



George Spencer Academy

Equalities Policy

Statement/Principles

This Policy outlines the commitment of the staff and governors of George Spencer Academy to ensure that equality of opportunity is available to all members of the Academy community, both during school hours and through Extended Services. For our Academy this means not simply treating everybody the same but understand and tackling the different barriers which could lead to unequal outcomes for different groups of students in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the Academy community.

These include:

- Current Students (including those absent or temporarily excluded)
- Prospective Students (in relation to admission arrangements)
- Former Students (if there is a continuous relationship based on them having been a student at the Academy)
- Teaching staff
- Support staff
- Parents/carers
- Governors
- Visitors to Academy (including Contractors)
- Students on placements
- Volunteers

We believe that equality at our Academy should permeate all aspects of Academy life and is the responsibility of every member of the Academy and wider community. Every member of the Academy community should feel safe, secure, valued and of equal worth. At George Spencer Academy, equality is a key principle for treating all people the same, irrespective of their:

Age - where this is referred to, it refers to a person belonging to a particular age (eg. 32 year olds) or range of ages (eg. 10-19 year olds).

Disability - a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment - the process of transitioning from one gender to another.

Pregnancy and maternity - pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race - refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief - religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex - a boy/man or a girl/woman.

Sexual orientation - whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Marriage and civil partnership - marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

The above are known as 'protected characteristics' as stated within the new Equality Act 2010 and will be referred to as such throughout this policy.

Our Academy's aim is 'Achieving excellence through innovation and individualised learning'. What underpins this aim is a philosophy of valuing the individuality of all our students. We are committed to giving all our students every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind.

We actively tackle discrimination against any of the 'protected characteristics' and promote equal opportunities and good relations between and amongst all. We aim to ensure that the Academy promotes the individuality of all our students, irrespective of a protected characteristic, attainment or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Discrimination is defined as:

Direct discrimination (someone is treated less favourably than another person because of a protected characteristic).

Associative discrimination (direct discrimination against someone because they associate with another person who possesses a protected characteristic).

Discrimination by perception (direct discrimination against someone because the others think they possess a particular protected characteristic).

Indirect discrimination (can occur when the policy that applies to everyone but disadvantages a particular protected characteristic).

Harassment (employees can complain of behaviour they find offensive even if it is not directed at them).

Harassment by a third party (employers are potentially liable for harassment of their staff by people they don't employ).

Victimisation (someone is treated badly because they have made/supported a complaint or grievance under the Act).

Our Academy admissions policy is equally open to students of all groups.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a more ethnically diverse population.

Current Profile of the Academy

Our learners are drawn from the mixed socio-economic communities of Stapleford and Toton on the western fringe of the city of Nottingham. More students are from Stapleford Ward (mostly having attended Fairfield Primary) with higher levels of deprivation than the Toton Ward. The Stapleford community faces many challenges of socio-economic deprivation. Compared to national averages the adult population is much less well educated with considerably more from low social class households.

Stapleford has

- only 10.4% employees who are managers and senior officials compared with (cf) 16.9%
- more employees in elementary occupations 16.7 cf 8%
- higher unemployment 5% cf 2.2%
- higher population with no qualifications/unknown; 43.3% cf 29.2 %
- lower % with higher levels of qualifications 11.4 cf 23.1%

Stapleford South West also ranks poorly for several key socio-economic categories when benchmarked against the 21 wards of Broxtowe Local Authority District.

Our numbers are stable with a low, less than 2% turnover rate in most years, despite an increasing number of children from army families, based at Chetwynd Barracks. We are aware of evolving demographic trends, and are accordingly proactive. The nature of the Academy population is changing. For example where there has traditionally been a gender balance on intake, the forthcoming years show increased numbers of boys and cohorts of lower ability. Because our 2009 intake is particularly skewed with 56% boys we have instigated strategies to focus on 'boy-friendly' learning styles, through INSET and through Faculty adaptation of Schemes of Learning. (Governors admissions files; Feeder Primary data).

Sixth Form numbers have increased almost to capacity due to the Academy's continued success. Provision has improved since the last inspection. Under the Spencer Time model students are able to study AS levels in Year 11 offering a broader curriculum model.

Most of our 1363 learners are from a White heritage background, including a few White other than British. The number of students with English as a second language (1.75%) and from ethnic minority groups is very low (PLASC data). The highest numbers of ethnic groups represented are White and Black Caribbean (17 students), Chinese (12) and Indian (9).

Because of this we ensure our curricular and personal development programmes actively promote extensive heritage and cultural diversity, international and global dimensions to make students more aware of the multi-cultural world beyond their immediate environment (see ACTIVE Citizenship, Challenge Days and International Schools Award 2008 files).

The faith profile of the Academy is broadly Christian (44%) which is lower than the national average (72%) with many refusing to declare their religion (42%) or no religion (10%). Less than 1% of each of these other religions form part of the Academy community: Sikh, Buddhist, Hindu, Jewish, Muslim. Our Free School Meals (4.9%) is significantly less than the national average (14%) and we keep their needs and performance under careful scrutiny.

The new Equality Act came into force on 1 October 2010, bringing together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that will provide a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act simplifies, strengthens and harmonises the previous legislation to provide Britain with a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The nine main pieces of legislation that have merged are:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006, Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

Other legislation that we as an Academy have used for guidance when preparing this Policy include:

- The Human Rights Act (2000)
- The Children's Act (2004)
- The European Directives
- The respective Codes of Practice associated with the legislation.

Policy Development

This policy will reflect the consensus of opinion of the whole Academy community. It will be reviewed as a result of discussing within a working party made up of representatives of leadership, teaching and support staff, governors and subsequently agreed by the Governing Body.

Monitoring and Review

Equality is identified as an area requiring careful and ongoing monitoring in the School Improvement Plan (SIP) and due regard is given to the promotion of all aspects of equality within the SIP. The members of staff responsible for co-ordinating the monitoring and evaluation are Gary Holmes and Fraser Mitchell. They will be responsible for:

- Leading discussions, arranging training, keeping all staff updated in designated staff meetings and discuss equalities within the Academy community.
- Working closely with the governor responsible for this area who is currently Jamilah Shah.
- Supporting positively the evaluation activities that moderate the impact and success of the Policy.

We annually review the impact of our policies on the needs, entitlements and outcomes for students, staff and parent/carers from the quality strand referred to in this Policy. We pay specific reference to the impact that our policies have on the attainment of students from different groups.

We make regular assessments of students' learning and use this information to track students' progress as they move through the Academy. As part of this process, we regularly monitor the performance of different groups to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans as necessary. Interventions are put in place to support groups of students where the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on student performance information.

Academy performance information is compared to national data and Local Authority data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions
- Incidents of racism, disability, sexist/homophobic incidents and all forms of bullying and harassment
- Parental involvement
- Attendance
- Student attitudes to self and Academy

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Promoting Equality through the Curriculum

Learning and Teaching

We aim to provide all our students with the opportunity to succeed, to reach the highest level of personal achievement and to be aspirational. To do this, teaching and learning will:

- Ensure quality of access for all students and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop students' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the PSHCE, Challenge Days and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion.
- All curriculum areas, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter.
- Seek to involve all parents/carers in supporting their child's education including monitoring our hard to reach parents.
- Provide educational visits and provision of extra-curricular activities that involve all student groupings.
- Take account of the performance of all students when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of students.
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all students regardless of their protected characteristic, ability or social background. All students are encouraged to improve on their own achievements and not to measure themselves against others. Parents/carers are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all students.
- Adults in the Academy will try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The Academy should place a very high priority on the provision for special educational needs and disability. We aim to meet all students' learning needs including the more able by carefully assessed and administered programmes of work (see SEN Policy and Disability Access Plan).
- The Academy must provide an environment in which all students have appropriate access to all facilities and resources.

- All students are to be encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the Academy to ensure that effective learning takes place at all stages for all students.

Curriculum

At George Spencer Academy we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Students will have opportunities to explore concepts and issue relating to identify and equality.
- All steps are taken to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs are taken into account and their learning styles are considered.
- All students have access to qualifications through our Guided Pathways programme which recognise attainment and achievement and promote progression.

Ethos and Organisation

- At George Spencer Academy we are aware that those involved in the leadership of the Academy community are instrumental in demonstrating mutual respect between all members of the Academy community.
- There should be 'openness' of atmosphere which welcomes everyone to the Academy.
- The students are encouraged to greet approved visitors to the Academy with friendliness and respect.
- The displays around the Academy are of high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Although physical access to the Academy can be difficult to a minority of areas for example: English, Maths and Individual Needs (IN). The rest of the Academy is easily accessible and arrangements are always made for students and adults to access any hard to reach areas of the Academy.
- Provision is made to cater for the spiritual needs of all the students through planning of both assemblies, classroom based and externally based activities.

Resources and Materials

The provision of good quality resources and materials within George Spencer Academy is a high priority. These resources should:

- Reflect the principles of all the protected characteristics.
- Reflect 'the reality of an ethnically, culturally and sexually diverse society'.
- Show positive images of males and females in society including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Include materials to raise awareness of equal opportunity issues.
- Be equally accessible to all members of the Academy community consistent with health and safety.
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at George Spencer Academy that all members of the Academy community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self esteem.
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.
- Uses first language effectively for learning where possible.

Extended Services

All our Extended Services provision adheres to this policy via service level agreements for each of our out of hours users.

It is the policy of this Academy to provide equal access regardless of ability to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

We undertake responsibility for making contributors to Extended Services activities aware of the Academy's commitment to equality of opportunity.

All such non staff members who have contact with children are expected to adhere to this policy, our Academy principles and are CBR checked.

Provision for Bilingual Pupils

At George Spencer Academy we make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children.
- Those from refugee families.
- Pupils whom English is an additional language.
- Pupils who are new to the United Kingdom.

Personal Development

- All staff take account of the needs of the protected characteristics as well as the experience and needs of particular groups such as Gypsy Roma and Traveller, Refugee and Asylum Seeker students.
- All students are encouraged to consider the world of work with no discriminatory boundaries placed on them due to any of the protected characteristics.
- All within the Academy's community are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again.

- Positive role models are used throughout the Academy to ensure that different groups of students can see themselves reflected in the Academy community.
- Emphasis is placed on the value that diversity brings to the Academy community rather than the challenges.

Staffing and Staff Development

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

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with continuous training and development, which will increase the awareness of the needs of different groups of students in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

- All posts are advertised and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Steps are taken to encourage people from under represented groups to apply, however staff are appointed to the Academy based on the closest fit to the person specification/job description. Gender is not included in these criteria. We endeavour to appoint the best person for the job.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff inductions.
- All supply staff are made aware of equalities policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact (eg. Safer Recruitment).

Bullying and Harassment

It is the duty of this Academy to challenge all types of discriminatory behaviour, e.g.

- Unwanted attentions (verbal or physical).
- Unwelcome or offensive remarks or suggestions in relation to any of the protected characteristics or about another person's appearance and/or general character.

The Academy has a clear, agreed procedure for dealing with incidents such as these and are logged (please see bullying and harassment policy).

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents/carers to help all students to achieve their potential.

We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the Academy including our parents' forum.
- Encouraging members of the local community to regularly join in Academy activities, e.g. Christmas Fayre, Challenge Days, Work experience, FroGS and the Community Forum.

Responsibility for the Policy

In our Academy, all members of our community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The Academy complies with all equalities legislation relevant to the Academy community.
- The Academy's Equality policy is maintained and updated regularly.
- That procedures and strategies related to the policy are implemented.
- The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

The Principal and Senior Leadership Team are responsible for:

- Along with the Governing Body, providing leadership and vision in respect of equality.
- Overseeing the implementation of the Equality Policy.
- Co-ordinating the activities related to equality and evaluating impact.
- Ensuring that all who enter the Academy are aware of, and comply with, the Equality Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in response to any racist incidents as covered in this policy.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- Not discriminating on grounds of any of the protected characteristics or any other equality issues.
- Keeping up to date with equalities legislation by attending training events organised by the Academy or Local Authority or recognised training provider.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Equal opportunities.
- Pupils' progress attainment and assessment.
- Behaviour discipline and exclusions.
- Pupils' personal development and pastoral care.
- Teaching and learning.
- Induction.
- Admissions and attendance.

- The curriculum.
- All subjects.
- Teaching and learning.
- Staff recruitment and retention.
- Governor/staff training and professional development.
- Partnerships with parents/carers and communities.
- Visits and approved visitors.
- Volunteers.

The Measurement of Impact of the Policy

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on students, staff, parents/carers from the different groups that make up our Academy.

Impact Assessment

A template providing a framework for conducting an assessment of impact is attached to the policy in Appendix A. The guidance accompanying the framework is found in Appendix B.

Originated	October 2009	FRM
Reviewed	October 2010	JW
Reviewed	March 2011	SJO

EQUALITY IMPACT ASSESSMENT – POLICY REVIEW:

October 2010

(Questions for which quantitative and qualitative evidence is required when current policies are being assessed)

1. Outcomes for learners

Do our policies benefit all learners and potential learners: Yes

- whether or not they are disabled?
- whichever their sex, sexual orientation or gender reassignment?
- whatever their ethnic, cultural or religious background?
- whether they are pregnant or on maternity?

Or are some excluded, disadvantaged or marginalised?

2. Recognising relevant differences

Is due account made of the specific needs and experiences of: Yes

- disabled people?
- men and women and their differing experience?
- those of different ethnic, cultural or religious backgrounds?
- those that are pregnant or on maternity?

Or is a 'one size' fits all approach adopted and some excluded, disadvantaged or marginalised?

3. Benefits for the work place

Do all member and potential members of the workforce/students benefit: Yes

- whatever their age?
- whether or not they are disabled?
- whichever their sex, sexual orientation or gender reassignment?
- whatever their ethnic, cultural or religious background?
- whether they are pregnant or on maternity?
- whether or not they are married and civil partnerships?

Or are reasonable adjustments not made so the workforce/students are excluded, disadvantaged or marginalised?

4. Attitudes, relationships and cohesion

Do our policies promote positive attributes towards: Yes

- age?
- disabled people?
- men women and their differing experiences?
- those of different ethnic, cultural or religious backgrounds?
- those that are pregnant or on maternity?
- those that are married and civil partnerships?

Or is there negativity, tension, hostility and/or little mutual contact?

5. Benefits for society

Do our policies benefit society as a whole by encouraging participation in public life of all citizens: Yes

- whatever their age?
- whether or not they are disabled?
- whichever their sex, sexual orientation or gender reassignment?
- whatever their ethnic, cultural or religious background?
- whether they are pregnant or on maternity?
- Whether or not they are married and civil partnerships?

Or are some people excluded, disadvantaged or marginalised?

6. Positive impact on equality

Do our policies help to reduce and remove inequalities between: Yes

- age?
- disabled people?
- men women and their differing experiences?
- those of different ethnic, cultural or religious backgrounds?
- those that are pregnant or on maternity?
- those that are married and civil partnerships?

Or do barriers or inequalities continue (for example in seniority, pay or religious celebrations)?

7. Consultation, involvement and accountability

Are our policies based on involvement of and consultation with: Yes

- all age ranges
- disabled people?
- men women and their differing experiences?
- those of different ethnic, cultural or religious backgrounds?
- those that are pregnant or on maternity?
- Those that are married and civil partnerships?

Or are the views and experiences of all workforce and students not sought or heeded and the views of one group more prominent than another?

Agreed action to be taken:

1. Continue to review Equalities Policy on an annual basis through the appropriate Governor Committee.
2. Review policy in light of any circumstances which may arise throughout the year.

George Spencer School – Principles and criteria for Equality Impact Assessment

The new Equalities Act 2010 came into force in October 2010 bringing together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act simplifies, strengthens and harmonises the previous legislation to provide Britain with a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

All learners are of equal value

All learners and potential learners are of equal value and should benefit from policies, practices and programmes:

- Whatever their age;
- Whether or not they are disabled;
- Whatever their race, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender, sex or sexual orientation;
- Whether they are pregnant or on maternity.

Relevant differences should be recognised

Treating people equally can mean treating them differently. Policies, practices and programme must not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- Age;
- Disability, so that reasonable adjustments are made;
- Race, so that different cultural backgrounds and experiences of racism are recognised;
- Gender, sex or sexual orientation, so that the different needs and experiences of boys and girls, women and men are recognised;
- Pregnancy or maternity
- Married and civil partnerships.

Workforce development

Policies and programme should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- Whatever their age;
- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender, sex or sexual orientation;

- Whether they are pregnant or on maternity;
- Married or civil partnership.

Positive attitudes and relationships should be fostered

Policies and programmes should promote:

- Positive attitude towards age;
- Positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
- Positive interaction and good relations between groups and communities different from each other in terms of race, culture, religious affiliation and faith, and national origin or national status;
- Mutual respect and good relations between boys and girls, women and men.
- Positive attitudes towards being single, married or civil partnership.

Society as a whole which should benefit

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and great participation in public life of:

- Age;
- Disabled people;
- People of a wide range of ethnic, cultural and religious backgrounds;
- Women as well as men;
- Pregnant or maternity;
- Married or civil partnership

Current inequalities and barriers should be addressed and reduced

In addition to avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Age;
- Disabled people;
- People of different race, cultural and religious backgrounds;
- Boys and girls, women and men;
- Pregnant or on maternity;
- Married or civil partnership.

Policy development should involve widespread consultation and involvement People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- Age;
- Disabled people;
- People of minority ethnic, cultural and religious backgrounds;
- Women as well as men;
- Pregnant or maternity;
- Married or civil partnership

George Spencer School – Overview of Responsibilities

	Illegal: <ul style="list-style-type: none"> • Discrimination • Harassment • victimisation 	Duty to promot	Applies to:			Duty to monitor	
			Staff	Pupils	Curriculum	Overall	Specific incidents
Gender (sex)	√ Since 1975	√	√	√	√		X
Gender (reassignment)	√ Covered by 1975 Act	X	√	X	X	X	X
Race	√ Since 1976	√	√	√	√	√	√
Disability	√ Since 1995	√	√	√	√	√	X (except bullying)
Sexual Orientation	√ Since 2003	X	√	√	X	X	X
Religion or belief	√ Since 2003	X	√	√	X	X	X
Age	√ Since 2006	X	√ unless 'objectively justified'	X	X	X	X