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1. Principle

Allendale Primary School shares Northumberland County Council's *commitment to making the school a fully accessible and inclusive organisation that welcomes and respects the diversity of its pupils, staff, community and visitors to the school. (NCC Equality and Diversity Policy 2005).*

The Single Equalities and Diversity policy ensures that Allendale Primary School complies with equalities legislation (Appendix 1) and satisfies the Ofsted criteria for making judgements relating to equalities, diversity and inclusive practice. Legislation requires the school to both avoid discrimination and to promote equality for pupils, staff and others using the school facilities.

At Allendale Primary School we are aware that the legislation requires the school to both avoid discrimination and to promote equality for pupils, staff and others using school facilities. However legal responsibility for the implementation of equalities duties rests with the school's Governors, with leadership from the Headteacher and all staff members. However, support from pupils, parents and carers and members of the wider school community are vital in order to ensure the duty is met.

2. Aim of this policy

The aim of this policy is to provide an overall framework for the school's action to:

- Promote equality and eliminate unlawful discrimination for pupils, staff and others using school facilities
- Make it clear that equality and diversity are embedded in all of the school's policies and practices
- Promote community cohesion by creating opportunities for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity

Legislation identifies six equality strands as a structure for this framework:

1. Race
2. Gender
3. Disability
4. Religion/belief
5. Sexual orientation
6. Age

The primary aim of this policy is to avoid discrimination and to promote equality for pupils, staff and others using the school facilities, so that diversity will be recognised as a positive benefit to the community.

The aim will be achieved through including equality themes within the following areas:-

- Pupil's personal development and pastoral care.
- Teaching and learning methods.
- The curriculum itself.
- Assembly themes.

3. Commitment to Equalities and Diversity

Allendale Primary School is fully committed to discharging all of its equalities duties for all pupils, employees and visitors to the school site. The Single Equalities and Diversity action plan contributes to an overall commitment by the school to improve standards and to build a school community with a positive ethos that reflects the wider community.

The school will show it's commitment by:-

- Actively tackling discrimination and promoting equal opportunities.
- Encouraging, supporting and helping all pupils and staff to reach their potential.
- Working with parents and guardians, and with the wider community to tackle all forms of discrimination, and to follow and promote good practice.
- Making sure that equality and diversity is truly embedded in all aspects of school life.

The Local Authority is considered to be a key partner in the development of school policy as it discharges its role,

“To support all schools and other educational institutions to become more inclusive, through ensuring that the quality of learning, the attitudes and aspirations and the physical and mental well-being of every child matters.”

(School Improvement Service, Children's Services, NCC)

The school will ensure that this policy and accompanying documentation are accessible by publishing them in appropriate formats and making arrangements for them to be available on request in large print, Braille or on tape. Where another language is necessary, we will contact NCC for support

The school will ensure that procedures are in place to consider complaints or concerns. Procedures at Local Authority and school level are in place for dealing with allegations of harassment or discrimination and for recording and reporting racist incidents.

The Equality and Human Rights Commission (EHRC) is the enforcement body for equalities legislation and may serve the school with a Compliance Notice if it fails in its specific duties under the Acts. If the school fails to comply within three months of the Compliance Notice the EHRC can ask the courts to order the school to comply.

4. Implementation

These aims will be achieved strategically by aligning an Equalities and Diversity action plan with school priorities identified in the School Improvement Plan. Equality targets and actions are therefore embedded in existing school policies and practice and therefore will be regularly monitored and reviewed as part of normal school procedures.

Responsibilities

A. Governing Body

The governors are responsible for:

- Making sure the school complies with the legislation for all members of the school community.
- Making sure the Equality and Diversity Policy and its procedures are followed.

B. Headteacher

The Headteacher is responsible for:

- Making available the Equality and Diversity Policy so that the governors, staff, pupils and their parents and guardians know about it;
- Making sure the Equality and Diversity Policy is followed; producing regular information for staff and governors about the policy and how it is working, and providing training for them, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination.

C. All staff

All staff are responsible for:

- Promoting equal opportunities and avoiding discrimination against anyone for reasons of age (in relation to employment), disability, race, religion or belief, sex, sexual orientation, or transsexual status;
- Dealing with incidents, and being able to recognise and tackle bias and stereotyping;
- Keeping up to date with the law on discrimination, and taking up training and learning opportunities.

D. Parents/guardians

Parents and guardians are responsible for:

- Supporting the school in implementing this policy
- Making the school aware of any difficulties they might experience in this area.

The school has a commitment to equality when recruiting and employing all staff.

The school will seek appropriate support and training and make it available for all staff, including Governors, in order to fulfil its duty to promote equality.

The policy will be effective from: January 2016

Date for policy review: December 2019

5. Links to existing school policies and practice

The actions in this policy are based on:

- Targets identified in the School Development Plan.
- Existing relevant policies.
- Data used by the school in respect of ethnicity, gender, age, religion and faith.
- Consultation and involvement of all stakeholders.

The above includes:

1. School Development Plan.
2. School Profile.
3. School Self Evaluation (SEF).
4. Extended services.
5. Pupil voice activities.
6. Healthy School's standard.
7. DDA Accessibility plan (Appendix 3).
8. Admissions policy.
9. Curriculum policy.
10. Behaviour policy (Care and Control).
11. Special Needs policy.
12. Anti-bullying policy.
13. Teachers' Performance Management procedures.
14. Recruitment and Selection policy.
15. Pay policy.

The Ofsted report (2014) described the school as “*smaller than average, The proportion of disabled pupils or those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average. The proportion of disadvantaged pupils is below average; Pupils have a good knowledge of the different forms bullying can take, including cyber bullying, and understand the difference between bullying and falling out. They say that there is no bullying and are very confident that if any occurred it would be sorted out very quickly.*”

6. School priorities

Current school priorities are:

- Review of SEN adaptations to ensure the best possible access for all pupils, staff and visitors.
- Embedding the new primary Curriculum for KS1 and KS2.
- Continuing to develop Assessment for Learning and tracking Pupil's Progress across all key stages without levels.
- Developing the use of the outdoor environment to enrich and inspire learning opportunities.
- Developing a successful Primary School and establishing an appropriate and inspiring environment.

7. Consultation

Our school policies are reviewed as part of a rolling programme. Therefore the Single Equalities and Diversity Policy will automatically become part of that on-going rolling programme. An integral part of which is involving various stakeholders in the review process. The extent of their involvement varies depending on the policy under review; however in general, it includes consultation at various meetings with pupils, parents and staff.

8. Policy

Allendale Primary School promotes equality as a contribution to the outcomes of Every Child Matters – be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Race

- The National Curriculum including RE and PSHE will be used to promote race equality and to celebrate cultural diversity.
- The curriculum will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally.
- Accurate information will be kept about the ethnic origin, first language and religious affiliation of all pupils.
- Members of all ethnic and cultural groups will be welcomed and valued.
- All racist incidents will be recorded, investigated and reported to the Local Authority and the governing body.

Disability

- Children with disabilities will be given extra help and support to ensure that they fulfil their potential.
- Children will be provided with the opportunity to meet, interact and learn alongside other children of their own age.
- Detailed records will be kept of the academic progress being made by pupils with disabilities/special needs/learning difficulties.
- The school is committed to early intervention, target-setting and regular monitoring of pupils with disabilities/special needs/learning difficulties.
- Gifted and talented pupils will be given the additional challenge and encouragement required to ensure that they fulfil their potential.
- Appropriate use will be made of Local Authority support services to ensure that pupils with disabilities/special needs/learning difficulties fulfil their potential.

Gender

- Boys and girls will be encouraged to make equal use of all the resources and facilities in the school.
- Boys and girls will be expected to work together in a constructive and positive manner.
- In subjects such as English, Science, History, PSHE and RE, staff will use whatever opportunities arise to explore how boys, girls, men and women have challenged, or can challenge, ideas about gender stereotypes.
- The achievement of boys will be carefully monitored to ensure that the gap between them and girls does not continue to increase.
- Other significant groups will be monitored, such as LAC, FSM etc to ensure that all children achieve their potential.

Age, religion/belief, sexual orientation

- Children, irrespective of their age, sexuality, religion or belief will have access to all the facilities and resources available in the school.
- Children, irrespective of their age, sexuality, religion or belief will always work and play with other children.
- Children, irrespective of their age, sexuality, religion or belief will, if necessary, receive additional support to ensure that their needs and aspirations are met in full.
- Children, irrespective of their age, sexuality, religion or belief will, if necessary, be given extra help and support to ensure that they fulfil their potential.
- Children, irrespective of their age, sexuality, religion or belief will have access to the same broad, balanced and relevant curriculum/range of activities as other children.
- Children, irrespective of their age, sexuality, religion or belief will be involved in decisions being made about their care and education.
- Children, irrespective of their age, sexuality, religion or belief will be protected from name-calling and bullying.
- Children, irrespective of their age, sexuality, religion or belief will have opportunities to learn how people have challenged, or can challenge discrimination and stereotypes based on age, sexuality, religion or belief.

Community cohesion

- Every member of the school community feels a sense of belonging and is valued.
- Strong and positive relationships are developed between people from different backgrounds within the school, its local community, and the national and global communities.
- *Pupil voice* throughout the school will develop the skills of participation and responsible action.
- Promoting high standards of behaviour in the school and developing a sense of personal responsibility in our pupils is regarded as a key contributor to community cohesion.

9. ACTION PLAN

The Action Plan for the Single Equalities and Diversity Policy will link into the School's Priorities, Policies, and Development Plan. Thus the Policy will become part of the existing monitoring and review processes e.g. the annual review of the School Development Plan.

The following are considered to be specific action points appropriate to this policy.

1. We will provide opportunities in the classroom for pupils to discuss and reflect upon issues such as bullying, discrimination, equality, harassment, justice, prejudice, racism and stereotyping.
2. We will ensure that celebrations and festivals important to minority ethnic communities are taught in lessons.
3. We will ensure that the children have access to visits to other places of worship and show respect for others' beliefs.
4. We will encourage members of minority ethnic communities, including parents, to support race equality programmes of study in the classroom.
5. We will record/document examples of lessons, programmes of study and extra-curricular activities that promote race equality and celebrate cultural diversity. Such recording/documentation will include photographic evidence.
6. We will teach about Multi-Cultural celebrations, allowing the children to learn about other countries, continents and cultures and also focus on the culture and diversity of the United Kingdom.
7. We will continue to promote the criteria within the anti-bullying award and work towards reaccreditation.
8. We will ensure that additional resources, such as e-learning, supportive of equality in respect of race, disability and gender are used within appropriate lessons.

10. Monitoring and evaluating

A range of information, including quantitative and qualitative data, will be used to monitor and evaluate the implementation of the action plan.

Progress through the Action Plan will be reported to Governors and Parents through the School's usual feedback procedures.

The school has a procedure in place for recording, reporting and responding to racist incidents. The school also complies with Local Authority procedures so that information can be analysed. This procedure is outlined fully in the separate document **Recording, Reporting and Responding to Racist Incidents: Information for Schools (on www.culturaldiversity)**

Data used for evaluation will include:

- Data by gender, age, ethnicity and disability on:
 - pupil attainment,
 - access to the curriculum and subject areas
 - exclusions from school
 - exclusions from areas of the curriculum, including school trips and extra-curricular activities
 - staff recruitment, retention and career development
- Analysis of racist incident report forms
- Ofsted reports on the school's educational provision and standards
- Consultation with parents, pupils, Governors and the Local Authority

Data will be used to inform the next action plan, ensuring that the commitment to equalities and diversity goes from policy to practice.

The school is required to monitor staff by ethnicity, including:

- staff in post
- applicants for employment, training and promotion

Each priority of the action plan designates a lead responsibility. Those designated will establish lines of accountability and make arrangements for reporting to the Headteacher and subsequently to the Governors in the annual School Profile.

Progress through the action plan will be monitored by the Headteacher and Governors, alongside the School Development Plan. The policy will be reviewed every three years. Updating will take account of changes in the law, government policy, Local Authority and school priorities.

Appendix 1: Requirements by law

COMMUNITY COHESION

From September 2007 schools have a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

Schools are to make this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

A school's community is defined in 4 dimensions: the school community, the community within which the school is located, the UK community, the global community.

Through the Education and Inspections Act 2006 the duty will become part of the Ofsted inspection framework from September 2008.

There are links between this duty and the duty to promote equality, although each has a distinctive focus.

A school's contribution to community cohesion should be organised under three main headings:

Teaching, learning and curriculum

- helping children and young people to learn to understand others
- to value diversity whilst also promoting shared values
- to promote awareness of human rights and to apply and defend them
- to develop the skills of participation and responsible action

Examples: PSHE, citizenship, RE, assemblies, fieldwork, support for EAL pupils

Equity and excellence

- to ensure equal opportunities for all to succeed at the highest level possible
- striving to remove barriers to access and participation in learning and wider activities
- working to eliminate variations in outcomes for different groups

Examples: behaviour and discipline policies, admissions policies, analysing performance data

Engagement and extended services

- to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds
- build positive relations
- receive services which build positive interaction and achievement for all groups

Examples: links with different schools and communities, provision of extended services, intercultural activities, mentoring schemes, schools trips, multi-agency services

Recommended further guidance: Guidance on the duty to promote community cohesion, DCSF P-DCSF-1192-2007

EQUALITIES LEGISLATION

To comply with equalities law, schools have the following General Duties:

RACE

Race Relations (Amendment) Act: Race Equality Duty

The race equality duty is to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups

DISABILITY

Disability Discrimination Acts 1995, 2005:

Disability Equality Duty

The disability equality duty is to:

1. Promote equality of opportunity between disabled people and others
2. Eliminate unlawful disability 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 peoples' disabilities, even if this requires more favourable treatment

GENDER

Equality Act 2006: Gender Equality Duty

The gender equality duty is to:

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

To help meet the general duties there are specific duties to:

4. Have a written RACE EQUALITY POLICY by 2002

5. Monitor and assess the impact of policy, particularly on pupils' attainment/achievement, and take reasonable steps to publish annually the results of this assessment

6. Record, report and respond to racist incidents

7. Prepare and publish a DISABILITY EQUALITY SCHEME by Dec 2006/Dec 2007

8. Involve disabled people in the development of the scheme

9. Set out in the scheme:

- a) How disabled people have been involved in its preparation
- b) Their arrangements for gathering information on the effect of the school's policies on disabled people
- c) The recruitment, development and retention of disabled employees
- d) The educational opportunities available to and the achievements of disabled pupils
- e) The school's methods for assessing the impact of its current or proposed policies and practices on disability equality
- f) The steps the school is going to take to meet the general duty (action plan)
- g) The arrangements for using information to support the review

3. Publish a GENDER EQUALITY SCHEME by April 2007

4. Include if relevant an objective to address the cause of any gender pay gap

5. As part of the scheme:

- a) Consult stakeholders
- b) Gather and use information on how the school's policy and practices affect gender equality in the workforce
- c) Assess the impact of current and proposed policies and practices on gender equality
- d) Implement the scheme within 3 years
- e) Report on progress annually
- f) Revise and review the plan every 3 years

and to inform

10. Implement the scheme within 3 years
11. Report on the scheme annually
12. Revise and review the scheme every 3 years

Recommended further guidance:
The duty to promote race equality, A Guide for Schools, Commission for Racial Equality May 2002
www.cre.gov.uk

Recommended further guidance:
'Promoting Disability Equality in Schools', DCSF available on
www.teachernet.gov.uk

Recommended further guidance:
The Gender Equality Duty and Schools, Equal Opportunities Commission March 2007
www.eoc.org.uk/genderduty

This new legislation makes it unlawful to discriminate against people, other than in the most exceptional cases, on the grounds of sexual orientation, religion/belief or age. Victimisation of a person is also unlawful. Discrimination is unlawful in relation to education, employment and training, the provision of goods, facilities and services to members of the public. Governing bodies need to ensure that policies and practices in their school take full account of these legal requirements to eliminate unlawful discrimination, harassment or victimisation on the grounds of sexual orientation, religion/belief and age.

Recommended further guidance: www.teachernet.gov.uk/equalities

SEXUAL ORIENTATION

Employment Equality (Sexual Orientation) Regulations 2003

RELIGION/BELIEF

Employment Equality (Religion or Belief) Regulations 2003

AGE

Employment Equality (Age) Regulations 2006

OFSTED inspectors will ensure that schools are compliant with legislation as well as evaluating the impact of their actions. It is acceptable to produce a Single Equality Plan covering all of the requirements set out above. There is no requirement to repeat any of the content of this equality plan in the broader school plan, though it may be helpful to cross-refer to make clear how equality is embedded in all of the school's policies and practices.

Evaluations of the school's work in promoting equality and combating discrimination relate directly to the judgement on *how well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can* and also relate to other inspection judgements.

Evidence will be drawn from:

- Discussion with senior staff about attainment data and the relative performance of different groups of learners, including specific evidence that the school is monitoring this data and discussing its strategies to tackle any underachievement with the governing body and stakeholders
- Discussion with senior staff about how the school is promoting its relationships with parents and learners in 'hard to reach' communities
- Discussion with pupils about the effectiveness of the school's strategy to promote equality including its initiatives to combat bullying
- Analysis of the rate of exclusions for pupils from different groups
- Direct observation of learners in lessons and around the school to evaluate the impact of the school's strategies on pupils' outcomes, such as their language and literacy skills, social and cultural development and the ability of learners from different backgrounds to work together.

Source: Inspection Matters Issue 15, Ofsted

Appendix 2: Legislative context

1970	Equal Pay Act
1975	Sex Discrimination Act
1976	Race Relations Act
1986	Sex Discrimination (Amendment) Act
1988	Education Reform Act
1989	Children Act
1995	Disability Discrimination Act
1996	Education (Consolidation) Act
1998	The Human Rights Act
1999	Macpherson Report Action Plan
1999	Voluntary Code of Practice to Combat Age Discrimination
1999	Sex Discrimination (Gender Reassignment) Regulations
2000	Race Relations (Amendment) Act
2000	National Curriculum (revised), inclusion statement
2001	Special Educational Needs and Disability Act
2001	Special Needs Code of Practice
2002	Statutory Code of Practice on Duty to Promote Race Equality
2003	Employment Equality (Religion or Belief) Regulations
2003	Employment Equality (Sexual Orientation) Regulations
2004	Children Act: Every Child Matters
2004	Gender Recognition Act
2004	Civil Partnership Act
2005	Disability Discrimination Act
2006	Statutory Code of Practice on the Duty to Promote Disability Equality
2006	Gender Equality Duty Statutory Code of Practice
2006	Education and Inspections Act (Community Cohesion Duty)
2006	Equality Act
2006	Work and Families Act
2006	Employment Equality (Age) Regulations
2007	Gender Equality Duty
2007	The Children's Plan: building brighter futures

Appendix 3: Accessibility Plan

Allendale Primary School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body of Allendale Primary School, (previously Allendale First School) has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

Statement of Aims

We want our school to be accessible for disabled users now and in the future, not only for any potential disabled pupils, but also for all visiting children or adults who may use the building in the future. As a Governing Body, we are opposed to any discrimination towards a disabled person because of their disabilities. This includes people with physical and sensory disabilities, learning difficulties and people who experience mental/emotional stress.

We adopt the social model of disability, thereby acknowledging that the majority of disabled people are disabled more by society's attitudes and the way that society is organised, than by their impairment. We believe that, wherever possible, disabled pupils should have the same opportunities as their non-disabled peers in their access to education. We aim to be an inclusive school, which provides for all pupils, through increasing access and removing barriers to learning.

Our immediate plan prioritises improving the physical environment of the school to increase the extent to which disabled users may take advantage of the facilities we have, both indoors and outdoors.

In any future proposed alteration to the school, the Governors will consider the possible requirements and implications for disabled users.

Any change in the school curriculum that would increase the extent to which a disabled pupil could participate would be explored, should we admit a disabled child or employ an adult with a disability within school. Any reasonable adjustment would be made, as a matter of urgency.

This Accessibility Plan should be read in conjunction with our DDA Policy.

Allendale Primary School
Accessibility Plan
November 2016
Review date
November 2019

Appendix 4: Further information

- *Legislation on Equality and Diversity, DCSF May 2007 (from www.teachernet.gov.uk)*
- *Schools' Race Equality Policies, from issues to outcomes DFES-1124-2004*
- *Guidance on the duty to promote community cohesion P-DCSF-1192-2007*
- *The duty to promote race equality, A Guide for Schools www.cre.gov.uk*
- *QCA Respect for all audit tool 2006, www.qca.org.uk/inclusion/*
- *Ofsted Race Equality in Education, HMI 589 Nov 2005*
- *The Gender Equality Duty and Schools EOC March 2007*
- *Northumberland County Council's Equality and Diversity policies, www.northumberland.gov.uk*
- *Equality and Human Rights Commission (EHRC, formerly CRE) www.equalityhumanrights.com*
- *Information about the Disability Equality Duty from www.dotheduty.org*
- *Examples of good practice in schools from www.standards.dcsf.gov.uk*

Appendix 5: Glossary

Equality is

- about creating a fairer society where everyone can participate and have the opportunity to fulfil their potential – creating a level playing field
- about removing or reducing all forms of unfair discrimination and has been underpinned by legislation
- about breaking down barriers for people in particular groups such as black and minority ethnic communities, disabled people, gay men/ lesbians/bisexuals/ transgender people, younger and older people, people from different religious & faith backgrounds, and men and women.

NCC Equality and Diversity Policy 2005

Diversity is

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community

NCC Equality and Diversity Policy 2005

Duty

A mandatory and legal obligation to do something

Promote

Contribute to the progress and growth of....

Make publicity for.....

Equality and Human Rights Commission (EHRC)

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

Direct discrimination

When a person is *intentionally* treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or disability.

Direct discrimination is unlawful.

Indirect discrimination

When a provision or practice is applied equally to all but *unintentionally* has a different impact on people so that a person or group are at a disadvantage as a result.

Indirect discrimination is unlawful.

Victimisation

When a person is treated less favourably because they have taken action in respect of discrimination e.g. making a complaint.

Victimisation is unlawful.

Harassment

When a person's dignity is violated or behaviour creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on the grounds of a relevant equalities characteristic e.g. sex, race.

Harassment is unlawful.

Disabled person

Someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

(DDA 2005)

Gender

Two aspects: gender identity is a person's internal perception and experience of their gender; gender role is the way that the person lives in society and interacts with others based on their gender identity