



Odyssey House School

Equality, Diversity and Respect Policy

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| Table of Contents | |
|---|-----------|
| Introduction | 2 |
| Section 1 : Aims | 3 |
| Section 2 : Practice | 3 |
| Section 3 : Staffing | 6 |
| Section 4 : Specific Response to Areas of the Equality Legislation | 7 |
| Section 5: Compliance | 13 |
| Appendix 1: The relevant legislation | 15 |
| Appendix 2: Glossary of terms used in this policy | 17 |

Introduction

Our mission:

To change a child's experience of education through connection, nurture and belief to help them learn, grow and achieve transformative life outcomes

This Equality, Diversity and Respect Policy explains how we ensure our mission statement is realised and actively promotes the inclusion and equality of all.

It is important to create and maintain a school environment where the values of inclusion and respect are uniformly applied to all staff, students, their families and the wider school community. The policy states the ways in which we ensure equality with regard to gender, ethnic/ racial or national origin, disability or learning difficulties, sexual identity or transgender status, social class, marital or civil partnership status, age, religion or belief.

Every effort possible must be made to ensure that individuals within this school are valued and have the opportunity to develop their full potential within a context of mutual respect, justice and fairness. We have high expectations of all our staff and students and ensure that they achieve to the best of their ability, whatever their abilities, disabilities, gifts or talents.

All individuals within the school are entitled to learn, teach and work within a non-threatening and supportive environment in which the development of self-esteem and confidence is enhanced. We want everyone in the school community to be proud of who and what they are, and of their school community.

We recognise that unfairness exists in our society and that it is possible to make changes in order to eliminate unfairness and to create a more cohesive community, through our own behaviour and practices.

We recognise that we have a responsibility to our parents/carers, all those who work with us and the wider community of our neighbours and we need to continue to develop the school as a cohesive community offering a range of extended services and support.

Equality rights and responsibilities apply to staff, students, parents/ carers and others involved in, or users of, the school services, facilities or buildings.

The school has equality duties as an employer, a provider of education to children, and as a provider of services to parents/ carers and others in the community.

All members of the school community are protected by, and responsible for implementing, equality duties, in all areas of school life. For equality duties to be effective, we must have a whole school approach, with:

- supportive leadership and management at all levels
- clear messages to all
- explicit policies, procedures and practices
- consistency and coherence
- impact assessments across all areas
- effective monitoring systems

This policy reflects the government's agenda for inclusion and applies to other areas of equality, such as gifted or talented ability, social circumstance or class, and language.

Section 1: Aims

- To value diversity and promote equality of opportunity and fair treatment for all individuals and groups within Odyssey House School
- To promote inclusion in all aspects of school life.
- To eliminate unlawful discrimination and harassment. - Including all forms of bullying and victimisation (in person, online, via technology, bullying etc.).
- To comply with laws on equality and human rights (see Appendix 1) with regard to race, gender, disability, religion or belief, age, sexual orientation, gender recognition, civil partnership and community cohesion.
- To be actively anti-racist.
- To ensure we are informed and that we inform those in our community about new developments in the areas of equality and diversity and to adopt a growth mindset in relation to challenging ourselves and others.

Section 2: Practice

We will instill the core values of our school across all elements of our work. These core values are:

Child-Centric

The needs of children and young people are at the very centre of what we do. They shape our services and guide our approach at every step.

Agility

Every young person and situation is different. We draw on our array of expertise and services to adapt as needed, moving quickly with purpose.

Excellence

We don't settle for anything less than excellence in every part of our organisation and we have the self-honesty to admit when we are wrong and the courage to change.

Innovation

We think outside the box and challenge ourselves to think differently. We take pride in our professional curiosity and continually seek out better ways to work, adopting proven approaches to lead the way.

Ownership

We take ownership and see things through. From leadership teams to frontline services we all stand up to be counted. We are committed to making a difference to the present and future of our pupils and their families.

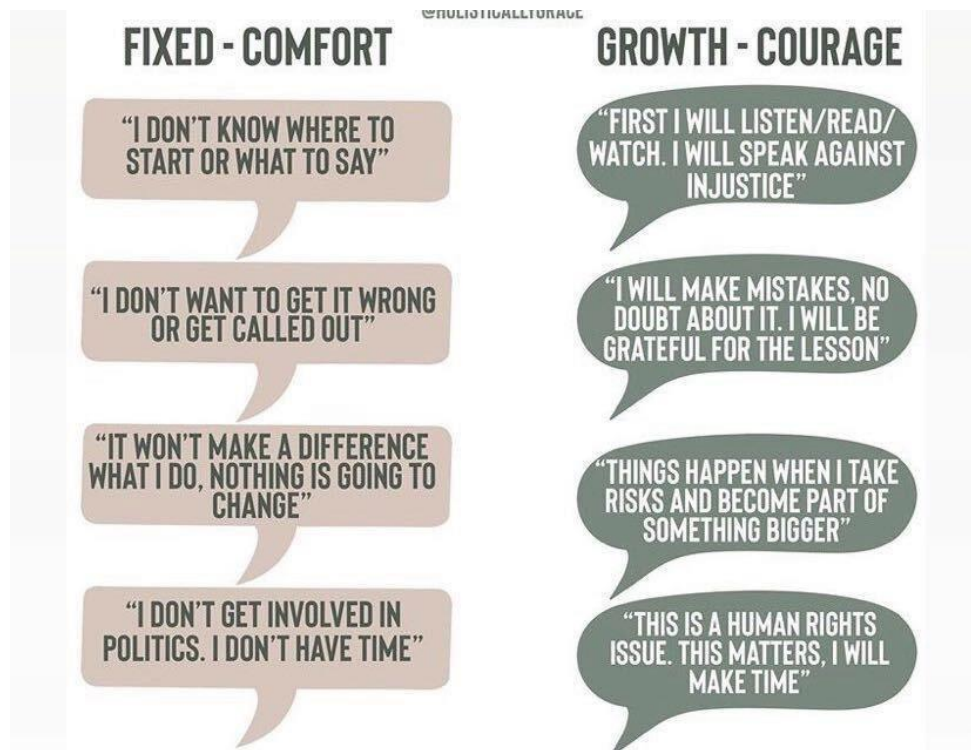
Nurturing

We make an effort to build trusting and safe relationships with our children & young people. We look after & support each other in order to provide the highest quality of education, support and opportunity to our pupils.

- We will ensure that no employee, learner, parent/carer or visitor will receive less favourable treatment on the grounds of gender, ethnic/ racial or national origin, disability or learning difficulties, sexual identity or transgender status, marital or civil partnership status, age, religion or belief or lack of belief.
- We will provide a safe environment in school where all students are equally respected and valued. We will provide opportunities to discuss issues of all forms of discrimination and work with children and adults to combat prejudices. We will not accept racism, sexism, bullying or harassment or any form of discrimination or victimisation and will take appropriate action, should these occur.
- We will promote understanding and mutual respect of all members of society and of our school community, regardless of difference. We will encourage students to take an active interest in communities outside their own.
- We will celebrate diversity and present positive images through displays, resources, materials, public celebrations and our own example, to counteract stereotyping and reduce

prejudices.

- We will adopt a growth mindset in relation to challenging ourselves and others. We will replace fixed responses with growth responses, such as:



- We will enable staff to develop and practice their professional skills and competencies to meet the needs of our diverse population, and in order to develop their own careers.
- We will teach our students a range of appropriate strategies to recognise and deal with any prejudice and discrimination that they encounter in life (both at school and in the wider community).
- We will empower our students to be responsible and contributory members of the school community and of society in general, as far as possible. To this end, we will challenge narrow expectations at all times and encourage our students to explore the full range of realistic choices open to them.
- We will develop qualities of empathy and sensitivity and the ability to express feelings in all our students, and we will encourage autonomy and independence in our students, enabling them to make informed choices and to take control of their lives.

Policies and practice:

- The principles in this apply to all our policies and practices. Whenever policies are reviewed or written, the impact on different groups is assessed and specific relevant equality statements are made.
- Where appropriate we will take positive action, make reasonable adjustments or give more favourable treatment to an individual or group whose difficulties or needs require this, for them to be able to benefit fully from what the school has to offer.
- We ensure that our school environment is accessible to all; we provide appropriate aids, equipment and resources to enable students to gain full access to the curriculum and we organise classrooms for ease of access for students and adults with disabilities.
- We take account of the needs of students who may need support for English as an additional language and of parents/carers who may need an interpreter or translator.
- If any aspect of our Equality, Diversity and Respect Policy or related policies is ignored by any person in our school community, we take action, first by talking to those involved and attempting to resolve any issues or concerns. Should further action be necessary, the Behaviour Policy, Parent Agreement/ communication Policy, Staff Code of Conduct Policy set out how we will deal with what has occurred.

Learning opportunities:

Wherever possible, across the curriculum, we create learning opportunities that:

- Ensure accessibility for all students, to enable them to attain high standards and achieve success, by:
 - varying content, teaching and learning styles,
 - communicating appropriately in a range of written and spoken languages and, where necessary communication systems,
 - organising teaching groups
 - personalising learning appropriate to individual needs, strengths and difficulties
 - and by making reasonable arrangements to overcome any barriers to learning or assessment that may affect individuals or groups
- Promote awareness of the contributions to the body of knowledge of diverse peoples, e.g. different ethnic groups, lesbian, gay, bisexual, transgender, or heterosexual people, and people with physical or mental disabilities.
- Include positive images and role models of diverse peoples and work to counteract stereotyping.
- To ensure that minority voices are amplified and promoted.
- Use opportunities within the curriculum, such as Circle Time/Form time; Personal, Health, Social and Citizenship education (PHSCE); religious education (RE); Life Skills; English; history; geography; drama; and discussions, to explore and learn about equality issues, to encourage learners to value and respect others, and to challenge inappropriate attitudes and behaviours.

Student achievement:

Data is gathered regularly on all aspects of student achievement and attainment. This includes academic, social, communication, wellbeing.

Admissions, transitions and exclusions:

- The school admits students with a wide range of special educational needs and disabilities. The criteria for admissions are regularly reviewed. No form of discrimination affects admissions.
Exclusions, albeit rare, are monitored for any bias in ethnicity, gender, disability, sexual identity, social class, religion or belief that might influence the cause of the exclusion or its duration.
- Care is taken to support students and their families at times of transition, whether these are transfers in educational settings, stages of students' emotional, physical development or health, life changes or social and personal experiences. We offer support to staff, families and students as needed.

Section 3: Staffing

Staffing:

- Staff are protected by all aspects of the Equality, Diversity and Respect policy. They have the right to work without fear of discrimination, harassment or victimisation.
- We do not discriminate in relation to recruitment, terms and conditions of employment, promotions, transfers, dismissals, training and employment practices such as dress codes, leave and disciplinary procedures.
- All staff have the responsibility to ensure that the equality rights of others are protected. They have a duty to record any incident of prejudice or discriminatory behaviour.
- We make such reasonable adjustments as are necessary to prevent a disabled member of staff being at a substantial disadvantage in comparison with staff who are not disabled.

- Staff will receive continuing professional development through in-service training and in

practice, to ensure that everyone understands and implements all aspects of this policy. New staff will receive induction training in this area.

- Ideally, our staff will provide diverse positive role models for our students across ethnic, gender, age, sexual identity and religious or belief groups. Where the school does not reflect diversity within the staff we endeavor to invite visitors who can provide appropriate and inspiring role models.

Staff need to be aware that:

- Their expectations directly affect the achievement, behaviour and status of students; they may need to question their own assumptions and biases in their attitudes.
- It is their responsibility to challenge prejudice and discriminatory behaviour both in and out of the classroom, in line with the Behaviour and Anti-bullying Policy as these will hinder the achievements of our students.
- It is their responsibility to organise and equip their classrooms to enable full access for all students.
- All staff have a responsibility for providing resources which support the motivation and access of students with English as an additional language.
- They need to provide opportunities to discuss issues around gender, sexual identity, race/ethnicity, disability, religion, language, and to work with students to value and celebrate difference.
- In planning work and activities they need to assess the impact of what is planned on different individuals and groups and make any appropriate adjustments to ensure participation and learning for all students.
- In planning outings or school journeys, they need to carry out risk assessments and make reasonable adjustments to ensure optimum participation for all students.

Section 4: Specific Response to Areas of the Equality Legislation

| Area | Purpose | What we do well |
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| <p>1. Race Equality</p> | <p>We actively:</p> <ul style="list-style-type: none"> ● Promote equality of opportunity and value diversity ● Promote good relations among adults and children of different ethnic/ racial, cultural and religious groups within the school community ● Eliminate unlawful discrimination. | <ul style="list-style-type: none"> ● The policies and practices of the school are actively anti-racist. We explicitly and proactively: <ul style="list-style-type: none"> ○ address language and negative messages and encourage reflection. ○ Ensure staff are trained and have opportunities to learn. ○ implement inclusive policies and procedures. ○ Involve children and young people and connect with the wider community ○ Encourage attitude and behaviour change. ● The curriculum is inclusive and reflects the diversity of the school and awareness of the wider world. We ensure that: <ul style="list-style-type: none"> ○ Teaching and learning promotes understanding and positive relations ○ Visually inclusive learning environments are provided. ○ We ensure that our resources reflect the multi-cultural society we live in, challenge stereotypes, and give an unbiased view of social and economic relations in the world. Resources present positive images of peoples from different ethnic groups. All students have the right to see non-stereotyped and positive role models and images of peoples from different ethnic groups. ○ Minority ethnic identities are included in the curriculum. <p>We regularly review our curriculum for opportunities to address race equality issues in consultation with our BAME lead.</p> <ul style="list-style-type: none"> ● We take action to tackle racist abuse, discrimination and stereotyping. <ul style="list-style-type: none"> ○ We address language and negative messages and encourage reflection. ○ If an incident occurs, we record the incident; offer counseling and guidance to those involved; and take any other appropriate action. ○ We report any racist incidents to the local authority on a regular basis, as required by law. ● We involve minority ethnic people in school life and work to amplify their voices. All students, parents/carers, staff, and visitors are treated equitably regardless of race or ethnicity. ● We monitor and assess the impact of policies on students, staff and parents/carers from different ethnic/racial groups and the achievements and attainment levels of students from different racial/ethnic groups. ● We actively promote the use of first languages by students where possible and take steps to ensure the high achievement of students with English as an additional language (EAL). |

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| | | <ul style="list-style-type: none"> ● We ensure that learners from all ethnic groups are enabled to take part in extracurricular activities, such as school visits. ● We will report annually through the school newsletter and website on progress in meeting our race equality objectives. <p>We ensure that in all aspects of school life, including dress, diet, names of students and their families, we are aware of and respect cultural differences.</p> |
| 2. Community Cohesion statement | <p>Odyssey House School is a cohesive community itself, in which:</p> <ul style="list-style-type: none"> * There is a common vision and sense of belonging for all communities; * The diversity of people's backgrounds and circumstances is appreciated and valued; * Similar and appropriate life and work opportunities are available to all; * Strong and positive relationships exist and continue to be developed in the school and in the wider community | <p>We work to establish good communication and co-operative relationships with parents/carers and to establish mutual understanding of expectations. (Wherever it is appropriate and possible, information will be translated into community languages.)</p> <p>As an independent school, Odyssey House School is continually developing a range of links and activities to promote community cohesion.</p> |
| 3. Social Class statement | <p>We recognise that the school is situated in, and draws its community from, from a socially and economically diverse society and that our families and staff come from a range of socio-economic backgrounds. As far as possible, we ensure that, in relation to school, no learner or family is disadvantaged by their socio-economic status and that all are treated fairly and equitably.</p> | <p>Our school staff ensure that appropriate information is given to parents/carers, when they are aware that students or families are in need of financial support, and they are put in touch with Local Authorities, appropriate services and voluntary organisations.</p> |
| 4. Gender Equality scheme | <p>We promote equality between males and females and those who do not define themselves in such ways in order to eliminate discrimination and harassment on grounds of gender.</p> | <ul style="list-style-type: none"> ● We do not discriminate in terms of employment of staff on grounds of gender. ● We take immediate action to eliminate discrimination, stereotyping, harassment or victimisation of adults or students within the school community on the grounds of gender, in line with our behaviour policy. ● We do not tolerate language that is stereotypical or abusive with regard to gender. We actively address language and negative messages and encourage |

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| | <p>All students have the right to see non-stereotyped and positive role models and images of people of different genders.</p> | <p>reflection.</p> <ul style="list-style-type: none"> ● We will regularly review how we can present positive role models of different genders for students, and we take action where we find that there is scope for improvement. ● We encourage all students to participate fully in areas where traditionally they do not always participate. |
| | <p>We monitor our practice and will report annually through the school newsletter and website and at parents' and governance meetings, on progress in meeting our gender equality objectives.</p> | <ul style="list-style-type: none"> ● We provide gender neutral toilets for both staff and students on all sites. ● We offer comfortable surroundings for attending to personal hygiene and changing clothing that is not defined by sexuality. ● School management and staff discuss gender equality issues in recruitment, staff performance management reviews and leaving interviews, as appropriate. ● We regularly review pay of all members of staff. ● If an incident occurs that breaches our policy, we record the incident; offer counseling and guidance to those involved; and take any other appropriate action. ● We have support procedures for students who express preferences or are experiencing difficulties related to gender. ● We are sensitive to the changing needs of our students as they reach puberty and we take appropriate action to guide and support them. ● We are sensitive to the needs of students who are the only members of their sex in a class. ● Regularly review curriculum for opportunities to address gender equality issues |

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| <p>5. Lesbian, Gay, Bisexual, and Transgender (LGBT+) Equality Statement</p> | <ul style="list-style-type: none"> ● We eliminate discrimination and harassment on grounds of gender identity, sexual orientation or gender reassignment. ● We promote equality between people of different genders and sexualities, whether heterosexual, lesbian, gay, bisexual, transgender or defined in another personal way. ● We actively promote equality of opportunity between people of different genders as an employer, provider of education and provider of services to the community. ● All learners and all adults within our school community have the right to respect and acceptance whether they are, or are perceived to be, heterosexual, lesbian, gay, bisexual or with trans status, and whether or not they choose to disclose it. ● Homophobic, biphobic or transphobic behaviour is not tolerated. | <ul style="list-style-type: none"> ● We train our staff to understand LGBT+ issues. ● We do not discriminate in any way in terms of employment of staff on grounds of gender identity, sexual identity or trans status. We ensure that anyone within the school community, whether or not they choose to disclose their gender or sexuality, will not adversely affect any opportunity offered, nor expectation made of them, nor any aspect of their lives in school. ● We do not make assumptions that partners are of the opposite sex. ● We take immediate action to eliminate discrimination, stereotyping, harassment or victimisation of adults or students within the school community who are, or are perceived to be LGBT+, and to tackle any abuse on these grounds, in line with our behaviour policy. There are confidential procedures for reporting homophobic, biphobic or transphobic bullying (HBT bullying). ● We ensure that all students have the right to see non-stereotyped and positive LGBT+ role models and images. We regularly review how we can present positive role models of all genders for students, and we take action where we find that there is scope for improvement. ● If an incident occurs that breaches our policy, we will record the incident, offer counselling and guidance to those involved, and take any other appropriate action. ● We do not assume that everyone is heterosexual or from a heterosexual family. ● We agree that words like 'gay' used in a derogatory manner are not acceptable. We actively address language and negative messages and encourage reflection. ● We have support procedures for LGBT+ staff and students who wish to 'come out'. ● We do not use internet filters that block content on LGBT+ websites. ● We support any staff undergoing medical or surgical procedures related to gender confirmation, ensuring they receive positive support from the school to meet their particular needs at that time. ● We include LGBT+ issues and our actions in relation to them in equality training. ● We monitor complaints and our practice and will report annually through the school newsletter and website, on progress in meeting our LGBT+ equality objectives. |
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| <p>6. Special Educational Needs statement (see Special Educational Needs Policy and Accessibility plan)</p> | <p>All our students have special educational needs and we aim to meet their needs in all aspects of provision. Our SEN Policy sets out how we do this and is in line with the recommendations in the latest SEN Code of Practice, 2011.</p> | <p>All our students have special educational needs and we aim to meet their needs in all aspects of provision. Our SEN Policy sets out how we do this and is in line with the recommendations in the SEN Code of Practice, 2014.</p> |
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| <p>7. Disability Equality Statement</p> | <ul style="list-style-type: none"> ● We recognise that disability is not always visible and includes those with mental illness, such as depression; those who have a physical or sensory impairment, such as cerebral palsy or deafness, which impedes their ability to carry out normal day to day activities; people with disfigurements; and those with progressive conditions, such as cancer. This means that the legal definition applies to and protects all our students and a number of staff, parents/ carers and visitors. ● We promote equality of opportunity between disabled people and other people; ● We eliminate discrimination and stereotyping and promote positive attitudes towards disabled people; ● We eliminate harassment of disabled people that is related to their disability; ● We encourage participation by disabled people in school and public life; ● We take steps to meet disabled people's needs, even if this requires more favourable treatment | <ul style="list-style-type: none"> ● We collect information about the employment of staff with disabilities, and the achievement, attainment and participation in school activities of students with different learning difficulties and disabilities. If we find inequity we will take appropriate action. ● We promote positive attitudes to people with disabilities within our school and beyond. The curriculum reflects the contribution of people with disabilities to world history and culture, as far as possible. All students have the right to see non-stereotyped and positive role models and images of people with disabilities. ● We do not tolerate any form of discrimination, harassment, victimisation or bullying of any adult or student in our school community on the grounds of their disability. ● We make all reasonable arrangements to accommodate students, parents/carers, or staff with particular disabilities. ● Staff undergoing medical or surgical procedures related to their disability will receive positive support from the school to meet their particular needs, e.g. we would ensure that a member of staff receiving chemotherapy is given appropriate support and lighter duties. ● We ensure that a range of aids, resources and equipment is available to meet our students' needs and to ensure full access to the curriculum. ● We personalise learning for each student to ensure that they can achieve to the highest level of their abilities and review individual progress regularly. ● We are able to source and provide therapists and specialists who are able to meet our students' needs. ● We take all opportunities to celebrate the achievements of our students and people outside the school and in public life, with disabilities. ● Our student welfare and care responds to individual needs, e.g. we provide support with individual diets, as necessary. ● We are sensitive to issues of confidentiality. ● Pupils are encouraged to participate in all areas of school life, e.g. school performances, school trips and visits. We ensure that students with difficulties that affect their learning, mobility, behaviour and social and emotional development are appropriately supported so that they have access to a full, broad and balanced curriculum. ● We regularly review curriculum for opportunities to discuss disability issues |
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| <p>8. Religion and Belief</p> | <p>At Odyssey House School, we ensure that no-one is treated less favorably than another person is or would be treated because of their religion or belief; the religion or belief they are thought to have; their lack of religion or belief; or the religion or belief, or lack of it, of someone else with whom they associate.</p> | <ul style="list-style-type: none"> ● The integrity and spirituality of students from other faith backgrounds will be respected. The diversity of spiritual traditions will be recognised and explored across the curriculum, and students will be given access to alternative views. ● The SMSC curriculum (including form times and assemblies) reflect the range of religions and beliefs held within the school community. We recognise that some adults and students in our school community do not hold a religious belief and are inclusive of them also. ● We meet specific identified religious needs, e.g. in terms of diet or dress. ● We regularly review curriculum for opportunities to discuss religious discrimination issues. |
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| | <p>We do not tolerate any form of discrimination, harassment, victimisation or bullying of any member of the school community on the grounds of their religion, belief or lack of belief.</p> <p>This applies to all adults and children within the school community, with regard to employment, student admissions and all that happens in or through the school.</p> | <ul style="list-style-type: none"> ● We include issues about religion and belief into our Life Skills Curriculum as well as in other subjects. |
| <p>9. Age Policy</p> | <p>We do not discriminate in recruitment, promotion or training on the grounds of age, unless there are objectively justifiable reasons. We will consider a request from a member of staff to work beyond retirement age.</p> | <ul style="list-style-type: none"> ● We ensure all staff are fully informed of age discrimination laws. ● We review curriculum for opportunities to discuss prejudices and beliefs related to age. ● We meet with any staff over the age of retirement at least annually to consider any special adjustments they may need. |

Section 5: Compliance

The Equality and Respect Policy applies to all users of Odyssey Education Services, including visitors and temporary employees, e.g. consultants and those providing therapy services. Wherever possible we seek assurance of formal compliance with the policy from service providers, in line with the law.

Complaints:

Should any member of the school community make a complaint relating to the Equality, Diversity and Respect Policy or its practice, this will be dealt with as outlined in our Complaints policy.

Consultation:

The school seeks to consult with staff, students, parents/ carers, and others, with regard to the impact of its policies and practices on different groups within the school community. We take seriously the findings from these consultations and consider how they can help us to develop our policy and practice. For example staff discuss equality issues in recruitment, staff performance management reviews and leaving interviews; parents/carers are invited on admission and at Annual Reviews to tell us how we can improve provision for them or their children; the school council discusses and reports on equality issues; and surveys of views of adults and young people are regularly carried out.

Monitoring and evaluation:

- Monitoring for equality is carried out through the school's regular systems of ensuring quality teaching and learning, e.g. through data analysis, consultation, regular observations of lessons and other curricular activities, surveys of parent/carer and student views.
- Incidents of bullying, discrimination, harassment or victimisation related to any area of equality are dealt with as outlined in our Behaviour Policy and Staff Code of Conduct policy. Parents/carers of students involved are informed.
- Incidents of discriminatory behaviour are recorded and racist incidents are reported to the local authority, as required in law.
- The Equality, Diversity and Respect Policy will be reviewed every 3 years or sooner should new and relevant legislation be introduced.

Appendix 1: The relevant legislation

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| <p>Equality Act 2010</p> | <p>A new Equality Act came into force on 1 October 2010. The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.</p> <p>The Act simplifies, strengthens and harmonises the current legislation to provide Britain with a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.</p> <p>The nine main pieces of legislation that have merged are:</p> <ul style="list-style-type: none"> ● the Equal Pay Act 1970 ● the Sex Discrimination Act 1975 ● the Race Relations Act 1976 ● the Disability Discrimination Act 1995 ● the Employment Equality (Religion or Belief) Regulations 2003 ● the Employment Equality (Sexual Orientation) Regulations 2003 ● the Employment Equality (Age) Regulations 2006 ● the Equality Act 2006, Part 2 ● the Equality Act (Sexual Orientation) Regulations 2007 |
| <p>Disability Discrimination Act 2005</p> | <p>In April 2005 a new Disability Discrimination Act (DDA) was passed by Parliament, which amends or extends existing provisions in the DDA 1995. The Act also amends the definition of disability in terms of people with clinically identified mental health problems and extends the protection for disabled people so that it includes people with HIV, cancer and multiple sclerosis from the point of diagnosis.</p> <p>The Disability Equality Duty (part of the Disability Discrimination Act 2005) comes into force in December 2006 and places a new duty on public authorities to promote equal opportunities for disabled people. The general duty places positive, proactive responsibilities on authorities to work towards a more equal society by mainstreaming Disability Equality into the way in which they carry out their functions.</p> <p>It requires that every public authority shall in carrying out its functions have due regard to the need to:-</p> <ul style="list-style-type: none"> ● Eliminate unlawful discrimination; ● Eliminate harassment of disabled persons that is related to their disabilities; ● Promote equality of opportunity between disabled persons and other persons; ● Take account of disabled person's disabilities, even when that involves treating disabled persons more favourably than other persons; ● Promote positive attitudes towards disabled persons; and ● Encourage participation by disabled persons in public life. <p>For further information see the Disability Rights Commission website www.drc-gb.org</p> |
| <p>Human Rights Act 1998</p> | <p>The Human Rights Act incorporates provisions from the European</p> |

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| | <p>Convention on Human Rights into UK Law. The Act does not provide a stand-alone right not to be discriminated against. However, Article 14 of the convention enshrines the right to enjoy any of the other Convention rights and freedoms 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.</p> |
| <p>Gender Recognition Act 2004</p> | <p>The Act created full legal recognition for a transgendered person in their new gender.</p> |
| <p>Civil Partnership Act 2005</p> | <p>The Act allows same sex couples to legally register their relationship.</p> |
| <p>Racial and Religious Hatred Act 2006</p> | <p>The Racial and Religious Hatred Act 2006 seeks to stop people from intentionally using threatening words or behaviour to stir up hatred against somebody because of what they believe.</p> |

Appendix 2: Glossary of terms used in this policy

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| Agender | Someone who is without gender, gender neutral and/or rejects the concept of gender for themselves. |
| Anti-racism | the policy or practice of opposing racism and promoting racial tolerance. |
| Aromantic (Aro) | Someone who experiences little to no romantic attraction |
| Asexual (Ace) | Someone who experiences little to no sexual attraction |
| Bisexual (Bi) | Bi is an umbrella term used to describe an emotional, romantic and/or sexual orientation towards more than one gender. |
| Community Cohesion | a government initiative towards building a more tolerant, more understanding, and a more fair and transparent society, in which all members share a common sense of belonging that overcomes their differences. Linking the school community with local, national and international communities through curricular and extra-curricular activities. |
| Disability | a mental or physical impairment which has a substantial and adverse long-term effect on a person's ability to carry out normal day-to-day activities. It includes physical and sensory impairments, most learning difficulties, mental illness, disfigurements and progressive conditions |
| Discrimination | treating one person less favourably than another on the grounds of their colour, racial, ethnic or national origin, disability or learning difficulties, gender, sexual orientation, transgender status, social class, marital or civil partnership status, age, religion or belief. |
| EAL (English as an Additional Language) | teaching and learning English in addition to whatever language(s) is/are used at home |
| Equality | the right of different groups of people to have a similar social position and receive the same or comparable treatment |
| Equity | being treated fairly and equitably in all life opportunities |
| Ethnicity | belonging to a particular 'racial', cultural, national, linguistic or religious group |

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| Gay | Refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gaysexuality - some women define themselves as gay rather than lesbian. |
| Gender | Often expressed in terms of masculinity and femininity, genderis largely culturally determined and is assumed from the sex assigned at birth |
| Gender identity | A person's innate sense of their own gender, whether male, female or something else, which may or may not correspond tothe sex assigned at birth. |
| Harassment | verbal or physical violence towards a person or group becauseof their colour, racial, ethnic or national origin, disability or learning difficulties, gender, sexual identity or transgender status, social class, marital or civil partnership status, age, religion or belief |
| Homophobia | The fear or dislike of someone, based on prejudice or negativeattitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying may be targeted at people who are, or whoare perceived to be, lesbian, gay or bi. |
| Lesbian | Refers to a woman who has an emotional, romantic and/orsexual orientation towards women. |
| LGBT+ | abbreviation widely used for lesbian, gay, bisexual, and transgender people |
| Non-binary | An umbrella term for people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects ofbinary identities, while others reject them entirely. |
| Queer | An umbrella term or identity used by some LGBT++ people to describe a sexual and/or gender identity which falls outside of societal norms. In the past this has been used as a derogatoryterm and although has been reclaimed by some LGBT++ people, others may still be uncomfortable with it. |
| Race/racial | term commonly used to describe a group of people who share the same language, history, physical characteristics, etc. In law,racial grounds are grounds of race, colour, nationality (includingcitizenship) and ethnic or national origin. |
| Racism | discrimination, harassment or victimisation of a person or group because of their colour, 'race', ethnic origins or nationality or, sometimes, language, religion or culture. Verbal or physical actions based on the belief that the members of one 'racial' group are less intelligent, able, skilful, etc. than the members of |

another 'racial' group. An act is regarded as racist if the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

Reasonable adjustments

steps that a school is expected to take to enable a student with a disability to have access to the curriculum, the learning environment and information and also, to enable an adult with a disability to be employed

Sex

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'

Sexism

discrimination, harassment or victimisation of a person or group because of their sex. Verbal or physical actions based on the belief that the members of one sex are less intelligent, able, skilful, etc. than the members of the other sex: frequently, that women are less able than men

Sexual orientation

A person's emotional, romantic and/or sexual attraction to another person. Terms used to describe a person's sexual orientation include (but not limited to) gay, lesbian, bisexual, pansexual, asexual, aromantic, and queer.

SEN (Special Educational Needs)

learning difficulties which mean that children need special educational provision that is additional to, or different from, the provision made for most children of that age in that area, i.e. in community nursery, primary and secondary schools other than special schools

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, gender-queer, gender-fluid, non-binary, crossdresser, agender, trans man, trans woman, trans masculine, and trans feminine.

Transphobia

discrimination, harassment or victimisation because a person is transgender. Verbal or physical actions based on the belief that people with trans status are less intelligent, able, skilful, etc. than other people. Also includes the denial/refusal to accept a person's gender identity.

Transsexual

This was used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Trans status

someone who is transsexual or transgender has trans status victimisation discrimination against someone who has taken out a complaint or is thought to have done so

