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## Gosford Hill School Single Equality Scheme 2016-2019

Last Reviewed:	2016
Reviewed by (SLT Lead):	Assistant Headteacher (Student Behaviour and Welfare)
Governor Sub Committee Link:	Ms Geraldine Shepherd
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### 1. Purpose:

To ensure compliance with the Equality Act Legislation (2010)

### 2. Aim:

Promote equality across the school

Treat all people with respect

Make reasonable arrangements to meet the differing needs of individuals

Challenge discrimination and inequality wherever possible

Celebrate diversity

### 3. Procedures and Practice

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## 1. What is the Single Equality Scheme and Action Plan?

We have produced our Single Equality Scheme (linked to our Access Plan) that covers a three-year period from **2016 to 2019**. It integrates our statutory duties in relation to race, disability and gender and promoting 'community cohesion'. The scheme covers staff, students and people visiting the school such as parents. It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework which covers our equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way. We will continue to meet our statutory duties by reporting annually to Governors (see section 1) on the progress of the Single Equality Scheme and action plan.

## 2. Meeting our duties

We have a duty to ensure there is no discrimination in regards to race, disability, age, gender, religion or belief or sexual orientation..

- **Race equality**

We must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial, ethnic and religious groups.
4. Language, culture, ethnicity including gypsy/traveller groups and asylum seekers

- **Dealing with racial incidents**

Please see Appendix C

- **Disability equality**

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability- related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that

involves treating disabled people more favourably than other people.

- **Accessibility**

There is specific disability legislation in relation to disabled students and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to students in a range of different ways

It must be ensured that disabled students do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

- **Gender equality**

We must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap and seek job evaluation if there is any doubt about pay scales. As an academy we sign up to the national pay and conditions for both support staff and teachers.

- **Sexual Orientation**

Gay, lesbian, bisexual; actual or perceived

- **Transgender**

Transgendered people are explicitly covered by the gender equality act. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

- **Community cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic groups. We have incorporated our priorities into our Single Equality

Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives. We must also be mindful to promote British values – such as fairness, justice, respect for others and the rule of law and challenge any extremist views to ensure we protect our community from any kind of radicalisation.

This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

### **3. Our school values and visions**

In meeting the duties described we will ensure we embody our school's key principles and values as outlined on our mission statement (published on our website). Our core values are

- Honesty
- Trust
- Respect
- Integrity
- Equality
- Diversity

### **4. Our school within Oxfordshire**

Oxfordshire is the most rural of the South's shires. It has areas of extreme wealth but also pockets of poverty. Increasingly the population is changing and in October 2016 over 30 different languages were spoken at our school. Our students (although predominately White British) represent a number of different faiths and communities.

The school serves the village of Kidlington and surrounding areas. Kidlington has an ageing population and the school aged population has fluctuated over recent years.

### **5. Collecting and analysing equality information for students**

Gosford Hill School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem and confidence of all students and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect and analyse the following equality information for our students/students:

- Attainment levels
- Attendance levels
- Exclusions
- Attendance
- Complaints of bullying and harassment
- Participation in Student Council
- Choice of options selected

In 2016 we have a particular focus on Pupil Premium students and now have a Pupil Premium Champion on SLT to ensure no student from this category is disadvantaged. Pupil Premium students remain a central element of our Raising Achievement Plan.

### **6. Collecting and analysing equality information for employment and governance**

Gosford Hill School is committed to providing a working environment free from discrimination, victimisation, and harassment. Gosford Hill School therefore aims to recruit

an appropriately qualified workforce and governing body that is representative of all sections of the community.

We aim to collect and analyse the following profile information:

- Applicants for employment
- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management

We have identified that we need to keep more accurate records based on the above.

## **7. Consultation and involving people**

Our original access and equality plan involved students, staff, governors, parents and carers, and our wider school community. This Single Equality Scheme developed from that original work. The original plan included:

- Discussions at school council/student voice
- Contact with parent/carers
- Staff surveys
- Discussions at staff meetings
- Discussions with disabled people
- Discussions at governing bodies
- Involvement within local community activities
- Focus groups for parents/carers and staff

## **8. What we have achieved so far**

### **Race equality**

- A low number of racist bullying
- Reduction in racist behaviour incidents
- Celebration through assemblies of different race and positive role models

### **Disability equality**

- Ramp in school hall for wheelchair users at Parent Evenings
- Raising profile of disabled sport and people through assemblies
- A separate access policy and plan
- Preparing for disabled students in school (Health and Safety Officer)

### **Gender equality**

- Gender stereotyping is challenged in the curriculum although there is still further work to be done – we need more Girls to take GCSE Resistant Materials and more boys to study GCSE/A Level Health and Social care. However there has been success with

the number of boys and girls pursuing GCSE catering courses. Physics A Levels remains boy dominated although some success with girls studying further maths.

## **9. Equality impact assessments**

We continually review our provision as part of our Equality impact assessment (Curriculum, behaviour, attendance, work force, SLT). We need to continue to formalise this aspect of our work – particularly around policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and our community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We need to undertake further equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we need to take steps to deal with this and make sure equity of service to all.

## **10. Other School Policies**

We have used our existing school policies to inform our Single Equality Scheme.

These include:

- School improvement plan /Raising Achievement Plan (RAP)
- Access plan
- Anti Bullying policy
- Whistle blowing policy
- Dignity at Work policy

## **11. Roles and Responsibilities**

- The governing body will ensure that the school complies with statutory requirements in respect of this Scheme and the Access Action Plan.
- The Headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Deputy Head and Assistant Head (Student Support) has day-to-day responsibility for co-ordinating the implementation of this scheme.
- The staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equality issues.
- The students have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour. This is central to our House System We will take all reasonable steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

## **12. Commissioning and Procurement**

Gosford Hill School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

### 13. Publicising our scheme

We have publicised our scheme in the following ways:

- School intranet
- Available on request from the Headteacher's PA

### 14. Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme. This will be overseen by the MIPC Link Governors along with our SEN, Equal Opportunities Policy .

We will also revise our Single Equality Scheme and Access Action Plan every three years.

### 15. On-going involvement of our Scheme

We will continue to involve people from all aspects of our school community in the on-going review of our policies and our Single Equality Scheme and Action Plan. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Raising awareness of equality at every opportunity

### 16. Action Plan 2014 – 2017

**4 areas have been identified for further development**

Identified area	Aim	Responsibility	Time frame
Promote British Values and life in modern Britain	To develop a curriculum map and assembly programme which identifies these key areas	Deputy Headteacher Senior Assistant Headteacher	During 2014/15
Challenge further Gender stereotyping	Promote Maths, Resistant Materials and Science for Girls. HSC for boys	IAG – student pathway manager and FLs	Starting during option preferences at key transfer dates during 2014/15
Equality impact assessments and records	To review Curriculum, behaviour, attendance, work force, SLT	Headteacher and Governors	During the 2 years 2014 – 16 and report in spring 2016
Involve different groups in review of the key policies	Involve a greater cross section of people in our key policies	Headteacher Governors	Over the next 3 years ensure as far as possible a cross section of people is involved when

			reviewing key policies
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## GOSFORD HILL SCHOOL EQUALITY OBJECTIVES TEMPLATE

Date: September 2016

Following our audit of equalities in the school, the governing body has agreed the following Equality Objectives:

Notes: There is no prescription about the **number** of objectives. Your objectives may cover **Teaching, learning and**

**curriculum; Equity and Excellence for All; Community Engagement and extended services.**

The last two columns will help you to check your objectives' coverage – but, again, there is no prescription.











**Appendix**

**Equality Impact Assessment of Policy/Project**

Equality Impact Assessment of \_\_\_\_\_ Policy/Project

Carried out by:		Date:	
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Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Yes (please provide reasons if no adjustments are made)	No
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
<b>Sex</b> (male, female)		
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		
<b>Gender reassignment</b> (transsexual)		
<b>Racial Groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
<b>Religion or belief</b> practices of worship, religious or cultural observance, including non-belief		
<b>Pregnancy and maternity</b>		



#### 4. Roles and Responsibilities

**Governors** are responsible for:

- Challenging and supporting the school so that weaknesses are tackled decisively and statutory equality responsibilities are being met.
  
- Ensure that school functions and policies are equality impact assessed to demonstrate compliance with equality legislation.
- 
- Ensure that an equality assessment of the curriculum has been completed.
- 
  
- Monitor the school's Equality Policy and SEN Accessibility Plan at least once annually to ensure that their procedures are being followed.

**The Head teacher** is responsible for:

- Producing, implementing and maintaining the school's
  - Equality Policy
  - Special Educational Needs Accessibility Plan
- Ensuring all staff know their responsibilities under these documents and receive training and support in carrying these out
- Ensuring the school has an anti discrimination policy for dealing with and reporting hate incidents
  
- Ensuring tools are in place to show how the school has shown due regard to all protected groups, such as;
  - Equality impact assessment of policies
  - Equality monitoring of policies e.g. employment, admissions, pupil attainment, exclusion, hate incidents
  - 
  - Equality assessment of the curriculum
- Using information from assessments and audits to identify compliance with equality duties and to develop equality objectives for the school
- Publishing information to demonstrate compliance with the general equality duty across its functions by September 2016, and annually after that, from the first date of publication
- Prepare and publish equality objectives by September 2016, to demonstrate how the general equality duty will be met
- Revising and reviewing the School's Equality Policy and Plans every three years and report on progress annually to Governors
- Making sure the school equality policy and its procedures are followed
- Making sure the equality policy is readily available and that the governors, staff, pupils, and their parents/carers and guardians know about them

- Producing regular information for staff and governors about the plans and how they are working
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to sex, disability and religion

**All staff** are responsible for:

- Dealing with all hate-incidents
- Advancing equality of opportunity and fostering good relations
- Behaving in a non discriminatory way and respecting the human rights of individuals regardless of age, race, disability, sexual orientation, religion, sex, gender reassignment, pregnancy and maternity; and marriage and civil partnership
- Ensuring they follow the equality policy and procedures and take up equality training and learning opportunities provided by the school

**Teaching Staff** are responsible for

- Undertaking an equality assessment of their curriculum, to ensure there is equality of opportunity to access the curriculum through teaching and learning.
- Being able to recognise and tackle bias and stereotyping in the school and wider community.
- Challenging discriminatory language and behaviour and providing appropriate alternatives and role models
- Richard Belmont is responsible overall for dealing with reports of hate-incidents and Special Educational Needs

**Visitors and contractors** are responsible for:

Behaving in a non discriminatory way and respecting the human rights of individuals regardless of age, race, disability, sexual orientation, religion, sex, gender reassignment; marital or civil partnership status, pregnancy and maternity.

The reports to the Governing body will be published.

## **5. Monitoring and Review:**

## **6. Sources and References**

SEN policy

Equal Opportunities policy

Access plan and other relevant policies including Learning and Teaching, Curriculum

## **Appendix A - Definitions of Legal Acts**

This Single Equality Scheme brings together the school's approach for promoting equality in our every day practices and key policies and procedures. Our scheme includes our whole school – students, staff, governors, parents and carers and all those within our extended school community.

We regard this Scheme as being essential for achieving our aims of continuous improvement and to give our students the best education we can. We recognise that it is very important for us all to work together in achieving our aim of being inclusive and accessible and ultimately in providing a quality learning experience for our young people.

### **LEGISLATION AND DUTIES**

The following table identifies the equality legislation that affects the school.

- Human Rights Act 1998
- Special Educational Needs and Disability Act 2001
- Education Act 2002 (Section 78)
- Education and Inspectors Act 2006 (Section 38 (1))
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- Children's and Families Act 2014

#### **Human Rights Act 1998**

The Human Rights Act 1998 makes it unlawful for schools to behave in a way that is not compatible with the provisions of the European Convention on Human Rights. Any action taken by a school that interferes with an individual's Human Rights must only be considered if it is a justified and proportionate means of achieving a legitimate end.

#### **Education Act 2002 (Section 78)**

Section 78 requires governing bodies for all maintained schools to provide a curriculum that "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life".

### **Education And Inspections Act 2006 (Section 38 (1))**

Section 38 (1) of the Education and Inspections Act 2006 states that:

"The governing body of a maintained school, shall, in discharging their functions relating to the conduct of the school:

- \* Promote the wellbeing of pupils at the school, and
- \* Promote community cohesion.

### **The Children and Families Act 2014**

Sets out how the School will support children and young people with Special Educational Needs, Social Care Needs and Health Needs. The School will:

- Contribute appropriately to the "local offer" detailing relevant services available for children with disabilities and/or Special Educational Needs
- Contribute appropriately to a pupil's Education, Health and Care Plan.

### **The Special Education Needs And Disability Act 2001**

The Special Education Needs And Disability Act 2001 sets a duty on schools and local authorities to

- \* Plan to increase physical and curriculum access for disabled pupil
- \* Provide and advertise parent partnership services
- \* Provide mechanisms for resolving disputes over SEN between parents and schools, without diluting the parents' right of appeal to the SEN Tribunal

### **Equality Act 2010**

The General Public Sector Duty of the Equality Act 2010 requires schools, in the exercise of their functions and decisions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Gosford Hill school will take the following action as reasonable steps to demonstrate due regard to the General Duty of the Equality Act 2010:

- **Produce a written equality policy** identifying action to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity.
- **Consult stakeholders (*pupils, parents/carers/guardians and staff*)** on their perceptions of equality within the school and build the results of consultation into the equality policy.
- **Assess and analyse** the impact of equality policies on pupils, staff, and parents/carers/guardians, in particular monitor pupil admissions, attainment levels and exclusions by disability, sex, religion and different racial groups. Take such steps as are reasonably practical to improve any adverse outcomes for any

group. The Specific Duty of the Equality Act 2010 requires the publication of the results of this analysis, at least, annually.

- **Record all hate incidents** and report them to school governors and the local authority on a regular basis (in conjunction with Oxfordshire County Council's Guidelines for dealing with Bullying, Harassment & Hate Crime in Schools).
- **Audit and monitor** curriculum teaching and learning methods to ensure they are inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes to promote community cohesion and a positive image of a diverse community.
- **Reasonable Adjustments** the school will take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage. This duty applies to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:
  - Deciding who is offered admission as a pupil
  - The provision of education
  - Access to any benefit, service or facility.
- **Special Educational Needs duties** the school will not treat disabled pupils less favourably than non disabled pupils, and to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage. The School will ensure that it has prepared an accessibility plan to increase accessibility for disabled pupils. This plan must cover: the physical environment; the curriculum; and written communication (the Planning Duty). Where this plan has been completed the School will review its position in relation to the Planning Duty at least once a year.

**The Equality Act 2010 (Section 10)** requires schools to prepare and maintain an accessibility plan in order to

- Increase the extent to which disabled students can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

In order to meet Section 10 of the Equality Act 2010 Gosford Hill School will publish the outcome of our Equality, Accessibility and Cohesion Audit and Action Plan on the school's website. In addition, the School takes into account the widening definition of disability within its decisions and functions, and gives due regard to the "Social Model" of disability. This model recognizes the barriers caused by the environment and people's attitudes to disability.

**The Equality Act 2010 (Specific Duty) Regulations 2011** requires schools to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.

- In order to meet the Specific Duty, Gosford Hill School will
  - Publish sufficient information to demonstrate compliance with the general equality duty across its functions by September 2016, and annually after that, from the first date of publication.
  - Prepare and publish equality objectives annually, to demonstrate how the general equality duty will be met

## PROTECTED CHARACTERISTICS UNDER THE EQUALITY ACT 2010

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (ethnicity)
- Religion
- Sex (gender)
- Sexual orientation

However, age and being married or in a civil partnership are NOT protected characteristics for the schools provisions.

## APPENDIX B

### DEFINITION OF DISCRIMINATION

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

**Direct Discrimination**, which occurs when a person is treated less favourably than another on grounds of a personal characteristic.

**Discrimination by Association** occurs when a pupil is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

**Discrimination arising from perception** takes place where education provider behaves as if the person has the characteristic and treats them worse than others as a result. This applies whether the perception is true or not, even if the education provider knows that the person does not have the protected characteristic.

**Discrimination because of pregnancy and maternity** occurs when women (including a female pupil of any age) are treated less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

**Indirect Discrimination**, which occurs when a rule or condition which is applied equally to everyone:

- Can be met by considerably smaller proportion of people from a particular group
- Is to the disadvantage of that group
- Cannot be justified by the aims and importance of the rule condition

**Discrimination arising from a disability**, which occurs when an education provider treats the disabled person unfavourably, this treatment is because of something which has come

about as a result of the disabled person's disability ('something arising in consequence of the person's disability'), and the education provider cannot show that this treatment is justified as a balanced way of achieving something for a good reason (in legal language 'a proportionate means of achieving a legitimate aim').

Discrimination arising from disability is different from direct discrimination. Direct discrimination refers to less favourable treatment and requires a comparison to show that a person without the protected characteristic would be treated differently. Discrimination arising from disability refers to unfavourable treatment and does not require a comparison to a non-disabled person.

**Harassment**, occurs when unwanted conduct has the purpose or the effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of disability, race or sex. Although the harassment provisions do not explicitly apply to the protected characteristics of gender reassignment, sexual orientation, religion or belief; or pregnancy and maternity, in relation to schools. However, unwanted conduct related to any of these protected characteristics that results in a pupil being disadvantaged would constitute direct discrimination.

**Third Party Harassment of Staff**, which occurs when an employee is subject to harassment from someone outside of the school e.g. parent or member of the public, is unacceptable. This extends to all protected characteristics (except for pregnancy and maternity / marriage and civil partnership). Gosford Hill School will take action under the Assaults at Work Policy to ensure harassment of its staff by people they do not employ by the school are dealt with appropriately. This may include reporting the perpetrators to the Police.

**Victimisation**, which occurs when a person is treated less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

## **DISCRIMINATION WITH REGARD TO PUPILS**

We will not discriminate unlawfully against children seeking admission, nor with regard to how pupils are treated, on grounds of sex, race, disability, sexual orientation (of the pupil, or their parents or carers), religion or belief, pregnancy and maternity. This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

## **EMPLOYMENT**

We are committed to a fair and equal pay policy and a free from bias pay structure.

We will not discriminate in employment unlawfully on grounds of sex, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

The school will monitor the information as set out below disaggregated by disability, sex, religion, sexual orientation and different racial group.

- The number of staff in post, and
- The number of applicants for employment, training and promotion

Gosford Hill School will use the OCC Equal Opportunity Recruitment Monitoring form.

It is also recommended to provide information disaggregated by protected group on:

- Success rates of job applicants
- Take-up of training opportunities
- Applications for promotion and success rates
- Applications for flexible working and success rates
- Return-to-work rates after maternity leave
- Grievance and dismissal
- Other reasons for termination like redundancy and retirement
- Length of service/time on pay grade, and
- Gender pay gap information
- Pay gap information for other protected groups.

### **Appendix C- Gosford Hill School: Procedure for dealing with racist incidents**

Students need to be made aware that we live in a diverse society, in which appropriate, positive attitudes and behaviour need to be adopted.

The School's commitment to an anti-racist stand-point and regard for diversity issues and approaches is reflected in our Never/Never rules (part of our Behaviour code) one of our rules clearly states that bullying is never acceptable in any form and makes specific reference to racist, cyber and homophobic bullying.

#### **Referral**

Student, as part of our House system are encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Racist incident are clearly identified when any student is excluded in the letter to parents and those kept on record.

#### **Action**

All incidents are challenged – by teachers and often involve a Student Manager or the Assistant Headteacher (Student Support). Families of both parties are informed and very serious incidents (resulting in violence or intimidation) involve meetings with parents (often after exclusion).

Mediation and social restorative justice strategies are used when appropriate. The Assistant Headteacher has records of racist incidents. Our aim is to have a safe school where all students can learn and be successful.