

SINGLE EQUALITIES POLICY

“In the most effective schools, the Headteacher and Governors establish a clear vision, rooted in an unwavering commitment to ensure the success of every pupil. Equality of opportunity is at the heart of this vision, with an insistence that all pupils will do well.”

Sir Michael Wilshaw, Chief Inspector of Schools

<p>Presented to the Governing Body:</p> <p>22nd March 2017</p>	<p>Signed:</p> <p>K.Lund</p> <p>Chair of Governing Body</p>
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Vision & Values

At Moor Park High School & Sixth Form it is understood that 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.

The school is aware 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. It is recognised 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.

School Context

- The school has a diverse student intake of 563
- The proportion of students from minority ethnic groups (70%)
- Approximately 60% of students are Muslim and 20% Christian.
- The number of students admitted with additional learning needs, including those with statements, with EAL and from minority ethnic groups is well above national averages, (also above the 80th percentile).
- The proportion of students with SEN (with students or on School Action) is 12%
- There is currently one wheelchair user on site
- The proportion of students identified in receipt of the Student Premium funding is 43%
- The proportion of students in receipt of free school meals (40%) is above the national average.
- Attendance is above national average: attainment is well below national average on entry by the end of KS4 several subjects meet national average and gaps are closing in those that do not.
- The vast majority of students come from the local catchments area which has remained consistently within the lowest wards within England on the scale of multiple deprivation (MDI) based on super-output data. As a result the school deprivation indicator is above the 80th percentile compared to schools nationally.
- The school has 85 members of staff, several from BME backgrounds and there are 15 representatives on the Governing Body, again with representatives from different ethnic backgrounds.
- The site is fully DDA compliant

Guiding Principles:

In fulfilling the legal obligations outlined in this scheme, Moor Park High School & Sixth Form is guided by seven principles:

1. **All people are of equal value**

The school sees all members of the school and wider community as having equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or socio economic circumstances
- Regardless of gender or sexual orientation
- Regardless of age

2. **Diversity must be recognised and respected:**

Treating people equally does not necessarily involve treating them all the same. School policies, procedures and activities must not discriminate, but are differentiated, as appropriate; to take into account differences

of life-experience, outlook and background, and in the kinds of barriers and disadvantages people may face in relation to:

- Disability, so reasonable adjustments can be 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

3. The school will foster positive attitudes and relationships, and a shared sense of cohesion and belonging:

All policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people
- 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.

4. The school will ensure that the recruitment, retention and ongoing professional 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, promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or socio-economic
- Circumstances
- Whatever their gender and sexual orientation
- Whatever their age

5. The school aims to reduce and remove any inequalities and barriers that may already exist:

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

- Disabled and non-disabled people
- People of different ethnic, cultural, religious and socio-economic backgrounds
- Girls and boys, women and men
- Heterosexual, Homosexual, Bisexual and Transgender people
- People of different ages (where appropriate)

6. The school will consult widely:

People affected by a policy or activity should be consulted and involved in the design of new policies and the reviews of existing one. The School will seek to involve:

- Disabled as well non-disabled people
- People of different ethnic, cultural, religious and socio-economic backgrounds
- Both girls and boys, women and men
- Heterosexual, Homosexual, Bisexual and Transgender people
- People of different ages

7. The school will and wider community as a whole should benefit:

All 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 as well non-disabled people
- People of different ethnic, cultural, religious and socio-economic backgrounds
- Both girls and boys, women and men
- Heterosexual, Homosexual, Bisexual and Transgender people
- People of different ages and between generations

The school recognises that principles in themselves are not enough. In the light of the seven principles stated above, the school will identify 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 will be outlined within the framework of the School Improvement Plan, setting out specific actions and projects that will be undertaken to implement the principles above. The Headteacher ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students 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.

Developing Best Practice:

Learning & Teaching

Moor Park High School & Sixth Form aims to provide all students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all students and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop students advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity; All subject leaders' departments, where appropriate, promote and
- celebrate the contribution of different cultures to the subject matter Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all student groups
- Take account of the performance of all students when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of students
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all students regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All students are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all students

- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special educational needs and disability. We will meet all students' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all students have equal access to all facilities and resources
- All students are encouraged to be actively involved in their own learning A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all students
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Moor Park High School & Sixth Form we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Students will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all students have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All students have access to qualifications which recognise attainment and achievement and promote progression
- Resources and Materials
- The provision of good quality resources and materials within school is a high priority. When ordering new resources and material it is vital that staff consider how they show equality. These resources should:
 - Reflect the reality of an ethnically, culturally and sexually diverse society
 - Reflect a variety of viewpoints
 - Show positive images of males and females in society
 - Include non-stereotypical images of all groups in a global context
 - Be accessible to all members of the school community

Language

All members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning and Engagement Opportunities

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
- Provision for EAL and Bi-lingual Students
- The School undertakes to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:
 - Students for whom English is an additional language Students who are new to the United Kingdom Gypsy, Roma and Traveller Children
 - Advanced bi-lingual learners
 - Use first language effectively for learning

Personal Development and Pastoral Guidance

Staff will take into account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker students:

- 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, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All students/staff/parents/carers are given support, as appropriate, when they experience discrimination
- It is recognised that perpetrators may also be victims and require support. Positive role models are used throughout the school to ensure that different groups of students can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

The school recognises the need for positive role models and distribution of responsibility among staff.

- This must include students' access to a balance of male and female staff at all key stages where possible
- The School encourages the career development and aspirations of all school staff
- It is policy to provide staff with training and development, which will increase awareness of the needs of different groups of students Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process

- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

The School will work with parents/carers to help all students to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

Roles & Responsibilities

The governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan

- The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The Headteacher has day-to-day responsibility for co-coordinating the implementation of this policy
- All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- The School will take steps to ensure all visitors adhere to our commitment to equality

Religious Observance

We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice in line with the School Attendance Policy and Guidance and the staff leave of absence policy and procedures

Breaches of this 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 Headteacher and governing body.

Monitoring and Evaluation

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

In particular the school will collect, analyse and use data relative 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 Single Equalities Scheme

The development of this scheme will involve the whole of the school community. The School will take into account the views of:

- Students
- Staff
- The Governing Body
- Parents and carers
- Minority, marginalised and vulnerable groups
- Other stakeholders such as partners in the community

Key to this process will be the implementation of **EQUALITY IMPACT ASSESSMENTS (EQIAs)**. The school will 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). This will help 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 the diverse needs of our students and staff are met and that diversity, equality and inclusion run through all areas of school life.

LEGAL DUTIES

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Equalities 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 under the three main equality strands of disability, ethnicity and gender are outlined below. After each of the three equality strand we have also outlined the outstanding key issues for our school to address as priorities for the forthcoming three years, which will be included in our action plan as well highlighting the successful impact we have already had in our school.

SUMMARY OF LEGISLATIVE REQUIREMENTS

The legal Frameworks

1. Impact assessments of new policies have been required since 2002 in the case of ethnicity, since 2006 in the case of disability, and since 2007 in the case of gender. The requirements are contained within frameworks which distinguish between a) 'the general duty' and b) 'specific duties'.
2. A further distinction is drawn between a) specific duties concerned with policy development and service delivery and b) those concerned with employment.
3. The three main frameworks are summarised in below. As first published, they are:
4. The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005 Statutory Instrument 2005 No. 2966
5. The Race Relations Act 1976 (Statutory Duties) Order 2001
6. Statutory Instrument 2003 No. 3458
7. The Sex Discrimination Act 1975 (Public Authorities) (Statutory Duties) Order 2006 Statutory Instrument 2006 No. 29

DISABILITY EQUALITY

The General Duty

The Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005, places a general duty on public authorities to promote disability equality. The duty came into force on 4 December 2006 and requires public authorities to:

- promote equality of opportunity between disabled persons and other persons
- eliminate unlawful discrimination
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled people more favourably.

Specific Duties

1. The specific duties relating to policy development and service delivery require public authorities to:
2. Produce and publish a disability equality scheme (DES) demonstrating how they intend to fulfil their general and specific duties
3. Involve disabled people in the development of the scheme
4. Produce an action plan setting out the key actions an authority will take to promote disability equality
5. Explain the methods they use for assessing the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality for disabled persons
6. Assess and consult on the likely impact of proposed policies on the promotion of disability equality
7. Monitor policies for any adverse impact on the promotion of disability equality
8. Publish the results of these assessments, consultation and monitoring
9. Report annually on the progress of the action plan
10. Review the scheme every three years.
11. The specific duty covering an authority's role as an employer is to monitor the effect of its policies and practices on disabled persons, and in particular the effect on the recruitment, development and retention of disabled employees.

RACE EQUALITY

In 2001, the Race Relations Act 1976 was amended to give public authorities a new statutory duty to promote race equality.

The General Duty

The general duty requires public authorities to have due regard to the need to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups.

Specific Duties

The specific duties relating to policy development and service delivery are to do with the content of a race equality scheme (RES). Schemes should set out an authority's functions and policies, or proposed policies that are assessed as relevant to the general duty to promote ethnicity equality and should set out an authority's arrangements for:

- Assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- Monitoring its policies for any adverse impact on the promotion of race equality
- Publishing the results of such assessments and consultation
- Ensuring public access to information about the services that it provides
- Training staff in connection with the general and specific duties
- Reviewing the scheme every three years

The specific duties covering an authority's role as an employer are to:

- Monitor by ethnicity the numbers of staff in post and the applicants for employment, training and promotion.
- Monitor by ethnicity the numbers of staff who receive training; benefit or suffer detriment as a result of performance assessment procedures; are involved in grievance procedures; are the subject of disciplinary procedures; cease employment
- Report and publish annually the results of staff monitoring, and actions taken towards achievement of overall ethnicity equality objectives.

GENDER EQUALITY

The General Duty

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women

The Specific Duties

The specific duties relating to policy development and service delivery require public authorities to:

- Produce and publish a gender equality scheme (GES) showing how they will meet the general and specific duties and setting out their gender equality objectives
- Gather and use information on how their policies and practices affect gender equality
- Assess the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality between women and men
- Consult stakeholders in the development of the scheme
- Assess functions and policies, or proposed policies, which are relevant to gender equality
- Implement the actions set out in the scheme within three years
- Report annually on the progress of the action plan
- Review the scheme every three years.
- The specific duties covering an authority's role as an employer are to:
- Consider the need to have objectives that address the causes of any differences between the pay of men and women that are related to their sex
- Gather and use information on how its policies and functions affect gender equality in the workforce.

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.

Moor Park High School & Sixth Form & Sixth Form makes this contribution by creating opportunities, through the curriculum and otherwise, for students to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

It is recognised 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.

The School understands that there are links between this duty and the duty to promote equality, although each has a distinctive focus. It is recognised that the school's contribution to community cohesion should be organised under three main headings:

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

Equity and excellence

- To ensure equal opportunities for all to succeed at the highest level possible
- Striving to remove barriers to access and participation in learning and wider activities
- Working to eliminate variations in outcomes for different groups

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

EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION.

Moor Park High School & Sixth Form & Sixth Form will also comply with and have due regard to the following equalities legislation:

New Equality Act 2010

The Equality Bill has recently gone through parliament and became an Act on the 8th April 2010. It takes effect from Autumn 2010. 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 (definition changed)

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 (definition changed)

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 (no change)

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 (no change)

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 (no change)

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 students or students because of their religion.

Sex (no change)

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 (no change)

Everyone is protected from being treated worse 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 (no change)

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 including the new socio-economic duty. It also extends the use of positive action in the workplace. The Equality Act also introduces a dual discrimination provision which enables people to bring claims where they have experienced less favourable treatment because of a combination of two protected characteristics. Further clarity regarding these issues and many others, particularly in relation to employment matters are likely to be much clearer when the codes of practice are published in January 2011.

The **Employment Equality Regulations 2003** protect employees from discrimination because of their actual or perceived religion or belief.

- Discrimination is unlawful in relation to:
- Recruitment and selection
- Terms and conditions of employment offered and or applied
- Opportunities for training, training itself, job promotions and transfers
- Harassment and victimisation
- Dismissal, including redundancy
- Post employment, for example provision of references

The **Employment Equality (Sexual Orientation) Regulations 2003** and the subsequent Equality Act (Sexual Orientation) Regulations 2007 protect employees and consumers from discrimination because of their actual or perceived sexual orientation.

Once seen as a peripheral issue of little relevance to the core business of public bodies, sexual identity has been brought centre stage by legislative and societal developments. The Equality Bill will mean that public authorities will have a single public duty, which will extend the current public duties to age, sexual orientation, religion or belief, gender reassignment. It also includes pregnancy and maternity. Public authorities will have a duty to promote 'positive action'.

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 1992 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.

Employment Equality (Age) Regulation 2006

This came into force in October 2006 and it protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training

The Equality Act (Sexual Orientation) Regulations 2007

Made under section 81 of the Equality act 2006, the Equality Act (Sexual Orientation) Regulations 2007, make it unlawful for providers of goods, facilities or services to discriminate under grounds of sexual identity.

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 make a complaint about discrimination, unless they know the complaint was not true.

Direct Discrimination

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

Combined discrimination

Sometimes, a person may experience worse treatment than someone else because of combination of the protected characteristics they have:

There may be an interaction between two or more than two of a person's characteristics, but a claim for combined discrimination will only look at a combination of two of them.

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.

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.