



St. Wilfrid's Church of England Primary School

Single Equalities Policy

Our Christian Vision:

Our distinctive Christian vision is to follow Jesus' teaching, enabling all members of the school family to live and love fully. We aim for everything we do to be clearly reflected in our mission statement: **Love God, Love each other, Love learning.**

Let all that you do be done in love (1 Cor 16:14)

Signed

Date: May 2019

To be reviewed:

St Wilfrid's School Statement on Equality

In line with the Diocesan Vision and Church of England Vision for Education, which specifically talks of the need to build community and promote dignity, this school seeks equality in all it does. Every person in our school community has been made in the image of God (Gen 1:27) and is loved unconditionally by God. Everyone is equal in the sight of God and therefore we seek to love one another as Jesus loved others. Our school is a place where we seek to serve others and all in their unique difference can be able to thrive.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of discrimination and draws on advice issued in the Valuing All God's Children report (Autumn 2017)

We believe our Christian vision and mission statement is fundamental the way we live and learn together.

Love God, Love Each Other, Love Learning

This policy fully reflects our vision to **love each other**.

The 2019 SIAMS inspection report commented

- Pupils' excellent behaviour and extremely positive attitudes to life and learning reflect their understanding and application of the school's well-established core Christian values of love, respect and trust.
- Remarkably strong, nurturing relationships, based on Christian compassion, support all members of the school family.
- ... pupils are well-prepared, resilient and understanding of the needs of others.

The School in Context

Key features of the school:

St Wilfrid's Church of England Primary School is an average sized primary school with 249 pupils on roll which prides itself on having "a very caring, warm and supportive ethos totally focused on what is best for the pupils". There are 8 classes including 2 mixed age classes in KS1. This results in the full time equivalent of 9 teachers and a headteacher. The school serves a rural area of mostly private housing but a number of pupils come from outside the area. This is beginning to change the overall profile of the school in relation to deprivation, with a growing number of pupils coming from either very advantaged or significantly disadvantaged backgrounds. The number of pupils eligible for free school meals is rising but still well below the national average and almost all the pupils are White British. The proportion of pupils with learning difficulties and/or disabilities has risen gradually over a number of years and is now average, although the number of pupils with statements of special educational needs is below average. The school's main ethnic heritage is White British. Ofsted inspected the school in April 2009 and judged its overall effectiveness to be outstanding. **The National Society Statutory Inspection of Anglican and Methodist Schools in January 2019 judged the school as excellent..**

Ethos and Atmosphere

- At St. Wilfrid's CE Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community
- There is an *openness* of atmosphere which welcomes everyone to the school
- All within our school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to our school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.
- The school serves the villages Of Halton and Halton-with-Aughton and has strong links with the church.
- The population is relatively stable with the percentage of pupils entering and leaving school during the year being below average.
- Pupils are drawn from a range of socio economic areas, but the percentage from deprived areas is increasing.

1. Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to protected characteristics listed in the act.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Guiding principles

Over Millennia Christian faith has pioneered equality as Jesus was radical in His welcome of all. So our approach to equality is based on the following key principles:

Everyone is equal, as we are known and loved by God unconditionally.

We see all members of our school community as equal and have due regard to the protected characteristics of:

- age
- disability
- ethnicity, culture, national origin or national status
- marriage and civil partnership
- sex or gender identity
- religion or belief
- sexual orientation
- pregnancy and maternity

We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless 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 protected characteristics.

We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development. We recognise that certain roles in school will have genuine occupational requirement (GOR) for the post holder to be a practising Christian and ensure effective assessments of each role are carried out to establish whether a GOR applies.

We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, 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 and cultural backgrounds
- those with specific religious beliefs
- girls and boys, women and men.

Society as a whole should benefit.

We intend that our policies and activities should foster greater social cohesion and greater participation in public life of those with protected characteristics.

Objectives

The school uses the School improvement planning process to set objectives for all aspects of school life. These objectives are set having due regard to this policy. Examples include, objectives relating to: gender/attainment; RE and the teaching of other faiths; accessibility of the building.

3. Development of the policy

This policy is based on the model policy created by Blackburn Diocesan Board of Education

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

- Staff
- Pupils –PSHE lessons, School Council and Worship Team
- Governors
- Parents
- Church

4. Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC and PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

5. Our actions

We follow Jesus' radical action of challenging injustice, discrimination, harassment and victimisation by:

- Ensuring that the School's Christian values of **love, trust, justice, humility, compassion and friendship** underpin all we do
- Ensuring that the Christian ethos of the school drives positive relationships
- Implementing policies that challenge prejudicial behaviours and promote equalities, especially in relation to bullying

- Reviewing the services and facilities of the school to ensure they allow access by all people
- Designing a curriculum that promotes equality and raises awareness of the protected characteristics:
- ❖ ***Our Values Education programme focusses on wider values such as tolerance, happiness, unity, cooperation, responsibility, caring, respect, democracy, independence on a monthly basis***
- ❖ ***Our PSHE curriculum includes units on healthy relationships, valuing difference, stereotypes and living in the wider world***
- ❖ ***We invest in extracurricular activities such as inclusion sports/wheelchair basketball***
- ❖ ***Staff are trained in Philosophy for Children and encourage broader thinking through using a “community of enquiry” approach***

We follow Jesus’ radical action of welcome by advancing equality of opportunity between different groups and meet our legal duty by:

- Implementing policies and practices that promote equality e.g. LCC Pay Policy, LCC Recruitment and Selection Policy
- Monitoring all aspects of our work to identify any potential inequalities. This is done through parent and staff feedback, self- evaluation, policy review
- Being alert to the potential impact of any negative, prejudicial language or behaviour on particular pupils and groups of pupils. This is supported by staff training and effective communication systems (CPOMS) which enable effective monitoring and intervention
- Investing in trusted pupil leaders who enhance our reporting systems. These pupils are democratically elected in some cases, and sometimes selected to ensure that they are representative of different pupil groups.

We follow Jesus’ radical action of universal and unconditional love to promote good relations by:

- Encouraging listening to one another’s views
- Ensuring that our policies, procedures and activities promote equality
- Encouraging positive attitudes towards those with protected characteristics **through our rich curriculum which encourages exploration of global learning and celebrates difference and diversity.**
- Encouraging respectful debate on matters where there may be differences in religious belief and practice
- Encouraging good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status
- Encouraging mutual respect and good relations between genders
- Strongly challenging any discrimination, harassment or victimisation because of the protected characteristics.

Other ways we address equality issues

- ❖ *Policies relating to equality are regularly reviewed. This involves close liaison with governors, particularly those with expert knowledge in this area.*

6. Disseminating the policy

We ensure that this policy together with our vision and Christian values are known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy and plan and/or our commitment to equality will be made available/highlighted in the following areas:

- School Website
- A paper copy in the Head teacher's office
- In the induction process of new staff
- On the staff and parent newsletters
- During staff meetings for both teaching and non-teaching staff
- Recruitment documentation

7. Roles and responsibilities

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

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

The headteacher has 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
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in above
- keep up-to-date with equalities legislation relevant to their work.

Pupils are expected to positively engage with each other and to live out the Christian ethos of the school.

Parents, carers and visitors will be informed of the school's policies and procedures with regard to equalities and are expected to be active partners in supporting the school.

8. Staff development and training

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

We recognise the need for positive role models and distribution of responsibility among staff.

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

9. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

10. Monitoring and evaluation

St. Wilfrid's CE Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students:

- Attainment data
- Pupil Progress meetings with staff
- Attendance Data
- Pupil Voice Questionnaire (YR-6)
- Complaints of bullying or harassment
- Yearly parental questionnaires
- Involvement with extended learning opportunities

In particular we collect, analyse and use data in relation to the admissions, pupil achievement, behaviour and attendance of pupils in the following subgroups:

- Sex
- SEND
- Ethnicity
- National origin
- Disadvantaged

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information. School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Annual Review of Progress

The Headteacher will report to the Governing Body in her termly Head teacher's report on any aspects of ethnicity, disability and gender. This will also include progress to improve access for disabled pupils which incorporates access to the curriculum, physical access and access to information.

This policy has a life span of three years and therefore we will review and revise this scheme as part of a three-year cycle.

[equality objectives must be reviewed every four years and data must be published annually.]

Date of Last review:

Headteacher signed:

Date:

Chair of governors signed:

Date

Appendix I

Specific duties - Information and objectives

1.1.1 Summary:

There are specific duties which schools have to undertake in relation to the Equality Act 2010:

- a) to publish information which shows they have due regard for equalities, as defined by the Act;
- b) to publish at least one equality objective.

Information has to be updated annually and this annual updating is expected to include an indication of progress on achieving the objectives. **Objectives have to be prepared and published every four years.**

Two guiding principles:

An important principle underlying how schools respond to the specific duties is **proportionality**. This means that, for example, more information may be expected from a large secondary school than from a small primary, and more than one equality objective may be expected.

A second important principle is **flexibility**. This means that each individual school is permitted, and indeed expected, to interpret the legislation in ways which are appropriate to its own context, neighbourhood, history and circumstances.

Information showing the school has due regard for equalities:

What is the purpose of publishing equality information?

Each school has to publish information showing it is complying with the requirement (section 149 of the Equality Act 2010) to have due regard for equalities. On the basis of this information each school also has to set itself at least one equality objective.

It is also on the basis of the information which a school publishes that parents, carers, local communities, trade unions and equality organisations will hold the governing body to account.

How and where should the information be published?

The information which a school publishes must be accessible, in both senses: a) easy to find and b) easy for a non-specialist to understand.

It is up to each school to decide this for itself. A school should probably use the same means of publishing that it uses for other important information. For many schools this means the document will be on the school website and that a brief summary of it will be posted on notice-boards, and included in newsletters to parents and in the staff handbook.

Other things being equal, it would be appropriate and valuable to publish equality information within, or alongside, the school's self-evaluation documentation.

What about confidentiality?

Is it necessary to publish *all* relevant information, regardless of how sensitive it is or may be? The answer is that the requirements of the Data Protection Act 1998 will apply, and that normal conventions and rules relating to confidentiality will need to be observed. It follows that not all the relevant information that a school gathers has to be placed in the public domain.

For example, it would not be appropriate to publish information which enables individual pupils or members of staff to be identified. Nor, as a general rule, would it be appropriate to publish information that could be maliciously used to harm a school's reputation.

What sort of information?

What sort of information will count as showing that a school has due regard for equalities, and that it is willing for others to hold it to account?

By and large, each school is permitted and encouraged to answer this question in its own way, according to its own circumstances. However, the government has indicated that minimally every public body must provide demographic information about its service users, and must show that it is aware of different outcomes and inequalities amongst them.

In the case of schools, therefore, information needs to be given about the pupil population broken down by ethnicity and gender, and about significant differences in attainment between girls and boys, and between pupils of different ethnic backgrounds.

It is reasonable to assume that demonstrating due regard will involve schools making statements such as those listed below, and illustrating them with examples and further information. The first four, as mentioned above, are essential.

Data about the school population and differences of outcome

1. The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.
2. The school has data on its composition broken down by types of impairment and special educational need.
3. The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.
4. The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

Documentation and record-keeping

5. There are statements of the school's responsibilities under the Equality Act in various school documents. For example, there is a statement of overarching policy, and there may be significant references in the school improvement plan, self-evaluation papers, the prospectus, routine bulletins and newsletters, and occasional letters to parents.
6. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings, and in the minutes of the School Council.
7. Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative, and keeps a record of the analysis and judgements which it makes.

Responsibilities

8. A senior member of staff has special responsibility for equalities matters.
9. A member of the governing body has a watching brief for equalities matters.

Staffing

10. The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.
11. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and safety

12. There are clear procedures for dealing with prejudice-related bullying and incidents.
13. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

Curriculum

14. Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate
15. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding
16. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.
17. The school takes part in certain national projects and award schemes, for example the Lancashire Race Equality Mark; Accord Coalition Inclusivity Award; Black History Month; Disability History Month; Equalities Award; Gypsy, Roma and Traveller History Month; LGBT History Month; Refugee Week; Rights Respecting Schools Award; and Stonewall School Champions.

18. In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

Consultation and involvement

19. The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.
20. The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

Setting objectives:

Introductory notes

Equality objectives have to be specific and measurable, and to be outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are.

This means the vast majority of equality objectives are likely to be about the closing and narrowing of gaps in attainment and take-up, or else about fostering good relations. Some examples of such objectives are cited below.

Further, equality objectives have to be related to matters highlighted in the information which a school publishes to demonstrate compliance with the public sector equality duty (PSED).

The legal requirement is to publish at least one objective. A single objective might well be sufficient in a very small rural primary school. It would probably be difficult or impossible for an urban primary school, or for a secondary school, to claim that a single objective shows it is taking the public sector equality duty (PSED) seriously.

The actual number of objectives which a school adopts is probably less important than the seriousness and rigour with which it undertakes them.

Other things being equal, equality objectives should be part of, or aligned with, the school improvement plan.

Narrowing the gaps

- To narrow the gaps in English at KS3 and KS4 between girls and boys, and between pupils for whom English is an additional language and pupils for whom English is the first language.
- To narrow the gap in attendance rates between Gypsy Roma Traveller children and other children throughout the school.
- To narrow the gaps in mathematics and science between children of certain specific minority ethnic backgrounds and other children at key stage 2.
- To narrow the gap in participation in the public life of the school between disabled pupils (including learning-disabled pupils) and other pupils.
- To narrow the gap in mathematics between boys and girls at the end of Key Stage 1.

Fostering good relations

- To reduce the incidence of prejudice-related bullying, hostility and suspicion throughout the school, particularly in relation to homophobia and sexism, and hostile attitudes and behaviour towards people who are disabled.
- To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.
- To promote spiritual, moral, social and cultural development through the teaching of English and literacy, with particular reference to issues of equality and diversity.

Questions about each objective which a school adopts

With regard to each objective which a school selects, it will need to consider questions such as those listed below:

1. Background evidence

Why have we chosen this objective? For example, and particularly, what relevant data do we have? Is the rationale for the objective clearly indicated in the published information.

2. Procedure

What in practice are we actually going to do?

3. Responsibility

Who will be responsible for ensuring the objective is pursued and achieved?

4. Measurable success indicators

What will count as relevant and measurable evidence that we are succeeding, or have succeeded?

5. Timings

By when do we expect to see signs of progress or success?

6. Expense

How much are we budgeting, and on what items of expenditure in particular?

7. Resistance

Who may be opposed or lukewarm? How shall we respond to them?

8. Problems

What problems or difficulties may arise, and how shall we deal with them?

9. Learning from others

What plans do we have for finding out what has worked well elsewhere? Do some, or all, staff need extra training?

10. Engagement

Who have we consulted when deciding on this objective?

Note: The information in Appendix 1 is adapted from INSTED - Equalities in Education Resource Folder 2009-11

<http://www.insted.co.uk/equalities.html>

Appendix 2 – Equality Legislation Guidance

What does a school need to do?

(Note: The duties outlined below are now elements of the Public Sector Equality Duty)

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

The Race Equality Duty

What is it?

- The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976
- It came into effect from April 2001

Who is covered?

- Pupils, parents/carers, prospective pupils and parents/carers, staff, job applicants, governors and others using school facilities

General duties

- Tackle racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups

Specific duties

- From May 2002 publish a Race Equality Policy which includes an implementation strategy or action plan (effectively a Race Equality Scheme), monitor it annually and review it every three years
- Involve appropriate and diverse stakeholders in developing the policy
- Monitoring the impact of the school's policies on pupils' performance and progress
- Provide ethnic monitoring data on their staff in regular returns to the Local Authority

Reporting racist incidents in schools

Schools are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

substantial (more than minor or trivial)

adverse

long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person

being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

General duties

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities.

Specific duties

- From December 2006 for secondary schools and from December 2007 for primary schools, special schools and PRUs, must prepare and publish a disability equality scheme, monitor it annually and review it every three years
- Involve disabled people in the development of the scheme
- Set out in their scheme:

how disabled people have been involved in its preparation

their arrangements for gathering information on the effect of the school's policies on:

- the recruitment, development and retention of disabled employees
- the educational opportunities available to and the achievements of disabled pupils
- the school's methods for assessing the impact of its current or proposed policies and practices on disability equality
- the steps the school is going to take to meet the general duty (the school's action plan)
- the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be

heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

General duties

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between male and female pupils and between men and women
- Promote good relations

Specific duties

- From April 2007, prepare and publish a Gender Equality Scheme, showing how the school will meet its general and specific duties and set out its gender equality objectives, as well as its plans for stakeholder consultation and impact assessment
- Monitor the scheme annually and review it every three years.

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.

Related Policies

- Preventing Radicalisation Policy
- Acceptable Use (ICT) Policy
- On-line Safety Policy
- Child Protection Policy
- Single Equalities Policy
- Lettings Policy
- Personal, Social And Health Education (PSHE) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Whistle-blowing Policy
- Valuing all God's Children 2014 (Guidance for Cof E Schools on Homophobic Bullying)

