

Devon Moors
Federation

EQUALITY POLICY & GUIDANCE

Signed by the Chair of the Policy Review Committee

A handwritten signature in black ink, appearing to read 'A. J. C. Cullery', written over a dotted line.

Agreed at the Policy Review Meeting on 9th July 2026

This policy will be reviewed biennially

Devon Moors Federation

Equality Policy and Guidance for Schools

Policy

Part 1 Model Policy

Part 2 Summary of Legal Duties and Responsibilities

Guidance

Part 3 Exemplar Equality Objectives

Part 4 Equality Checklist

Part 5 Setting Equality Objectives - Flowchart

This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

Part one

The primary aim of the Devon Moors Federation, incorporating Clyst Hydon, Copplestone Primary School, Filleigh Primary School, Kilmington Primary School, Lymptone Primary School, Shute Primary School, Spreyton Primary School and Upottery Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

The Devon Moors Federation will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives.

- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying (follow link to new DCC guidance).
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the school improvement plan
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- The schools welcome a diverse range of candidates and encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- Training and awareness sessions will be set out in the school improvement plan.
- The schools will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up

- The schools will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- When drawing up policies, it is best practice to carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. As a minimum, the governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the Duties (DCC policies will have already had EIAs carried out).

Part Two

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).
- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.

- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will
 - Increase disabled pupils' access to the school curriculum
 - Improve the physical environment
 - Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

For more information download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and ***Equality Human Rights website:***

<http://www.equalityhumanrights.com> which includes the guidance for education providers (schools)

or Devon County Council at <http://www.devon.gov.uk/equalitylegislation.htm>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

Responsibilities

Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Specific Staff

School to add detail of specific responsibilities such as SEN

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Appendix

Definitions

Equality	This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
Inclusive	Making sure everyone can participate, whatever their background or circumstances.
Diversity	Recognising that we are all different. Diversity is an outcome of equality and inclusion.
Cohesion	People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Community	From the school's perspective, the term "community" has a number of meanings: • The school community – the students we serve, their families and the school's staff. • The community within which the school is located – in its geographical community, and the people who live and/or work in that area. • The community of Britain – all schools by definition are part of it. • The global community – formed by European and international links.
Gender Dysphoria	Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.

Part Three

Exemplar equality objectives for inclusion in the school improvement plan

The school might want to set up an equality working party or committee to take the lead on this. This committee could feed its findings into the relevant governing body committee.

To ensure that the school community is well-represented this working party could include pupils with a range of protected characteristics and their parents, the special educational needs coordinator, a member of the leadership group and people from the local community who support groups with protected characteristics.

Information can be used to help identify inequalities which need to be addressed through equality objectives.

Information a school should collect includes:

- Progress and achievement data on individuals and groups (RAISE online, school SIMS termly assessment tracking data, data on interventions, before and after)
- Attendance data on individuals and groups
- Record of bullying incidents (new system from Sept 2012) – **BPRI form & guidance**
- Participation of pupils with protected characteristics in extra-curricular activities, including residential trips and activities out of school, the student council and positions of student responsibility
- Devon's audit toolkit, to analyse information about pupils with special educational needs and disabilities (SEND)
- Satisfaction surveys with staff, parents and pupils about the extent to which they feel that the school is addressing inequalities (including bullying and prejudice), improving outcomes for disadvantaged pupils and promoting positive attitudes. Anonymous surveys can help plug gaps in information, for example it is difficult to collect information that people consider 'private' such as their religion or belief or sexual orientation
- A review of national, regional and local studies

Describe the improvement needed

After analysing the information in the school you might see patterns of unequal achievement or issues arising, for example:

- A group of pupils who are not making expected progress, so the school plans to provide some intervention work, such as group work or mentoring
- Certain groups of pupils, such as disabled pupils, are under-represented in extra-curricular activities, Schools Council and/or residential trips so the school decides to find out why by asking pupils and planning measures that will encourage greater representation
- Attendance is found to be an issue with a particular group of pupils; mentoring is planned to support these pupils
- Data on bullying and prejudice-related incidents shows that a group of pupils with protected characteristics are over-represented as either victims or bullies; the school consults with pupils and, following pupils' responses, reviews and amends the school's anti-bullying programme

Equality objective

Objectives should be specific and measurable

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?

Describe the improvement needed

Plan on-going events that will embrace diversity, encourage positive attitudes and understanding of pupils with protected characteristics including different forms of disability, for example:

- Get involved in National Deaf Awareness Week
- Plan awareness-raising assembly on autism and the difficulties this presents
- Drama and music for the Respect festival to celebrate diversity
- Plan assemblies on cultural events throughout the year, e.g. Chinese New Year, and invite speakers into school
- Hold an anti-bullying week
- Celebrate Gay Pride/LGBT History Month
- Current affairs forum
- Celebration of historical events
- Increase understanding of different religions by visits to different places of worship
- Increase understanding of different cultures through the Youth Cultural Champion Programme or multi-cultural/interfaith events. Use of Skin Deep materials
www.babcock-education.co.uk/ldp/ema
- Visits to local places of worship
- Links with countries through twinning
- Develop links through Schools Linking network

Equality objective

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?

Describe the improvement needed

Audit the curriculum and resources. Does the school take every opportunity to promote and advance equality, for example, where appropriate, are pupils given opportunities to explore issues of identity, equality and racism, including the use of language, and celebrate festivals and traditions of different cultures? Do they learn about world development issues, global issues and our interdependence on each other? In Science, History, Geography, RE, Art etc. are there opportunities to include teaching about the contributions of men and women, gay people and disabled people and our shared human needs and similarities, irrespective of ethnic and cultural background? Are groupings made with equality in mind, for example activities and subjects which are likely to be dominated by one gender?

Are resources reviewed to ensure that they provide children with a range of images and messages about diversity and which challenge stereotyping for example posters, books, computer software?

Can subject leads suggest ways to develop their curriculum? Should time be spent together on looking at this across the school?

Equality objective

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?

Describe the improvement needed

It is a legal duty to implement accessibility plans to increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment to enable disabled pupils to take better advantage of their education and improve the availability of accessible information to disabled pupils. Some examples of strategies might be:

- Develop ICT in the school to support dyslexic pupils, e.g. Dragon Dictate, Read & Write Gold and have information available in different formats for pupils and parents, e.g. on the website, have MP3 audio files which can be downloaded
- Have enlarged copies of the prospectus available
- Buy in a specialist teacher to assess and advise the school on Access Arrangements
- Buy laptops for all pupils who need this Access Arrangement in exams and ensure there is a technician to support
- Increase the number of large-print books in the library
- Sign language support for deaf pupils and loop systems for deaf or hard-of-hearing pupils (seek advice from the Advisory Teacher for Hearing Impairment)
- Seek advice from the Mobility Officer and Advisory Teacher for Visual Impairment for a prospective pupil with visual difficulties and ensure reasonable steps are taken to make the school as accessible as possible and ensure all curriculum materials are enlarged appropriately

Equality objective

Key strategies to address this

Ensure that all staff are aware of their legal duties and understand what the term 'reasonable adjustments' means in practice. Action the school might take could include:

- Training day
- Sharing good practice sessions
- Discussion of situations that could be unlawful as part of regular staff meetings
- Staff planning sessions to draw up a calendar of events
- Use free SEN Inclusion Development programme courses to highlight reasonable adjustments for different groups of pupils with SEN

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?

Describe the improvement needed

The school may need to do more to demonstrate what it is doing. It could set up and regularly review an equality page on the school's website which will show how the school is complying with the Equality Act 2010 and advancing equality of opportunity. You might include:

- The Equality Policy
- Equality objectives, which might be in the school improvement plan
- Minutes of meetings from the equalities group
- Calendar of events for the year which show events planned to promote positive attitudes to pupils with protected characteristics
- Reports to the governing body which show evidence of monitoring and planning to meet the needs of pupils with protected characteristics, for example, numbers of pupils with SEND taking part in extra-curricular activities, results of interventions, report on the attainment of pupils with protected characteristics, bullying and attendance data of pupils by the protected characteristics (note data protection requirements and the need to be careful not to publish information which could identify individual pupils)

It might be a task of the equality group to regularly review the equality information available.

Equality objective

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?

Part Four

Equality checklist / audit

Checklist for school staff and governors on Equality Act 2010 planning

(with suggested evidence in purple)

- ☒ Where possible, necessary and relevant, and in accordance with data protection legislation, is information collected on protected groups (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation) with regard to both pupils and staff? Is this information used to improve the provision of services? Are auxiliary aids and services provided for disabled pupils?

The school gathers such information and uses it to understand the school context in relation to protected characteristics. The Devon SEN audit and framework will show you have collected evidence on pupils with SEND.

Further guidance on monitoring is available from the Equality and Human Rights Commission's website (EHRC). It is advisable to follow guidance and take into account data protection legislation when gathering information about people. You will already collect information in relation to gender, race, disability/SEN and free school meal status. For other protected characteristics such as sexual orientation, other methods of information gathering may be necessary such as anonymous surveys as some pupils may not be 'out' about their sexual orientation. Sexual orientation may not be apparent in primary school children so there would be no need to collect data on this protected characteristic. Other data includes bullying and prejudice-related incidents. Please follow [EHRC guidance](#).

- ☒ Is pupil achievement monitored by protected characteristics? Are there any trends or patterns in the data that may require additional action?

Rigorous systems of analysis of pupil performance data by protected characteristics, including clear monitoring and evaluation by governors, so that any significant differences between groups with protected characteristics are swiftly recognised and investigated. This analysis feeds clearly into school improvement planning.

- ☒ Is pupil attendance data monitored by protected groups? Are there any trends or patterns in the data that may require additional action?

Rigorous systems of analysis of pupil attendance data by protected characteristics, including clear monitoring and evaluation by governors, so that any significant differences between groups with protected characteristics are swiftly recognised and investigated. This analysis feeds clearly into school improvement planning.

- ☒ Is the curriculum equally accessible to all protected characteristics? Are all pupils encouraged to participate in all aspects of school life? How is this shown through representation in school events such as class assemblies and the school council?

Audit and analysis of spread of pupils taking part in different school activities (in relation to protected characteristics).

- ☒ Are the current reporting systems for bullying and prejudice-related incidents understood and followed by all pupils, staff and visitors? (link to BPRI form & Guidance website) and is this information used to make a difference?

Use of new reporting forms, analysis of bullying and behaviour reports/logs, analysis of incidence logs (staff), evidence that governors analyse data identifying any trends and take required actions including ensuring swift action by staff when incidents happen.

- ☒ Are protected characteristics portrayed positively in school books, displays and discussions such as circle time and class assemblies?

Audit of school resources/PHSE and RE curriculum.

- ☒ Does the school take part in annual events such as Deaf Awareness Week, Holocaust Memorial Day, Respect, Black History Month or LGBT (Lesbian, Gay, Bisexual, Trans) History Month to raise awareness of equality and diversity? Does the school actively try to make pupils aware of discrimination and its effects?

Audit of school curriculum - demonstrating how the curriculum and its delivery actively fosters good relations between people, tackles prejudices and promotes understanding.

- ☒ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

School Accessibility Plan is up to date. Outcomes of stakeholder consultation on equality link clearly with the school's equality objectives. The impact of objectives is monitored, measured and evaluated.

- ☒ Is information available to parents, visitors, pupils, past pupils and staff in formats which are accessible if required? Is everyone aware of this?

Stakeholders are made aware that information can be made available in different formats, for example large print, translating services etc, and are consulted on this facility. This might be part of The Accessibility Plan.

- ☒ Are staff aware of the 2010 Equality Act and their responsibilities to comply with the Act? Are they aware of the different forms of discrimination? Are they aware of the term 'reasonable adjustments' and what this means in practice?

Clear evidence of on-going staff training and support. An equality policy is adopted and implemented.

- ☒ Are procedures for the election of parent governors open to all candidates and voters? How are different protected characteristics represented on the governing body and does this broadly reflect the diversity within the community?

The governing body has a recruitment procedure which actively encourages membership from protected groups. Procedures for election are accessible to all protected groups.

- ☒ Have recruitment guidelines been changed to ensure that no health questions are asked at interview, or health questionnaires completed before offering a job? Are reasonable adjustments in place for staff with a disability? Are the recruitment, promotion and training opportunities monitored for staff with protected characteristics?

The school has adopted an up-to-date recruitment policy. Evidence is kept of questions asked at interview. The senior leadership team and the governing body seeks advice and support from Human Resources services when necessary. Staff recruitment, promotion and training are monitored by the governing body.

- ☒ Are equality objectives in place, i.e. has the school identified objectives, drawn up a plan based on information collected on protected characteristics (see above checklist points) and consultation with pupils, parents and staff? Has the school consulted representatives of disabled groups in the community about steps the school is taking to improve access? Does the plan (which forms part of the School Improvement Plan) show how the work supports equality? Are these equality objectives reviewed at least annually?

Audit and consultation are followed by analysis leading to agreed objectives (evidence in governing body annual cycle, agendas and minutes). Objectives form part of School Improvement Plan with clear processes and timelines for monitoring and evaluation. There are clear feedback mechanisms to ensure that stakeholders are informed about the outcomes of equality objectives.

- ☒ Is a system in place to ensure that all new and reviewed policies are routinely checked to ensure that they do not have the potential to disadvantage people because of a protected characteristic?

Clear records are kept of Equality Impact Assessments as seen in minutes of governing body meetings, providing evidence that governors have considered the Public Sector Equality Duty. All governors and staff are made aware of this

requirement. All policies have a dated statement to show not only when the policy was last reviewed but that it was assessed for impact on protected characteristics.

- ☒ Does the governing body have clear and transparent systems which demonstrate how SEN funding, the pupil premium and PEA money (Personal Education Allowance – which is additional money which may be allocated to Looked After Children) are spent, with clear links to how this money is spent and what impact it has on those groups with the relevant protected characteristics?

The school has clear financial systems, with clear lines of accountability, terms of reference and minutes of finance meetings, showing clear strategic planning with regard to these separate streams of funding. the governing body monitors and evaluates the impact of funding on protected groups and can evidence that the funding has a direct impact on school improvement.

- ☒ Has the school set up a system, e.g. an equality page on its website, to show how it is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010?

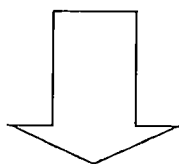
An equality policy is published. Minutes of governing body meetings demonstrate that equality issues have been discussed and addressed. A calendar of events, demonstrates that the school is raising the awareness and understanding of people with protected characteristics (Plus evidence from all other items listed above).

Part Five

Setting equality objectives

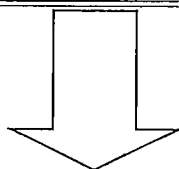
Audit

- Set up an equality working group or committee
- Do an equality audit; use the checklist to help you make a list of issues you might need to address
- Gather and analyse information on pupils and staff by their protected characteristics as appropriate
- Seek the views of stakeholders
- Monitor other policies, considering the impact on pupil and staff by their protected characteristics
- Take the audit and information gathered to the committee responsible for equality; draw up a list of issues to address and prioritise these



Set equality objectives and draw up a plan that will be part of the whole school improvement plan

- Take each issue and set an equality objective that is measurable and specific
- Decide on action, who is responsible, when it will be completed and how it will be monitored and evaluated; there should be clear success criteria. Cost out plans. Publish on equality web-page



Monitoring and evaluation

- Review the equality objectives and accessibility plan at least annually
- When reviewing other policies, consider the impact on pupils and staff by their protected characteristics
- Report outcomes to stakeholders and publish on equality web-page.
- Schools will then need to update the published information at least annually and to publish objectives at least once every four years.

Devon Schools' Frequently Asked Questions on the Equality Act 2010

Updated May 2013

1. Does the Equality Act supersede the other duties?

Yes. The 2010 Act brought together over 200 Regulations and Acts into one single Act. It also introduced some new rights and definitions:

- A right for women to be able to breastfeed their baby in public places.
- New restrictions on asking health related questions when recruiting staff.
- A new concept of *discrimination arising from disability* where discrimination arises because of something connected with a disability such as the use of an assistance dog.
- Changes to the definition of gender reassignment, by removing the requirement for gender reassignment to include medical supervision.
- New powers for employment tribunals to make recommendations which benefit the wider workforce.
- No actual comparator needed for gender pay discrimination (equal pay).

In addition, the Public Sector Equality Duties now cover sexual orientation, age, pregnancy/maternity and religion/belief. These duties apply to public authorities including schools (you will be familiar with them in terms of having to produce a race equality policy, disability and gender equality scheme). The Public Sector Equality Duties now say: A public authority must, in the exercise of its functions, give due regard to the need to (in relation to the protected characteristics):

- Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
- Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
- Foster good relations between people (tackle prejudice and promote understanding).

There are nine *protected characteristics* in the Act. These are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Although the intention of a single equality act was to harmonise many of the protections across the protected characteristics, this has not happened in full. Therefore, some characteristics are exempt from certain provisions. Age, for example, is not covered under the provision of education, and marriage and civil partnership only applies in relation to employment.

Provisions within the Act apply to prospective and current pupils, and in some aspects former pupils, people who use your services or facilities including parents/guardians, contractors, staff and governors.

2. What do we do while we wait for further guidance?

Don't wait! The majority of the Act came into force in October 2010. Almost everything you were doing (or should have been doing) before continues.

Other than a slight change to the wording of the Public Sector Equality Duties, nothing has been taken away.

Some aspects of the Public Sector Equality Duties appear to have been 'watered down'. Previously there was a specific duty to publish *equality impact assessments* and this is no longer an overt part of the new duties, but case law has established that consulting and considering the effects your decisions and practices have on people in relation to their protected characteristics is still a requirement. It is not essential to produce a document called an equality impact assessment - it is more important to engage in the process of giving due regard to your equality duties - but you may find a document is a helpful source of evidence under the specific duty to *publish information*. There is no longer a requirement to produce an equality scheme, but you are required to *publish equality objectives*. You can include these objectives in a scheme, as before, or you can include them in your school development plan, for example. The aim is for equality considerations to be central to business and improvement planning, not something that sits on the periphery.

You will now need to consider how to meet the additional Public Sector Equality Duties of the new Act. This includes giving *due regard to the need to eliminate discrimination, advance equality and foster good relations* for age, religion and belief, pregnancy and maternity, and sexual orientation. You will need to make sure you are taking these characteristics into account, where relevant, in policies and practices and *may* therefore need to set objectives for these characteristics, alongside race, disability and sex/gender equality objectives.

Guidance and some Codes of Practice have been published. To keep up to date and download copies of guidance and Codes, please visit the Equality and Human Rights Commission website.

The Equality Act provides a framework to help schools tackle persistent and long-standing issues of disadvantage, such as underachievement of boys, gender segregation in subject choice and identity based bullying. It reinforces good practice in terms of meeting pupil's needs, improving results and behaviour and creating a positive learning environment for all pupils. Equality is about *everyone* feeling safe and achieving their own potential without unnecessary barriers – often something that sits at the heart of a school's values. If you view it as something different, you are not mainstreaming equality into everyday practice and some groups of children may be 'sitting in your blind spot'.

3. Should we have a policy and what should it look like?

Although there is no requirement in law to have a policy, there is a requirement to publish information to demonstrate how you are giving due regard to the need to eliminate discrimination, advance equality and foster good relations. A policy can contribute towards this requirement.

If challenged in court, having a policy can also act as a defence. A policy is necessary in order to ensure your whole organisation operates in a non-discriminatory way. But this will only happen if you apply your policy in practice. A policy will have little effect if it is not communicated well or reviewed on a regular basis.

It is worth noting that employees can still be personally liable for acts of discrimination where the employer has taken all reasonable steps to prevent an act. If an employer does not take all reasonable steps such as providing staff direction under its equality policy, the employer will be liable for acts of discrimination and harassment carried out by its staff, even if it did not know the member of staff was behaving in a discriminatory way and did not instruct the member of staff to behave in that way.

Devon County Council has developed an outline equality policy for schools which can be found on the Babcock LDP website www.babcock-education.co.uk/ldp. All Devon maintained schools can access this policy for free. Academies can access this policy at a small cost.

To find out more or to obtain your log in details please contact Alice Mcshane, Governor Advisor at alice.mcshane@babcockinternational.com

It's not a good idea to adopt a policy 'off the shelf' without consulting on it (usually with staff and governors) and thinking about how it applies to your own environment. The

process of developing or adopting a policy can be very important. It's a way of engaging people in the subject and getting people to think about how equality applies to them and what they can do to ensure best practice.

Your policy (or policies) should cover all of the protected characteristics:

- Age (in relation to employment and provision of services, but not education).
- Disability.
- Gender reassignment (this *is* relevant for all schools including primary schools. If identified and supported at the earliest age, a child has a better chance of managing gender dysphoria. Although rare, chances are you will encounter a child with gender dysphoria in your school at some time).
- Marriage and civil partnership (in relation to employment).
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality statements and considerations should apply in other policies for example, school uniform, curriculum policies, health and safety, food/catering and discipline. Simply saying "everyone will be treated fairly in the application of this policy...." is not enough. It's important to consider whether a *provision, criteria or practice* within a policy could indirectly (unintentionally or intentionally) discriminate. For example:

- A "no headwear" ruling within a uniform policy can give rise to *indirect discrimination* on grounds of religion and belief (for example, Sikh boys will be disproportionately disadvantaged by this policy). You must also make *reasonable adjustments* for children who need headwear because of something arising from a disability, which can include a long term illness, disfigurement or condition. 'Cornrows' and long hair for genuine ethnic or religious reasons, allergies to materials or other disability needs and gender differences need to be taken into account in uniform policies. You should also make sure that uniform prices for girls and boys are broadly the same.
- A teacher bans all food in the classroom and applies this to all pupils. A pupil with diabetes needs to eat biscuits when blood sugar levels fall but the teacher disciplines the pupil for doing so. This would amount to discrimination even if the teacher did not know the pupil had diabetes and the school did; it is up to the school to make sure relevant staff are informed so that adjustments can be made.
- A disciplinary policy says "three strikes and you're out". A child has developed behavioural problems arising from a disability and would be disadvantaged by this policy if allowances were not made for their behaviour. Don't forget, it is permissible to *treat disabled people more favourably*.

A *provision, criteria or practice* will not amount to *indirect discrimination* if it is to achieve an objective and legitimate aim such as to maintain academic standards, or health, safety and welfare. The reason would need to be appropriate, necessary and proportionate (significantly outweighing the disadvantage).

Uniform policies can create a sense of identity and smartness for the school, but a balance needs to be made in terms of accommodating substantial individual identity and needs. You will probably already do this by providing different styles for boys and girls. Larger schools may find it helpful to consult with local faith groups, such as the Devon Faith and Belief Forum, and parents about incorporating genuine religious requirements into the uniform policy and design – even if you don't currently have children from these backgrounds, you may be inadvertently putting them off. This will ensure your school is inclusive and cohesive for all children by demonstrating that you can value diversity alongside creating a common sense of identity.

4. How do we ensure that our current practice and policies comply with the Act?

As with all things, strong leadership and resources are needed in order to achieve your goals. We recommend you appoint a competent person who will have a good overview of the Act and how it applies to schools. This person should be part of, or have access to, the head teacher and senior management team and have good leadership skills. Smaller schools may want to share a resource and it could be part of a member of staff's duties. You may also want to appoint a governor for equality and build responsibility for equality into the terms of reference for a governors committee. *Sorry, the Equality Officer at DCC does not have capacity to support or advise schools on a one-to-one basis.*

In terms of getting started, the competent person will need to read the Guidance and Code of Practice for Education. These Codes are very accessible and will give them a good overview of the Act as they contain a number of helpful examples. Other Codes of Practice that are relevant to the school environment are:

- Employment (applies to staff and contractors), however your HR support should be familiar with these.
- Services and public functions.
- Public Sector Equality Duties (general and specific duties).

You may or may not be surprised to hear that it is unlawful to:

- Give a pupil detention because they accused, *in good faith*, the teacher of making a racist remark. (This would amount to victimisation if it was made in good faith).
- Treat a female pupil unfavourably (for example, exclude her) because she is pregnant.
- Actively discourage pupils from undertaking certain subjects because of their protected characteristic (for example, "you won't succeed in engineering as a female.")
- Express views that can cause extreme offence or distress. For example, it would not be lawful for a teacher in a faith school* to describe "homosexuality as sinful, unnatural and repulsive" and refuse to cover it in sex and relationships education where a gay pupil is present and therefore unable to obtain relevant information. However, it would be lawful to explore controversial or upsetting subjects related to a characteristic as part of curriculum content. For example, a lesson about the Holocaust could be upsetting for Jewish pupils and other pupils from groups who were targeted such as

Travellers and Gypsies and Deaf people. Likewise, teaching about evolution would not amount to religious discrimination. However, if it is done in a way that causes harassment resulting in a detriment for pupils, this could amount to discrimination.

*Faith schools can restrict admissions and promote a religious ethos provided they do not convey beliefs in a way that involves haranguing or berating a pupil because of a protected characteristic. For example, it would be unlawful for a faith school to exclude a pupil for coming out as gay or declaring a new belief.

All schools are free to carry out collective worship and participate in any religious festivals or activities without this amounting to discrimination because of religion or belief. Pupils are allowed to withdraw from Collective Worship.

Please also see answers in the question below about audit.

5. Who is responsible for making the school environment accessible to disabled pupils?

Under the Equality Act 2010, the local authority has a duty to produce an Access Strategy, schools also have a duty to produce Access Plans in the same way.

Schools in Devon may use the Connect 2 system for their disability access auditing and planning. Many school environments have been improved but some still require improvements.

The Council will plan and organise reasonable adjustments for children with a statement of special educational needs (SEN) who are under the age of 16 based upon information from the SEN team and Occupational Therapists. For example, where a pupil is transferring from primary to secondary school, the Council will be aware and will work with the secondary school on necessary improvements.

The Council can provide some funding to Maintained Schools who do not have financial capacity to carry out the required works. However, these schools should determine first if they can fund any improvement works before contacting Devon County Council. There will be an expectation that the school contributes a proportionate amount (up to 100% of the cost depending on what would be reasonable for the size of the school budget), this is because funding is limited and needs to be prioritised for special cases across Devon.

Free schools and voluntary aided schools will need to fund their own improvement works. Where we are the admissions authority for an Academy School we will work in collaboration with an Academy to make reasonable adjustments for specific children.

We would not fund general improvements to the school environment, unless this is part of a capital programme (new builds) where access issues will be incorporated into those new designs.

6. How do we make sure that our employment practices are in line with the Act?

There are a number of things you could do:

- Adopt model employment policies provided by Devon County Council.
- Audit your practices - further information is provided under question 6.
- Check against the Code of Practice for Employment, provided by the Equality and Human Rights Commission.
- Make sure staff who are responsible for recruiting and managing others are competent (have relevant training and an understanding of best practice in employment).

In particular, you need to make sure that you do not ask questions about disability or health prior to offering work. This includes asking about sickness absence in references or during interview. You can ask questions in order to:

- Check someone is able to take part in tests.
- Make reasonable adjustments.
- Check someone is able to do the tasks, with any adjustments.
- Monitor diversity.
- Take positive action (such as recruiting more disabled people).
- Check the person is disabled because the job must be carried out by a disabled person.

It applies whether job offers are conditional or not. It is not intended to force employers to recruit unsuitable people - if the job requires a medical assessment for certain tasks (such as the ability to drive or lift) then this can be carried out. The intention is to prevent employers making judgements about general health and disability because this can give rise to discrimination.

7. How do we audit our practice?

The Equality Act and previous equality duties use words like "analysis", "monitoring", "information", "consultation" and "impact assessment" – all of which are methods of auditing your practice. Consultation is explained under question 7.

Academies (and other education providers not under local authority control) with more than 150 employees will need to collect and publish workforce data. Schools that are under local authority control need to provide the council with their monitoring data; this is usually collected during recruitment. Data is used to look at the make-up of a workforce and identify if any particular group is over- or under- represented in activities or structures. For example, does the ethnicity profile of the workforce match the profile of the community? If not, are there any barriers that ethnic minority staff face during

recruitment? Are you attracting ethnic minority staff to your school; how do you promote racial equality in general?

Schools already monitor and publish information about pupil progress through the SEF or RAISEonline. Monitoring results and other activities (discipline, exclusions, take up of activities) by appropriate characteristics can help identify inequalities (different outcomes for different groups). The reason for the gap can then be explored and the right intervention put in place to improve results. Schools can make use of the following information to identify any equality gaps:

- Children with disabilities (including, but not limited to, children with Special Educational Needs)
- Ethnic minority children (including children whose first language is not English, Traveller children)
- Boys and girls
- Attainment levels
- Take up of activities
- Exclusions, disciplinaries and grievances/complaints
- Bullying and prejudice related incidents (identity based bullying and one-off incidents)
- Although not a protected characteristic under the Equality Act, you could also monitor progress/access with children who have free school meals, to look at wider determinants of equality such as socio-economic status.

In terms of sensitive, personal data, you should not begin collecting information about the sexual orientation of your pupils. But you should include a method of monitoring homophobic bullying and incidents in the school as part of your procedures for dealing with *bullying and prejudice related incidents*. Homophobic bullying can be directed at any pupil, regardless of their actual sexual orientation. If you have any children with the protected characteristic of gender reassignment please consult further guidance provided by the Equality and Human Rights Commission, particularly in relation to data collection.

Complaints are another form of feedback and provide valuable insight into people's concerns. Monitoring complaints that have an equality/discrimination element to them can help you identify areas for improvement and reduce the risk of court action or protracted complaints.

Governors play an important role in terms of scrutinising school performance and policies. Make sure that when policies are reviewed governors check to ensure they promote equality and do not contain potentially discriminatory clauses. Keep a record of this analysis and include equality related information and objectives as part of the school development planning process.

There is a requirement to publish information. Have a look at your website. To what extent are you communicating 'outwards' of your work around equality? Have you published your equality policy where it is easy to find? Have you published key equality data (this may be part of other data that you publish such as the SEF and in accordance

the Data Protection Act)? Have you published information about your approach for dealing with bullying and prejudice related incidents?

The amount of information your publish, and your overall response to the equality duties, will vary depending upon the size of your school. Therefore, your approach will be *proportionate* to the numbers of children you educate and their needs/backgrounds.

If you do not have any ethnic minority children in your school that does not mean you ignore your race equality duties. For example, you will need to consider how you *foster good relations* by helping the children experience different cultures and discussing racism.

You will also need to take steps to improve access to the curriculum, information and environment for disabled pupils. Your school will need to carry out a disability audit and have a *disability access plan* in place. This will include an audit of the built environment. You probably already have a plan but bear in mind this duty is an *anticipatory* duty meaning you need to consider the needs of future, potential pupils. You could do this by visiting feeder schools/nurseries or pre-schools and discussing access needs with children two or three years ahead of them joining your school. This will give you time to budget for and make any adjustments. Pupils may need a hearing loop, visual aids, ramps or handrails. If you cannot make an adjustment to the built environment, think about how you can make changes in another way. For example, barriers may be overcome through staff training, careful timetabling and allocating accessible classrooms to disabled pupils. However, reasonable adjustments are not always about changes to systems or the environment, a change in behaviour can act as a reasonable adjustment, for example a teacher always faces the class when speaking and minimises background noise so that a child with a hearing impairment can lip-read.

More information will be available in the Codes of Practice for the Public Sector Equality Duties and Education.

Here are some questions to help get you started...

- To what extent is your approach to equality visible? How prominent is it on your website and in your school prospectus? Are your policies up to date and when was the last time you looked? You may not use the word *equality* and you may use words like *inclusion*; it's similar.
- To what extent are equality considerations built into planning, staff appraisal, training and performance monitoring?
- To what extent are you supporting children whose first language is not English?
- How are you building age appropriate gender and sexual orientation issues into sex and relationships education? For example: Are you including information for lesbian, gay and bisexual pupils in secondary school? Are you exploring attitudes and behaviours such as the sexualisation of girls and VAWG (violence against women and girls)? Are you applying your duty to *foster good relations* by teaching boys to respect girls, and visa versa, and ensuring offensive homophobic attitudes are not expressed?

- How involved and informed are parents/guardians, particularly parents who have disabilities or English as a second language? You need to anticipate needs, and if parents cannot access information provided by the school they will not be able to support their child as effectively, and this could affect your results. Do you make sure that information is in a minimum and clear font such as Arial 12 with good contrast between font and background, to assist parents/guardians who have a visual impairment?
- Are you involving disabled pupils in setting targets for improving access to information, the curriculum and the school environment?
- To what extent are you tackling negative gender stereotyping in sports, careers guidance and other aspects of the curriculum? You could discuss *the gender pay gap* within maths or economics, or the extent to which women are represented in world politics and decisions about war. As part of International Women's Day you could ask children to identify the many unsung inspirational women of past and present.
- How representative is the school council? For example, do disabled children take part? Do you take any positive action to support or encourage children who are under-represented to take part?
- Do you continue to provide education and opportunities to a girl who becomes pregnant?
- To what extent do ethnic minority (including White European and Traveller/Gypsy and mixed heritage) children and disabled children participate in extra-curricular activities? Are there more activities for girls than boys (or visa versa). If so, why and what would encourage boys to take part?
- What information are you collecting about bullying and prejudice related incidents? What action are you taking to ensure children are safe? Many schools will have systems in place for responding to racist incidents, but you will now need to consider other aspects including strategies for dealing with homophobic and sexist language.
- What resources are you putting towards equality related initiatives? For example what did you do in relation to community cohesion? Remember that one arm of the Public Sector Equality Duty is to *foster good relations between people* - this is very similar to the former Community Cohesion Duty. You need to think about this for characteristics of age, gender, disability, religion/belief and sexual orientation as well as race. Have you built aspects of *respect and understanding* into the curriculum through lessons such as PHSE, drama based activities, visits and community involvement?
- Does your uniform policy and uniform design make provisions for genuine religious requirements, disability, ethnicity and gender differences?

8. What consultation should we carry out and what should this look like?

Some of this has been answered earlier because consultation is an important part of auditing. Consultation isn't just a method of giving information; it's a way of checking.

You should have already consulted on your disability equality and gender equality schemes.

You will need to reach the whole school community including staff, governors, pupils and parents/governors. You may need to make reasonable adjustments for parents and pupils with disabilities and support parents with limited English language skills.

Consultation and feedback mechanisms such as the school council and surveys with the school community can help provide valuable qualitative information. You could run an equality questionnaire at least once every two to four years to seek views. Search online for "schools equality questionnaires" to see what others have done. Surveying children about equality can show some interesting results. Here are some real example questions and answers from a gender equality survey in a local school:

Has anyone stopped you from doing anything because you are a boy or a girl?

Someone wouldn't let me play because I was a girl (3)

Someone said I couldn't sit with them once because I was a girl

Sometimes naughty boys stop me from listening

Kind of my brother because he says that obviously boys are more supreme

What do we do well for both boys and girls? How do you think we try to make things the same for boys and girls?

You buy things for boys and girls

You keep us all safe

You encourage us to play together

You could be creative when it comes to consultation. Think about involving the school council/forums or build it into a lesson, for example involve the children in creating an anonymous survey.

9. How do we build outcomes into our work?

You need to take an *evidenced based approach*. Look at what your information is telling you and consider this against the Public Sector Equality Duties to advance equality,

eliminate discrimination and foster good relations for all of the protected characteristics. Set *relevant* objectives and targets that are *necessary, proportionate, measurable* and *achievable* to plug any gaps, reduce inequalities and carry out activities which contribute to the duties. These could be included in your *school development plan*.

Outcome based objectives will define an end result. For example:

- "Increase GCSE results for disabled pupils by 10% in two years."
- "To enrich children's understandings of different faiths in Devon, all year 7 children will have visited at least three places of worship including a church, the Synagogue and Mosque by the end of the year."
- "By January, handrails will be fitted to the slope in area A to assist disabled pupils getting around".

10. Further information:

Further information about the Equality Act is available from:

www.devon.gov.uk/equalitylegislation and
www.equalityhumanrights.com/legal-and-policy/equality-act.

The Equality and Human Rights Commission have also produced a resource called Equal Rights Equal Respect for Key Stage 3 teachers of all subjects to help teach about equality and human rights in schools. It is available from their website.

Or contact:

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Information sourced from 'What equality law means for you as an education provider' by the Equality and Human Rights Commission. Further information is available in this guide.

Author: Corporate Equality Officer, Devon County Council. February 2012.

