



## Single Equalities Policy

Date Reviewed:	Spring 2017
Date to Review:	Spring 2020
Governors:	Pupil Committee
Author:	P. Tolson (Headteacher) and Z. Smith (SENDCo)
Shared:	Governors, all staff on Moodle, Copy on website.

### **Introduction**

The intention reflected in this policy is to respond to the spirit, as well as the letter, of current legislation. The Single Equalities Policy encompasses requirements across all protected characteristics in schools, (disability, gender re-assignment, race, pregnancy and maternity, religion or belief, sex, or sexual orientation): the protected characteristics of age and marriage and civil partnership do not apply directly to pupils or school provision however, it is unlawful for pupils, or any other community member, to suffer harassment or victimisation due to the age or marital status of an associated person, (e.g. a parent).

The law regarding disability discrimination is more complex in that it allows schools to treat pupils who are disabled more favourably than those who are not disabled, and in some cases, requires this via reasonable adjustment.

Equality of opportunity is an entitlement for all members of our school community: this does not simply mean that everybody is treated the same way. It means that we aim to understand and tackle the barriers that could lead to unequal outcomes for groups, or individuals, whilst celebrating the strengths and achievements of all members of our school community. Equality is a key principal for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their true potential irrespective of gender, sex, ethnicity, disability, religion or belief, sexual orientation, gender identification, age, or any other recognised area of discrimination.

At Wellfield we believe that equality should permeate all aspects of school life and that this is the responsibility of every member of the school, and it's wider community. Every member of the school should feel safe, secure, valued and of equal worth.

Additional detail about the Equality Act 2010 can be found at  
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Advice for individuals is available at  
<https://www.citizensadvice.org.uk/law-and-courts/discrimination/about-discrimination/equality-advisory-support-service-discrimination-helpline/>



## 1. Mission statement

Our vision is to ensure excellent opportunities in a supportive and purposeful learning environment for all to achieve the best personal outcomes, become resilient and resourceful lifelong learners and responsible, enterprising citizens.

### Our School Aims:

1. Develop and promote a positive, resilient and resourceful approach to learning.
2. Provide Quality First Teaching and apply the graduated response.
3. Ensure teaching inspires, and challenges in a nurturing environment where pupils can achieve.
4. Hold high expectations of all pupils in terms of achievement, behaviour and personal development.
5. Enable all pupils to make progress, improve their levels of attainment, and achieve success in relevant qualifications that allow them make the next step in their lives.
6. Seek to improve the opportunities for all pupils to develop their potential with the support and co-operation of all stakeholders.

At Wellfield High School we are committed to ensuring equality of opportunity for all pupils, (including prospective and past), parents and carers, and visitors who access services from the school, irrespective of race, gender, sex, sexual orientation, gender identification, disability, religion or socio-economic background. We aim to promote, a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of our pupils is monitored by race, socio-economic background, gender and disability. We use this data to identify underachievement and then ascertain barriers to learning, developing appropriate strategies to help pupils overcome them. This supports the graduated response and contributes toward the information teachers need to ensure quality first teaching. We actively discourage discrimination via the continual promotion of equality, the challenging of bullying and stereotyping, and the creation of an environment which champions respect for all. At Wellfield High School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.



## 2. School in Context

Wellfield is a smaller than average local authority maintained comprehensive secondary school, for pupils aged 11-16 years of age.

The proportion of girls and boys is relatively even in terms of the whole school, though there is some variation across year groups and ability based sets.

Our cohort is drawn from a varied catchment area and our pupils have mixed socio-economic backgrounds. We use Pupil Premium Grant funding to support equality of opportunity for our pupils, (see report on school website for additional detail).

**Pupil Premium Report** - [http://www.whs.lancs.sch.uk/index.php?category\\_id=141](http://www.whs.lancs.sch.uk/index.php?category_id=141)

Over 90% of our pupils, staff and governors identify as White British, however, there is representation of a range of minority ethnic groups within our school community. 3% of our pupils speak English as a language additional to their first.

A significant number of our pupils join Wellfield at some point after the beginning of Year 7. A very small number of our pupils are under the care of the Local Authority and are supported individually by the designated teacher for Children Looked After. Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

At Wellfield we provide reasonable adjustment and additional support as required for pupils who identify with a gender that is different to that assigned at birth. Adjustments and support are sensitively planned and developed in partnership with the pupil, parents and appropriate external agencies as required.

Currently 15% of our pupils are in receipt of support for SEND needs. 80% of SEND pupils are in receipt of school support with the remainder holding either a Statement of SEN or an Educational Health and Care Plan, (EHCP). The needs supported in school vary widely and provision is in line with the SEND Code of Practice (2014), Children and Families Act (2014), and Equality Act (2010). See the SEND documentation on the school website for additional information.

### **SEND Information Report and Policy**

[http://www.whs.lancs.sch.uk/index.php?category\\_id=171](http://www.whs.lancs.sch.uk/index.php?category_id=171)

### **Accessibility Plan**

<http://www.whs.lancs.sch.uk/download/file/Accessibility%20Plan%202016-2018.pdf>



### 3. Ethos and Atmosphere

*“Pupils say they feel safe. They also say there is no prejudice-based bullying and it is ‘OK to be different’ in this school”. Ofsted, January 2016*

Governors and staff members promote an open, welcoming atmosphere. Pupils provide a consistently warm welcome to visitors and this is commented upon frequently. Bullying is rare because our pupils and staff are fully aware of what bullying is and how it affects individuals. This is due to robust coverage in PHSE, assemblies and parent information evenings as well as the work of dedicated, non-teaching, pastoral support managers and their form tutors. Where bullying behaviours do occur, they are dealt with swiftly.

All discriminatory behavior’s, unwanted attention, (verbal and physical), behaviour that excludes others, inappropriate remarks, dismissive and derogatory attitudes are challenged. Staff training on Equality Legislation, Discrimination, Statutory SEND obligations, Barrier identification, Quality First Teaching and SEND good practice have all taken place within the last 12 months. We are focused upon transferring the training into good practice in the classroom and across the school and ensuring knowledge is up to date.

Displays around school are varied, refreshed regularly, and promote diversity and equality of opportunity. Example topic areas include Pupil Voice, LGBT, Growth Mindset and Anti-bullying.

Our Y11 prefect teams are diverse as is the Pupil Voice committee: prefects and pupil voice representatives are drawn from across the year group and are selected on merit in a fair and transparent process. The reward system in school is inclusive and allows pupils to be rewarded for various categories of positive behaviour regardless of starting point. Opportunities for the celebration of success are frequent and are supported well by pupils, parents, staff, and the governing body.

Pupils are actively encouraged to learn about cultures and beliefs that are different to their own as well as developing their own spiritual awareness. Curriculum content in subjects such as Religious Education, Art, Geography, Music, History and Food Technology contribute toward this. Assemblies, visiting speakers, faith trails, classroom and corridor displays and a breadth of lunch clubs provide a variety of additional opportunities.

### 4. Policy Development

The development of this plan and the actions within it have been formed using the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires, parents’ evening, parent forum meetings parent information evenings, SEND reviews;
- Input from staff SEND confidence survey, staff meetings and INSET
- Feedback from the pupil voice, PSHE lessons, whole school survey of pupil attitudes;



- Collaboratively developed SIP
- Feedback at Governing body meetings: policy ratified by Governors.

## 5. Monitoring and Review

Wellfield is an inclusive school that is developing continually. We aim to deliver a broad and balanced curriculum and provide a calm and purposeful learning environment as a basis for Quality First Teaching. We believe that high quality provision that is responsive to individual need supports the development of our pupil's self-esteem and therefore increases the likelihood of them achieving their full potential.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by minority ethnic group, gender, socio-economic background and SEND to ensure that all groups of pupils are making the best possible progress. The identification of underachievement is a formal process in school. We take appropriate and robust action to address any gaps, for example bespoke intervention, pastoral support, monitoring card, and provision of equipment or materials. Funds are available to support groups of pupils where data suggests progress is not as good as it should be. Progress and attainment data is reported regularly to the governing body.

We collect and analyse a range of equality information for our pupils including, but not limited to data concerning admissions, attendance, exclusions, behaviour, attainments, assessment, interventions, parental involvement and involvement in extracurricular activity. We use this data to amend and develop good practice in individual areas e.g. teaching and learning, and at a whole school level, as appropriate.

Discriminatory incidents and other incidents of harassment or bullying are dealt with and recorded by the member of staff present as part of our whole school Behaviour for Learning Policy. This can escalate to more senior staff and the headteacher where necessary. All incidents are reported to the headteacher: racist incidents are reported to the governing body and local authority on a termly basis. It is clear to pupils and staff how they should report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with. Exclusion data is reported to the local authority and the governing body.

School performance information is compared with national and local authority data, to ensure that pupils are making appropriate progress compared to all schools, and schools in similar circumstances.

Wellfield High school is committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.



All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Protected characteristics are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Collection and analysis of statutory equality data as part of recruitment.

Due regard is given to the promotion of equality in the School Improvement Plan.

The people responsible for the monitoring and evaluation of this policy and action plan are Mr. P. Tolson, (headteacher), and Miss Z. Smith, (SENDCo)

Their role is to lead discussions, organise and deliver training and update staff, work with the governing body on matters relating to equality and support evaluation activities that moderate the impact and success of this policy.

## **6. Developing Best Practice**

### **Learning and teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will use contextual data to improve the ways in which we provide support to individuals and groups of pupils. We monitor achievement data by ethnicity, gender and disability and action any gaps. We take account of the achievement of all pupils when planning for future learning and set challenging targets ensuring equality of access for all pupils and preparation for life in a diverse society. We use materials that reflect the diversity of the school, population and local community in terms of race, gender, sex and disability, without stereotyping, and promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice. We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures and seek to involve all parents in supporting their child's education. Classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning are encouraged and we include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupil community.



## **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, sex, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils 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 positive results for all pupils. Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity. The school will place a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by implementing Quality First Teaching and the graduated response. The school must provide an environment in which all pupils have equal access to all facilities and resources. All pupils will be encouraged to be actively involved in their own learning and a range of teaching methods will be used throughout the school to ensure that effective learning takes place at all stages for all pupils. Consideration will be given to the physical learning environment – both internal and external, including displays and signage in line with the accessibility policy, SEND policy and SEND Information report.

## **Curriculum**

At Wellfield High School we will ensure that curriculum planning reflects our commitment to equality in all subject areas and cross curricular themes, promoting positive attitudes to equality and diversity. Pupils will have opportunities to explore concepts and issues relating to identity and equality via the CPHSE curriculum, assemblies, special events and within the main curriculum. Steps will be taken to ensure all pupils have access to the mainstream curriculum taking into account their cultural, backgrounds, linguistic needs, ability and learning styles. All pupils will have access to appropriate qualifications which recognise attainment and achievement and promote progression. All pupils will have the opportunity to investigate a wide range of careers options without restriction due to stereotyping or discrimination: all pupils will be able to access the support necessary to prepare them for ambitious next steps.

## **Resources and materials**

The provision of good quality resources and materials within Wellfield High School is a high priority. These resources will reflect the reality of an ethnically, culturally and sexually diverse society, reflect a variety of viewpoints. They will include positive images of males and females in society and non-stereotypical images of all groups in a global context. Resources and materials will be varied in terms of learning preferences and will be accessible to all members of the school community or will be adjusted to enable accessibility.

## **Language**

We recognise that it is important that all members of the school community use appropriate language which does not transmit or confirm stereotypes and does not offend. Language that creates and enhances positive images of particular groups identified at the beginning of this document and creates the conditions for all people to develop their self-esteem, will be encouraged. The use of discriminatory and non-inclusive language, intentional or otherwise, will always be challenged.



## **Extended Learning Opportunities**

We recognise the importance of equality of access to extended learning opportunities for all our pupils. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. visiting speakers, sports coaches, coach drivers) by providing them with written guidelines drawn from this policy. We endeavor to ensure that all non-staff members who have contact with children adhere to these guidelines and will challenge any non-compliance vigorously.

## **Provision for Bi-lingual Pupils**

We will make appropriate provision for all bilingual pupils, and their families, to ensure access to school information and the whole curriculum. These groups may include pupils for whom English is an additional language, those who are new to the United Kingdom, Gypsy, Roma and Traveler children and advanced bi-lingual learners.

## **Personal Development and Pastoral Guidance**

Staff will take account of gender, ethnicity, disability, religion or belief, sex, sexual orientation, age or any other recognised area of discrimination, and the experience and needs of groups such as Gypsy, Roma and Traveler, refugee and asylum seeker pupils. All pupils 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, sex or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations). All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We recognise that perpetrators may also be victims and require support. Positive role models will be used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community. Emphasis will be placed on the value that diversity brings to the school community rather than the challenges.

## **Staffing and Staff Development**

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 both key stages where possible. We encourage the career development and aspirations of all school staff. We will 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.

## **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 and temporary staff are made aware of policies and practices. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact. There are instances where a job will qualify for a genuine occupational qualification on the grounds of gender. This would only be permissible in a few instances, for example, if a role involves physical contact and where matters of decency or privacy are involved.





## **Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents and carers to help all pupils to achieve their potential. All parents and carers are encouraged to participate in the full life of the school. Members of the local community are encouraged to join in school activities.

## **7. Roles and Responsibilities**

### **The role of governors**

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, sex, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, sex, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, sex, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex, gender or disability.

### **The role of the headteacher (or senior leader responsible for Equalities)**

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.



- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **8. Commissioning and Procurement**

Wellfield High School will aim to buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

## **9. The Measurement of Impact of the Policy**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. It will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale. The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire Single Equalities Policy on a three year cycle.

## **10. Publicising the policy**

- Publish the policy publicly on the school website – Spring 2017;
- Raise awareness of our commitment to equality through the school newsletter, CPHSE, corridor and classroom assemblies, staff meetings, INSET and other communications;
- Make sure hard copies are available and publish to Moodle for staff and governors.
- Update the plan annually and the policy in its entirety tri-annually.

## **11. Annual Review of Progress**

Taking the single equality approach, we will incorporate all requirements for annual reporting of progress and performance in respect of our policy covering ethnicity, disability and gender and our progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information into one annual report which meets the requirements of the new legislation. This will formulate the basis for the annual action plan.

## **12. Equality impact assessments**

EIA's are similar to health and safety risk assessments. They involve predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people. EIAs were introduced with the Race Equality Duty and are now also required for both disability and gender. It is best practice to consider age, religion and belief, and sexual orientation as part of this process. A rolling programme of EIA's will be introduced so we can analyse our work to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.



**Signed:** P Tolson, Headteacher

M. Neale, Chair of Governors

**Date:** Feb 2017

## 13. Appendix

### Definitions and statutory obligations.

#### **Race:**

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race. 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. It covers 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 and 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 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:**

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 (e.g. diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

**General duties:** Promote equality of opportunity and eliminate unlawful discrimination and disability-related harassment. Promote positive attitudes towards disabled people and encourage disabled people's participation in public life. Take steps to take into account people's disabilities.

**Specific duties:** 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) and the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

## **Sex and 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).

**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:** 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 reassignment is the process a transgender person goes through to change sex.





## **What constitutes discrimination?**

### **Tackling discrimination**

Harassment on account of race, gender, sex, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. Training is provided to support staff in recognising and tackling discrimination.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, sex, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:  
'any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc..
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.