
Pupil Support Committee Meeting

Summer 2017

Single Equality Scheme and Action Plan

Summary

The policy outlines how the school complies with the Equalities Act.

Recommendation

Governors are requested to read this policy, consider its content and approve its adoption.

Author's Job title	Headteacher
Internal Review Date	Summer 2018
Official Review Date	Summer 2022

Single Equality Scheme and Action Plan For Fieldhead Carr Primary School

Our Statement of Intent

Love to Learn

We simply LOVE to LEARN. A love of learning is instilled in our pupils from a very early age. We passionately believe in nurturing and developing the child as a whole and encouraging everyone to strive to achieve their best on an academic and personal level. We endeavour to be exciting and engaging, providing enjoyable and realistic learning experiences that our children love to participate in and flourish as a result of.

SCHOOL CONTEXT

Fieldhead Carr primary school is a medium-sized, single-form-entry primary school in the north east of Leeds. Of the 210 pupils on roll, around 15% are from ethnic minorities and 3.9% speak English as an additional language.

The school deprivation indicator is 0.20, which is in line with the national mean.

The proportion of pupils requiring SEN support or with an EHCP (Education, Health & Care Plan) is 23% which is significantly higher than the national mean value of 7.9%.

The percentage of pupils in receipt of free school meals is 19%, which is also lower than the national mean of 26.2%. The percentage of children on Pupil Premium list is 32%

WHAT DO WE MEAN BY EQUALITY?

At Fieldhead Carr Primary School we understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make

decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

OUR GUIDING PRINCIPLES

In fulfilling the legal obligations outlined further on in this scheme, we at Fieldhead Carr Primary School are guided by seven principles.

Principle 1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances
- whichever their gender and sexual orientation ○ whatever their age

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.
- age

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote: ○ positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- whichever their gender and sexual orientation ○ whatever their age

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious and socio-economic backgrounds ○ girls and boys, women and men ○ lesbian, gay, bisexual and transgender
- Age (where appropriate)

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and socio-economic backgrounds ○ both women and men, and girls and boys. ○ lesbian, gay, bisexual and transgender
- Age

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of: ○ disabled people as well as non-disabled

- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, girls and boys.
- lesbian, gay, bisexual and transgender
- People of different ages and between generations

Principles in themselves are not enough

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

- disability
- ethnicity
- gender
- sexual orientation
- religion and belief
- age
- Socio-economic circumstances

These are outlined in our Single Equalities Action Plan.

ACTION PLANS

- 1.** We recognise that the actions resulting from a policy are what make a difference.
- 2.** Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above.
- 3.** Our current action plan is set out in our Single Equality Scheme Action Plan.

THE CURRICULUM

We will actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above.

We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

ETHOS AND ORGANISATION

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' and staff personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff and governor recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.
- Participation of groups in wider school activities
- Preparing all members of the learning community for living and positively contributing to a diverse society

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.

ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.

A dedicated member of the governing body has a watching brief regarding the implementation of this policy.

The head teacher is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Senior members of staff have day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge and deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.
- Pupil's have the opportunity to have their voices heard with regards to equality issues

INFORMATION AND RESOURCES

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

BREACHES OF THE POLICY

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

MONITORING AND EVALUATION

We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin, socio-economic circumstances, gender and age.

To review good practice we make use of a range of auditing schedules.

DEVELOPING AND IMPLEMENTING THE SCHEME.

Key to this process for our school is the implementation of **Equality Impact Assessments** (EQUIAs).

We use this tool as a common sense measure of determining whether a policy, practice or project will impact on all groups equally or whether it potentially may have a differential impact on one or more particular group (either positively or negatively). It helps us to ensure that there is no unlawful discrimination against certain individuals or groups and those positive duties are promoted equally. It is a way to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

HOW WE DEVELOPED OUR SCHEME

The development of this scheme has involved the whole of our school community. We've discussed it with them and listened to what they have to say, including:

- Our pupils/students

Our school council representatives asked their classes to give their comments regarding equality in our school and discussed these at a school council meeting. These views are reflected in the minutes and throughout this policy.

Our pupils' views were also sought through our pupil questionnaires.

- Our staff

Our staff were consulted during staff meeting time about the scheme and as a working party, the scheme was developed together.

- Our school governors

The Pupil Support Committee of the Governing Body have been involved in developing the equality scheme. Our Equality governor joined the inclusion working party around the Equality policy.

- Parents/carers

Parents/carers have been asked for their ideas through our whole school questionnaires.

- Minority, marginalised and potentially vulnerable groups

All groups are represented by their peers where they are unable to communicate their views personally. We would use interpreters where appropriate to ensure parents with a less secure understanding of English are fully informed. Pupils who have a less secure understanding of English are supported to develop their knowledge, confidence and competence. Pupils with special educational needs use a range of resources to ensure they can communicate effectively and understand, including using Makaton (pupils and adults) and using visual prompts where appropriate. All pupils including those from potentially vulnerable groups are encouraged to express their views at school in a range of different ways.

- Our partners in the community

Professionals we work with have helped to shape this policy through their on going support. These include Complex Needs Service, Donkey Sanctuary.

- Finally:

We work with schools within our cluster and wider afield to ensure we benefit from best practice both locally and nationally.

PRIORITISING ACTIVITY

We will use the information gained from our involvement with all stakeholders and issues arising from our data (qualitative and quantitative) to prioritise activities for improvement.

Date approved by the Governing Body:

Review date

LEGAL DUTIES

1. We welcome our duties under the Equality Act 2006 and the Equality Act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they 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.
4. Summaries of our legal obligations are outlined below.

SUMMARY OF LEGISLATIVE REQUIREMENTS

The legal frameworks

The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion.

The act protects people from discrimination on the basis of “protected characteristics” (which previously used to be called grounds). The relevant characteristics for services and public functions are:

□ **Disability**

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular “capacity” such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability

□ **Gender re-assignment**

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

□ **Pregnancy and maternity**

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status

□ **Race**

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

□ **Religion or belief**

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system.

Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

□ **Sex**

A person’s sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

□ **Sexual orientation**

Everyone is protected from being treated to a detriment because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person’s sexual orientation. That may include someone’s appearance, the places they visit or the people they associate with.

□ **Age**

Under the schools provisions of the Act age is excluded from the list of protected characteristics.

An integrated public sector equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds. The School in carrying out its duties agrees to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves, in particular, to the need to:

- (d) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- (e) take steps to meet the needs of persons who share a relevant protected
- (f) characteristic that are different from the needs of persons who do not share it;
- (g) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

- (a) tackle prejudice, and
- (b) promote understanding.

The School will also comply with its Specific Duties under the Public Sector Equality Duty. These are:-

- (i) to annually publish information to demonstrate its compliance with the duty imposed by section 149(1) of the Act.

(ii) to prepare and publish one or more objectives it thinks it should achieve in order to satisfy paragraphs (a) to (c) of subsection (1) of section 149 of the Act. (sections 4.2 a-c above)

The specific duty covering an authority's role as an employer is to monitor the effect of its policies and practices on persons, and in particular the effect on the recruitment, development and retention of employees.

DISABILITY

What impact have we already had on disability equality in our school?

Our school embraces inclusion resulting in some parents actively selecting our school for their pupils. Our school is also recommended by some outside agencies. Pupils with specific disabilities are integrated into our school and accepted fully by pupils, staff and the wider school community. Pupils, staff and parents/carers value the opportunity to share in the education of all our pupils. Our tracking and assessment systems allow us to monitor progress of all pupils using a wide range of filters to ensure all pupils make progress on a quantitative level whilst school council, Filial Therapy, the Green Room, Nurture Group, PSHCE and Circle Time allow us to measure progress on a qualitative level. SMSC is a strong focus in our school and has been a priority on our School Improvement Plan

We work with a range of outside agencies to ensure that we identify strategies to ensure all our pupils' needs are met, using them to guide school towards effective resources, providing training for staff, meeting with parents and carers to support them and develop effective Nurture provision to enable vulnerable children to overcome the barriers they have to learning.

What key issues still remain for our school?

There is a limited range of technology available to support pupils with disabilities.

Access arrangements

We have 1 disabled toilet in school. We have lift access to the middle level and the lower level is accessible by wheelchair ramp. There is a designated disabled parking space in the car park.

School is accessed by both steps and a ramp.

We take children to the Donkey Sanctuary for Donkey Riding Therapy on a weekly basis.

We work with a range of agencies including the school nursing team, STARS, Educational Psychology, Learning Support and SMART Team.

School runs Nurture groups for pupils who require additional support, co-ordinated by the Inclusion Manager and run by a HLTA and highly trained Teaching Assistants. We also have a number of staff trained to administer care for a range of medical needs such as diabetes, gastric feeds, intimate care and physiotherapy.

We have a sensory room to allow children to explore a range of stimuli.

What key issues still remain for our school?

Our school's lower level is currently accessible by wheelchair from the external entrance.

RACE

What impact have we already had on race equality in our school?

School resolves and reports all racist incidents, discussing them with both the victims and perpetrators. We ensure the victim is happy that the incident is dealt with to their satisfaction. Racist incidents are handled rigorously and reported termly in line with LA policy.

We celebrate Black History month. We hold the Stephen Lawrence award. All classes quadblog with other schools from around the world giving opportunity to engage in discussions with children from other cultures and to see what their lives are like. Also, our school sponsor a child through Action Aid in order to help fund resources for a village in Gambia. We consider other cultures, races and religions as part of our SMSC assemblies and in our PSHCE and R.E. lessons.

What key issues still remain for our school?

To work with a very small minority of our school community who may express discriminatory opinions which impact on children or other members of our community.

GENDER

What impact have we already had on gender equality in our school?

Staff training has taken place during staff meetings around the importance of planning to support writing for boys and ensuring lessons are engaging for all genders. Through our school ethos, staff, pupils, parents and carers all understand that gender equality is the norm. No-one should be discriminated because of their gender. Through SMSC assemblies and our PSHCE curriculum, pupils all understand they have an equal right to learning irrespective of their gender and that pupils can take part in all activities without adhering to

stereotypical ideas of gender imbalance. Years 5 and 6 discuss specific issues around stereotyping and gender as part of our Sex and Relationships Education curriculum.

What key issues still remain for our school?

To continue to monitor the gender gap in terms of attainment and achievement for both boys and girls.

COMMUNITY COHESION

Since September 2007 all schools have had a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

We at Fieldhead Carr Primary School make this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

We recognise that a school's community is defined in 4 dimensions:

- the school community,
- the community within which the school is located,
- the UK community,
- the global community.

We Fieldhead Carr Primary School understand that there are links between this duty and the duty to promote equality, although each has a distinctive focus.

We recognise that our school's contribution to community cohesion should be organised under three main headings:

1. Teaching, learning and curriculum

- helping children and young people to learn to understand others
- to value diversity whilst also promoting shared values
- to promote awareness of human rights and to apply and defend them
- to develop the skills of participation and responsible action

We have a broad and balanced curriculum to develop understanding of equality and diversity both locally and globally. We work with a range of agencies and adults to link life in school to life in the wider world and our local community. For example, we have worked with D-Side on a series of workshops around drug and alcohol awareness. We host a 'Careers Day' for Year 6 pupils and our local Reverend participates and delivers some of our SMSC assemblies to makes links between us, the local community and the local church.

We participate in blogging and Twitter in each class. This enables pupils to interact with other schools from around the world giving opportunity to engage in discussions with children from other cultures and to see what their lives are like. Also, our school sponsor a child through Action Aid in order to help fund resources for a village in Gambia.

We host parent education groups where parents are encouraged to work alongside their children to develop skills they will be able to use with them at home.

Some of our PTA events support children's awareness of supporting the community and how the community supports the school.

2. Equity and excellence

- a. to ensure equal opportunities for all to succeed at the highest level possible
- b. striving to remove barriers to access and participation in learning and wider activities
- c. working to eliminate variations in outcomes for different groups

We have high expectations of everyone irrespective of their gender, ability, race or culture. In 2014, we were judged as 'Outstanding' and 'Good' by a Local Authority Monitoring and Quality Assurance Officer when a Special Educational Needs Health Check was carried out.

Our IEPs show progression for pupils with SEN. We have challenges areas in our classrooms to provide challenge for all pupils; particularly those considered Gifted and Talented. SMSC is a strong focus and our mission statement outlines our high expectations for all aspects of children's' lives. Our homework policy is based on Learning Logs which are open ended activities designed to be accessible for all pupils whatever their ability also promote high expectations.

3. Engagement and extended services

- to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds
- build positive relations
- receive services which build positive interaction and achievement for all groups

We engage with agencies and the wider community to ensure that our provision meets the need of each individual in our school. We engage with and receive support from STARS, D-Side, PCSO, Out of School Hours Club and other organisations such as the Fire Service.

Gender Recognition Act 2004 The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information.

Trans people are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1999 and the Sex Discrimination (Amendment of Legislation) Regulations 2008

Human Rights Act 1998 and Article 14 of the European Convention on Human Rights Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as “sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status”

Part 2 of the Equality Act 2006

Part 2 of the Equality Act 2006 came into force in April 2007 and makes it unlawful for providers of goods, facilities and services to discriminate in grounds of religion or belief.

Glossary:

Diversity is

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community

Duty

A mandatory and legal obligation to do something

Promote

Contribute to the progress and growth of....

Make publicity for.....

Equality and Human Rights Commission (EHRC)

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

What is meant by discrimination?

Generally “discrimination” means treating someone with a protected characteristic worse than someone who does not have this characteristic would be treated in the same situation. The worse treatment must be because of that characteristic.

Discrimination can take a number of forms:

- “direct” or
- “indirect” or
- failure to make reasonable adjustments for disabled people or
- “discrimination arising from disability” or
- discrimination because of “association” with someone who has a protected characteristic, or
- discrimination because a person is thought to have a protected characteristic whether correctly or incorrectly (“perceived”)

People are also protected from:

- harassment related to a protected characteristic
- victimisation because they have, or their education provider thinks they have, made or helped made a complaint about discrimination, unless they know the complaint was not true.

Direct discrimination

Direct discrimination happens when an education provider treats a pupil or student (or an applicant for admission) worse than they treat or would treat another pupil or student (or applicant) because of a protected characteristic.

Direct discrimination also includes less favourable treatment of a person based on a stereotype relating to a protected characteristic, whether or not the stereotype is accurate.

It is not direct discrimination against a non-disabled person to treat a disabled person better. Education providers must not treat someone worse because of a combination of two protected characteristics than they would treat someone who did not have either of these characteristics; this is known as combined characteristics.

Indirect discrimination

People's experiences and opportunities in education can be affected by an education provider's rules or ways of doing things. Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

Associative Discrimination

Associative discrimination occurs when an employer directly discriminates against an employee because of his or her association with a person who has a protected characteristic. This applies regardless of whether the employee has the protected characteristic personally. Associative discrimination is prohibited on the grounds of race, religion or belief, sexual orientation, age, disability, gender reassignment, sex and pregnancy. Discrimination on the grounds of marital status or civil partnership is exempt from this protection.

Discrimination by Perception

Discrimination by perception is direct discrimination against an employee on the grounds of a perceived protected characteristic; this applies even if the employee does not actually have the characteristic. This covers race, age and sexual orientation, disability, sex, pregnancy, gender reassignment and religion or belief. As is the case with associative discrimination, marital status and civil partnership are not covered by discrimination by perception.

Victimisation

If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law. The protection covers anyone, whether or not they have a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

Harassment

- Harassment in the Equality Act 2010 means:
- Unwanted behaviour which has purpose or effect of:
- Violating the dignity of another person: or
- Creating for that person an intimidating, hostile, degrading and humiliating or offensive environment

Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

Positive action

"Positive action" means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristics from groups with different needs or a past track record of disadvantage or low participation to access education.

Fieldhead Carr Primary School

Action Plan

Timescale	Key Objective	Action	Personnel	Resources	Success Criteria
Area of equality: Disability equality					
Policy review period	To continue to ensure pupils with disabilities have access to a range of resources	Provide opportunities for a range of learning experiences	Staff Inclusion Team	Funding, resources	Pupils will have experiences achieving 'wider outcomes'
Area of equality: Accessibility					
Policy review period	To ensure the school is appropriately accessible to everyone	Modification to the lower level	Governors SLT	Budget	Accessibility to the lower level of school through the inside of school

Appendix 1: Named Individuals

A dedicated member of the governing body has a watching brief regarding the implementation of this policy. For 2016/17 this is Peter Gruen.

Senior members of staff have day-to-day responsibility for co-ordinating implementation of the policy. This is Beki Vargassoff .

The Headteacher is Beki Vargassoff