐ gender related ☐ racist ☐ homophobic ☐ LDD ☐ religion/faith ☐ other (specify)	☐ gender related ☐ racist ☐ homophobic ☐ LDD ☐ religion/faith ☐ other (specify)	☐ gender related ☐ racist ☐ homophobic ☐ LDD ☐ religion/faith ☐ other (specify)	☐ gender related ☐ racist ☐ homophobic ☐ LDD ☐ religion/faith ☐ other (specify)

Further details of the incident

Section four: alleged perpetrator's details

Name: **Class:**

☐ Male   ☐ Female

☐ Pupil   ☐ Year Group   ☐ Staff   ☐ Visitor   ☐ Parent
☐ Ethnic Minority   ☐ Looked After Child
☐ Refugee/asylum seeker   ☐ Disabled/Special Needs/SEN
☐ Traveller

Ethnic background

Asian or Asian British   **Black or Black British**

☐ Indian   ☐ Caribbean
☐ Pakistani   ☐ African
☐ Bangladeshi   ☐ Any other Black background
☐ Any other Asian background

White   **Mixed**

☐ British   ☐ White and Black Caribbean
☐ Irish   ☐ White and Black African
☐ Traveller   ☐ White and Asian
☐ GypsyRoma   ☐ Any other mixed background
☐ Any other White background

☐ Chinese
☐ Any other Ethnic background

Religion

☐ None   ☐ Hindu   ☐ Jewish
☐ Christian   ☐ Muslim   ☐ Other
☐ Buddhist   ☐ Sikh

Language if not English

How many [   ]   ☐ Male   ☐ Female

If more than one perpetrator please enter this information for all perpetrators separately

Section five: action taken

☐ Investigation revealed that the incident was not prejudice related

☐ Perpetrator exonerated, no further action

☐ Perpetrator reported to Headteacher or other senior manager

☐ School anti bullying policy explained to perpetrator

☐ Parents/carers informed

☐ Fixed term/permanent exclusion (delete as appropriate) of perpetrators

☐ Graffiti removed

☐ Material confiscated and removed

☐ External agencies involved (*please specify*)

☐ Victim supported/counselled

☐ Interventions in place to support perpetrator/s

☐ Reported to Local Authority

Section six: further details

Further details you may wish to add (please continue on a separate sheet if necessary)

CHILDREN AND YOUNG PEOPLE'S SERVICES DIRECTORATE

BULLYING INCIDENT MONITORING FORM

School Name: _____

How many bullying incidents have been logged at your school? In the period from _____ to _____

☐ Enter number, 0 if nil return

How many of these bullying incidents fall into the following categories:

Racial ☐   SEN ☐   Gender related ☐

Homophobic ☐   Religion/Faith ☐   other please specify _____

The Number of those incidents that resulted in further action *(i.e. Investigation of incident, interviewing victim/perpetrator, counselling/disciplinary action etc)*.

☐ enter number
0 if nil return

Signed: _____   **Headteacher**

Date: _____

Please fax back the completed form to 01925 442929 or e-mail to Lil Timson by

Please return the form even if it is a nil return

The LA will <u>not</u> report information on bullying incidents on a school by school basis.

Thank you

Kath O'Dwyer
Executive Director for Children and Young People's Services

As per process outline and follow school disciplinary and grievance procedure? If a member of staff, disciplinary and grievance procedure.

FORMS AND REPORTS

Do we have own forms or do we need to take from others? - see below example….

1. Bullying and Harassment Reporting form
2. Impact Assessment
3. Definitions of Terms
4. Definitions of Bullying and Racism
5. Current Profile of School
6. Legislative Framework
7. Other Policy Links

Impact Assessment Questions: Gathering quantitative and qualitative evidence when current policies are being assessed

Key Topics	Disability	Ethnicity	Gender	Religion
1. Outcomes for learners	• Do our policies benefit all learners and potential learners, whether or not they are disabled? • Or are disabled learners excluded, disadvantaged or marginalised?	• Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? • Or are people from certain backgrounds losing out?	• Do our policies benefit all learners and potential learners, whichever their gender? • Or are outcomes different for females and males with some being disadvantaged?	• Do our policies benefit all learners and potential learners from all religious and non-religious backgrounds? • Are learners from religious or non religious backgrounds excluded, disadvantaged or marginalised?
2. Recognising relevant differences	• Is due account made of the specific needs, experiences of disabled people? • Or is a 'one size fits all' approach adopted?	• Is due account made of different cultural backgrounds? • Or is a 'one size fits all' approach adopted?	• Is due account made of women's and men's differing experience? • Or is a 'one size fits all' approach adopted?	• Is due account made of the specific needs , experiences of pupils from all religious groups? • Or are some excluded or not included?
3. Benefits for the workplace	• Do all members and potential members of the workforce/pupils benefit, whether or not they are disabled? • Or are reasonable adjustments for disabled staff not made?	• Do all members and potentials members of the workforce/pupils benefit whatever their ethnic, cultural or religious background? • Or are some excluded?	• Do all members and potential members of the workforce benefit, whichever their gender? • Or are there differential impacts, both positive and negative?	• Do all members and potential members of the workforce benefit/pupils benefit whatever their religious or non religious background? • Or are some excluded or not included?
4 Attitudes, relationships and cohesion	• Do our policies promote positive attitudes towards disabled people, and good relations between different groups?	• Do our policies promote positive interaction and good relations between different groups	• Do our policies promote good relations between women and men? • Or is there mutual tolerance / similarities between all	• Do our policies promote good relationships / respect / • Or is there mutual tolerance / similarities between all

5 Benefits for society	• Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? • Or are disabled people excluded or marginalised?	• Do our policies benefit society as a whole by encouraging participation in a public life of citizens from a wide range of backgrounds? • Or are certain communities excluded or marginalised?	• Do our policies benefit society as a whole by encouraging participation in a public life of women as well as men? • Or are women excluded or marginalised?	• Do our policies benefit society as a whole by encouraging participation by all religious groups in public life? • Or are some religious groups excluded or marginalised?
6. Positive Impact on equality	• Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? • Or does inequality for disabled people continue?	• Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? • Or do barriers and inequalities continue?	• Do our policies help to reduce and remove inequalities between women and men that currently exist? • Or do inequalities, for example in seniority and pay, continue?	• Do our policies help to reduce inequalities between all religious and non religious groups? • Or are there aspects of the policy which may have a negative impact i.e. celebration of religious observance?
7. Consultation, involvement and accountability	• Are our policies based on involvement of and consultations with disabled people? • Or are the views and experiences of disabled people not sought or not heeded?	• Are our policies based on involvement of and consultation with people from a range of backgrounds? • Or are certain views and experiences not sought or not heeded?	• Are our policies based on involvement of and consultation with both women and men? • Or are the views and experiences of women or men not sought or heeded?	• Are our policies based on involvement between all religious and non-religious groups • or are the religious/non religious views of one group more prominent than another

Most people agree on extreme cases of equalities and diversity but it is sometimes the 'grey' areas that cause most problems, since individuals vary in their temperament, interpretation of situations and capacity to deal with stressful situations. The descriptions below are intended to minimise confusion.

- **Race:** discrimination against another person on racial grounds - this includes race, colour, nationality, or ethnic or national origins
- **Religion or Belief:** discrimination as a result of an individual's actual or perceived religion or religious belief or similar philosophical belief, or of people with whom the individual associates. It includes all major religions and less widely practised ones as well as those with no religion or belief
- **Gender and Sex:** discrimination due to an individual's gender (women, men and transsexual people). Sex discrimination also includes treating someone less favourably because they are married or in a civil partnership
- **Sexual Orientation:** discrimination due to an individual's sexual orientation, or perceived orientation, or the sexual orientation of those with whom they are associated. This includes orientation towards persons of the same sex (lesbians and gay men), orientation towards persons of the opposite sex (heterosexual), and orientation towards persons of the same sex and the opposite sex (bisexual)
- **Disability:** discrimination due to any school social or environmental barriers which prevent individuals with substantial and long-term physical or mental impairment from taking part in school activities or carrying out normal school day-to-day activities on an equal level with others
- **Age:** discrimination due to unjustified or unfavourable treatment, harassment or victimisation of an individual because of their age
- **Bullying:** repeated behaviour that deliberately threatens the well-being of another person physically, verbally or psychologically. It includes any offensive, intimidating, malicious or insulting behaviour which undermines, humiliates, denigrates or injures the recipient
  Bullying can take many forms, in front of others, private face-to-face confrontations or the use of other mechanisms to deliver the bullying. Bullying includes name calling, mocking, kicking, taking belongings, writing or drawing offensive graffiti, messing around with people's belongings, gossiping, teasing and spreading rumours, excluding people from groups, threatening others, abuse or misuse of power, videoing or publishing humiliating or degrading images electronically or via cyber bullying (using communication devices or the internet, impersonating someone on social networking sites, sending and circulating offensive text messages and emails), pushing someone around and causing physical harm
- **Harassment:** unwanted conduct affecting the dignity of individuals. It may be related to age, sex, race, disability, religion, sexual orientation, nationality or any personal characteristic of the individual. It may involve physical, verbal or non-verbal conduct, be persistent or an isolated incident. The key is that they are viewed as demeaning and unacceptable to the recipient, creating an intimidating, hostile, degrading, humiliating or offensive environment.
  Harassment can take many forms, from verbal and written harassment through jokes, racist remarks, offensive language, slander, sectarian songs, threats and offensive materials to obscene gestures, coercion, including pressure for sexual favours, pressure to participate in political/religious groups and intrusion by pestering, spying, and following etc. It is the impact of the behaviour which is relevant and not the motive or intent behind it

- **Victimisation:** Less favourable or adverse treatment as a result of an individual asserting their rights in making a complaint (usually of harassment or discrimination) or in providing evidence for / assisting with such a complaint
- **Direct Discrimination:** explicitly treating an individual or one particular group of people less favourably than others because of their race, colour, nationality, ethnicity, national origin, age, disability, religion or belief, gender or sexual orientation
- **Indirect Discrimination:** applying a provision, criterion, rule, procedure or practice equally to all but which disadvantages individuals without a good reason. This may happen in subtle ways

<u>DEFINITIONS</u>

BULLYING

The government defines bullying as:
"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying includes name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text-messaging and emailing; sending of offensive or degrading images by phone or the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others".

RACIST INCIDENT

The definition of a racist incident, as given by Sir William Macpherson in his Report on the Stephen Lawrence Inquiry:

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

WHY PUPILS ARE BULLIED

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture

- Bullying related to SEN or disabilities

- Bullying related to appearance or health conditions

- Bullying related to sexual orientation

- Bullying of young carers or looked after children or otherwise related to home circumstances

- Sexist or sexual bullying

More detailed information can be found in the Safe to Learn documents:

http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/

- There are currently 1234 on the school roll of whom 47.7% are girls. Students are drawn from 10 different wards, the majority of whom (55.6%) are from the nearest vicinity, Culcheth Glazebury and Croft
- 95.5% of our students are White British, with 4.5% from minority ethnic groups compared to 20.6% nationally. They comprise 0.7% White & Asian, 0.6% Irish, 0.6% Chinese, 0.6% Mixed -any other background, 0.5% White - any other white background, 0.3% Mixed - White & Black Caribbean, 0.3% White & Black African, 0.3% Asian or Asian British-Indian, 0.3% Asian or Asian British - any other Asian background, 0.1% Asian or Asian British - Pakistani, 0.1% Black or Black British-Caribbean, 0.1% Any other ethnic group
- A new building which is fully accessible for disabled users
- There are no particular demographic trends in the local area

Legislation covers the six main strands of equalities and diversity:

Race Relations
•   The Race Relations Act (1976) and The Race Relations Amendment Act (2000)
•   The Racial and Religious Hatred Act 2006
Religion and Beliefs
•   The Employment Equality (Religion or Belief) Regulations 2003
Gender
•   The Equal Pay Act 1970 amended by Equality Act (2006) which also amended the Sex Discrimination Act (1975)
•   The Employment Equality (Sex Discrimination) Regulations 2005
Sexual Orientation
•   The Sex Discrimination (Gender Reassignment) Regulations 1999
•   The Equality Act (Sexual Orientation) Regulations (2007)
•   The Civil Partnership Act 2004
•   The Gender Recognition Act 2004
Disability
•   The Disability Discrimination Act (1995) amended by the Disability Discrimination Act (2005) which also amended the Special Educational Needs and Disability Act (2001)
•   The Disability Discrimination Act 1995 (Pensions) Regulations 2003: SI 2003/2770
•   The Disability Discrimination Act 1995 (Amendment) Regulations 2003: SI 2003/1673
•   The Disability Discrimination(Public Authorities)(Statutory Duties)Regulations 2005
•   The DisabilityDiscrimination(Amendment)(Further&HigherEducation)Regulations2006
•   The Disability Rights Commission Act 1999
Age
•   The Employment Equality (Age) Regulations 2006

There are also respective **Codes of Practice** associated with the legislation and **European Directives** which are called upon in equalities and diversity issues.

Legislation also covers more general rights:
•   The Education Act 1996: Part 4
•   The Education (Modification of Enactments Relating to Employment) Order 2003
•   The Children's Act (2004)
•   The Human Rights Act (1998)

The commitments which are embodied in our equalities and diversity policy permeate other policies and practices:

- Admissions
- Assemblies
- Attendance
- Behaviour Management
- Child Protection
- Complaints Procedure
- Curriculum
- E-Safety
- Educational Visits
- Governor and Staff training and CPD
- Inclusion
- NQTs
- Partnerships with parents/ carers / guardians and communities
- Performance Management
- Pupil's progress attainment and assessment
- Visitors
- Safe Recruitment and Vetting
- Staff Discipline and Grievance
- Stress at Work
- Teaching and Learning