

Author: Hawthorn Tree School
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Date for review: May 2021

Legalities

At Hawthorn Tree School, we welcome our duties under the Equality Act 2010 (see Appendix B) to:

1. eliminate discrimination
2. advance equality of opportunity and
3. foster good relations in relation to gender, ethnicity, disability, religion and sexual identity

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We believe that these duties underpin our policy, practice and future school improvement work. We aim to continually reflect on our work and identify further enhancements to our provision and practice.

School Ethos, Vision and Values

In fulfilling the legal obligations cited above, we have the following beliefs:

We believe that all learners, and their parents and carers, are equal:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

We recognise, respect and value difference.

Our policies, procedures and activities must not discriminate but must take account of differences of life experience, outlook and background, and the kinds of barriers and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

We aim to reduce and remove inequalities and barriers that already exist.

We take opportunities to maximise positive impacts of our policies by reducing and removing inequalities, barriers and prejudice with relation to:

- A. disabled and non-disabled people

- B. people of different ethnic, cultural and religious backgrounds
- C. males and females and sexual identity

We aim to promote community cohesion.

We intend that our policies and activities should benefit our community as a whole, both locally, nationally and internationally by fostering greater social cohesion, inclusion and respect for;

- disabled and non-disabled people
- people of a wide range of ethnic, cultural and religious backgrounds
- males and females whatever their sexual identity

The curriculum

We follow the legal framework of the National Curriculum and offer a broad range of enrichment activities to promote active learning and underpin our beliefs in paragraph 2. All children are considered as individuals and we ensure we provide them with a personalised programme of learning.

We promote tolerance, understanding and respect for both genders and all sexual identities, people with disabilities, all ethnicities, religions, beliefs or faith backgrounds. We aim for our curriculum to challenge stereotypes and promote tolerance through studying focused themes where our children may have limited experience.

Developing a voice for all stakeholders

We are fully committed to developing a strong pupil voice for all children that is representative of our school community. We seek to do this through pupil involvement, regardless of gender, ethnicity or ability, in recruitment, school council, steering groups, trialling resources and peer mentoring amongst others. We consult widely with pupils, parents, staff and governors through questionnaires, parent consultation evenings, pupil interviews, school council, informal discussions, staff meetings and governors meetings. Where we identify a lack of representation from a specific group we work hard to promote positive action in order to engage the group e.g. Reading with Dads, providing EAL classes in school.

UNICEF Rights Respecting Schools

As a school we are working on UNICEF's Rights Respecting Schools Award (RRSA) and have received our ROC (Recognition of Commitment). The RRSA recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school also teaches about children's rights and models rights and associated responsibilities and respect in all relationships. We have formed a steering group made up of children, staff, parents and guests who will lead, guide and inform the school in delivering RRS activities, ensuring the whole school community is aware of this work.

Good equalities practice

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- a) pupils' progress, attainment and achievement
- b) pupils' personal development, welfare and well-being
- c) teaching styles and strategies
- d) admissions and attendance
- e) staff recruitment, retention and professional development
- f) care, guidance and support
- g) behaviour, discipline and exclusions
- h) working in partnership with parents, carers and guardians
- i) working with the wider community

Addressing prejudice and prejudice-related bullying

At Hawthorn Tree School we regard all bullying as totally unacceptable and it will not be tolerated. We challenge prejudice around disability, SEN, racism, xenophobia, sexism and homophobia through further

educating the child and involving parents. See Hawthorn Tree Schools Anti-bullying Policy. We report regularly to the governing body about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy. The governing body seeks to be fully representative of the school community and ensure equality of representation and so seeks to actively recruit governors from identified minorities within the governing body e.g. gender, ethnicity. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curriculum and lessons that reflect our equality principles
- support pupils in their class for whom English is an additional language and any other vulnerable groups
- keep up-to-date with equalities legislation relevant to their work.

Actions

Annually, we will draw up or review our equality objective(s) within the framework of the overall School Improvement Plan and processes of self-evaluation, setting out the specific equality objectives we will target. The objective(s) which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objective(s) under review and report annually on progress towards achieving them.

Monitoring and Evaluation

We will collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status and gender. We will maintain and publish quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

The Equality Policy links into the following policies:-

Anti-bullying Policy

SEN Policy

Accessibility Plan

Equality Statement and Objective(s)

Appendix A

Non statutory check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan [*no longer required, substitute Objective(s)*], been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events, which parents, carers and the community attend, held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Ofsted requirements

There are two specific duties; these are that schools should follow:

1. publish information which shows compliance with the PSED and
2. publish at least one equality objective.

The specific duties are meant to help schools and public bodies fulfil their obligations under the general duty. They are designed to be flexible, light-touch and proportionate rather than being bureaucratic or engender a 'tick-box' exercise.

The specific duties require schools to have published information showing compliance with the public sector equality duty, plus at least one equality objective. They will then need to update the published information at least annually and to publish objectives at least once every four years. Examples of possible objectives might be relating to closing the gap in attainment in English for different 'groups' of pupils that the school has identified as underachieving, or improving the attendance rates of pupils from a background where these may be low. These should be specific and measurable.

Equalities and inspection

Overview

The public sector equality duty requires schools to have

1. **due regard to the need to eliminate unlawful discrimination,**
2. **to advance equality of opportunity and**
3. **foster good relations** for pupils, staff and others using school facilities.

Meeting these three requirements contributes greatly to achieving outstanding progress and attainment because achievement of these aims means that pupils work – whether it is in class or in the school – in an ethos and atmosphere of dignity and fairness, where they are free to develop themselves, knowing that differences are respected and they are encouraged to become independent learners and take responsibility for their actions and become good citizens. The inspection framework as a whole and in the four main judgements therefore looks at how a school meets diverse needs and advances equality through its focus on how schools:

- secure and maintain excellent teaching, learning and assessment for all pupils
 - 'narrow the gaps' in achievement between different groups and national standards
 - ensure pupils are free from bullying in all its manifestations including all types of prejudice-based bullying
 - deal with unacceptable behaviour and disruptions to learning
 - build cohesive school communities where all pupils can thrive.
1. An evaluation of how effectively the school actively advances equality of opportunity, tackles discrimination and fosters good relations will contribute to the key judgements.
 2. A key aspect in relation to equality to be inspected is how well the school is promoting the pupils' spiritual, moral, social and cultural development. Schools should have strategies for promoting and monitoring participation by learners in all the opportunities that the school provides and strategies for tackling any discriminatory or oppressive behaviour. Inspectors should consider how well schools know about which groups of pupils are benefiting from extra support or opportunities or not.
 3. Senior staff and governors should know about the relative attainment and progress of different groups of pupils, monitor their performance and other data relevant to improving outcomes. For example, the school should be aware of gender imbalances in 'upper ability' groups, and which groups of learners, for example by ethnicity, are participating in after-school sport. This is information the school needs to help tackle underachievement and any concerns related to the behaviour and safety of different groups of pupils; it may help to show what action is being taken to tackle any discrepancies, for example, in the promotion of spiritual, moral, social and cultural development of different pupils.
 4. The school should also be taking active steps to promote its relationships with all parents and pupils and also those in communities or from groups that it finds hard to reach.

Appendix B

The Equality Act 2010 in Relation to School Pupils

Reference Points & Guidance Documents from Lincolnshire County Council, 2015

- The Equality Act 2010
- *The Equality Act 2010 and schools: Departmental advice for school leaders, School staff, governing bodies and local authorities*, DfE - May 2014
<https://www.gov.uk/government/publications/equality-act-2010-advice-forschools>
- Equality and Human Rights Commission (EHRC) - Schools' Guidance
<http://www.equalityhumanrights.com/advice-and-guidance/education-providersschools-guidance>
- *Public Sector Equality Duty Guidance for Schools in England*, EHRC – July 2014
<http://www.equalityhumanrights.com/publication/public-sector-equality-dutyguidance-schools-england>
- Lincolnshire County Council updated guidance *Dealing with and reporting racist incidents in school*, LCC – publication pending – expected September 2015
- Cornwall Schools Transgender Guidance
<http://www.cornwall.gov.uk/community-and-living/equality-anddiversity/cornwall-schools-transgender-guidance/?altTemplate= Standard>
- Gender Identity Research and Education Society – Toolkit for schools on combatting transphobic bullying: <http://www.gires.org.uk/assets/Schools/TransphobicBullying.pdf>
- Section B01- Pupil Pregnancy and Maternity in this Appendix

Contact Points

General LCC Schools Liaison Officer - Tel: 01522 554884

LCC Legal Services - Tel: 01522 552581 / 552583

Race/Religion -related LCC EMTET (Ethnic Minority and Traveller Education Team) - Tel: 01427 787190

Disability-related LCC SEN & Disability Team - Tel: 01522 553310

Pregnancy/Maternity-related The Pilgrim School - Tel: 01522 682319

Identity-based Bullying LCC Anti-bullying Officer – Mobile: 07767 406413

Overview

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination and the Sex Discrimination Act. The Act consolidates previous discrimination law and extends protection to other characteristics. It applies to all maintained and independent schools, including academies and free schools, and maintained and non-maintained special schools.

There are some exceptions which are not covered by the Act, such as the content of the curriculum, collective worship and admissions to single sex schools and to schools of a religious character. (See Chapter 2 of the DfE guidance for a detailed summary of exceptions).

In addition, of the nine protected characteristics covered by the Equality Act, only seven apply to pupils. The Act makes it unlawful to discriminate against pupils or prospective pupils (and **former** pupils if there is a continuing relationship based on them having been a pupil at the school, such as providing a reference) by treating them less favourably because of their:

- Sex
- Race
- Disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

It is also unlawful to discriminate because of the sex, race, disability, religion /belief, sexual orientation or gender reassignment of another person with whom the pupil is associated (discrimination by association); or to

discriminate because you think a pupil has a characteristic even though you are mistaken (discrimination by perception).

The Act deals with how schools treat their pupils and prospective pupils, so relations *between* pupils are not in scope. However, if a school fails to protect pupils from bullying related to any protected characteristic or treats such bullying less seriously than other forms, they may be guilty of unlawful discrimination. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

In general, persons acting on behalf of the responsible body, including employees, will be liable for their own discriminatory acts. However, the responsible body may also be held liable unless it can show it has taken all reasonable steps to stop the individual from doing the discriminatory act or anything of the kind.

The Act specifies four kinds of unlawful behaviour:

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

Direct Discrimination:

When a person is treated less favourably - because of a protected characteristic – than others without the characteristic would be treated. E.g. to refuse admission to the VI Form because a pupil is a lesbian.

Indirect Discrimination:

Where a 'provision, criterion or practice' is applied generally, with the effect that it places a person with a protected characteristic at a disadvantage. E.g. holding a parents' evening on a day when those who observe a particular religion cannot attend. It is a defence against a claim of indirect discrimination if a school can demonstrate the action is 'a proportionate means of achieving a legitimate aim'.

See the Equality and Human Rights Commission guidance at:

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/educationproviders/schools-guidance/key-concepts/what-discrimination>

Harassment:

Under the Act, harassment has the specific meaning of "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". It may potentially cover both intentional and unintentional acts which give offence.

In schools, the offence of harassment under the Act applies only to harassment because of **disability, race, sex, or pregnancy and maternity**, and **NOT** to religion or belief, sexual orientation or gender reassignment. This does not mean that schools are free to bully or harass pupils on these other grounds; rather that any case against the school would have to be made on grounds of direct discrimination rather than harassment.

Victimisation:

When a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act, for example making an allegation of discrimination under the Act, or supporting another person's complaint by giving evidence or information. A person is protected against retaliation, even where their allegation is incorrect or misconceived, **unless** they were acting in bad faith. Pupils are also protected against victimisation for something done by their parent or sibling in relation to the Act, even where the parent or sibling has acted in bad faith.

Positive Action

Because pupils with protected characteristics may also be disadvantaged for social/economic reasons, or due to past/present discrimination, the Act makes provision for schools to take *positive* action to tackle any particular disadvantage, provided certain conditions are met. These provisions allow (but don't require) schools to take **proportionate** action to address disadvantage faced by particular pupil groups. Such action could include targeted provision, resources or putting in place additional provision.

Positive action is intended to allow schools to provide additional benefits to some pupils to address disadvantage and is **NOT** the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group in a way which exceeded the provisions of the positive action conditions.

Disability

There are important differences in the provision of the Act for those with disabilities. 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 disabled pupils on a more level footing with their non-disabled peers. See 'Chapter 4 – Disability' in *The Equality Act 2010 and schools: Departmental advice for school leaders, School staff, governing bodies and local authorities*, DfE - May 2014

Public Sector Equality Duties

(For a detailed consideration and examples of good practice in schools, see the EHRC guidance - *Public Sector Equality Duty Guidance for Schools in England*, – July 2014)

Since April 2012, schools have been required to publish information showing how they are complying with the new equality duty and to set **equality objectives**. The general equality duty has **three** elements to which schools must have due regard:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it. Further defined as having due regard to the need to:
 - a) Remove or minimise disadvantages
 - b) Take steps to meet different needs
 - c) Encourage participation when it is disproportionately low.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it. In addition to the general equality duty, schools also have **two** specific duties that they are required to carry out. These are:
 - To publish information to demonstrate how they are complying with the equality duty and to update it annually.
 - To prepare and publish (at least once every four years) one or more specific and measurable equality objectives.

Action Points

For a detailed breakdown of schools' responsibilities under the Equality Act, all schools are advised to refer to the publication *The Equality Act 2010 and schools: Departmental advice for school leaders, School staff, governing bodies and local authorities*, DfE - May 2014.

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

To meet the requirements of the first specific duty, i.e. to publish information demonstrating compliance with the Equality Duty, schools should publish as a minimum information on:

- The diversity of the school population.
- How they are performing in relation to the three aims of the equality duty.
- The diversity of their workforce, although this only applies to schools with more than 150 employees.

In addition, schools may publish where relevant: school performance data, antibullying policies, a school development plan and equality milestones, curriculum materials, governing body minutes, equality training materials, and parent and pupil surveys. Schools can also refer to national surveys and other relevant

information from the DfE, OFSTED, the teaching unions and the voluntary sector in the information that they publish.

Chapter Five of the DfE Guidance on the Equality Act 2010 contains useful and practical suggestions about what schools may publish.

To meet the requirements of the second specific duty, i.e. to prepare and publish specific and measurable equality objectives, schools are free to develop objectives which tackle any issue of disadvantage, inequality or discrimination. However, objectives are likely to be most meaningful where they are clearly linked to existing challenges the school is facing or where they address issues or concerns raised by members of the school community. Objectives should ideally be integrated with school improvement and development plans.

Examples of equality objectives:

- Narrowing gaps in attainment between groups of pupils.
- Improving school attendance of pupils from particular groups.
- Increasing the participation of particular groups in school activities.
- Reducing prejudice-related bullying and the use of derogatory language.
- Improving the participation and engagement of different groups of parents and communities.

Please see the guidance by the EHRC for useful case studies on the setting of equality objectives:
<http://www.equalityhumanrights.com/publication/public-sector-equality-dutyguidance-schools-england>

Useful Contacts (By Protected Characteristic)

Sex

Fawcett Society

Fawcett is the UK's leading campaign for equality between women and men. They campaign on women's representation in politics and public life; pay, pensions and poverty; valuing caring work, and the treatment of women in the justice system.

Telephone: 020 7253 2598

Website: <http://www.fawcettsociety.org.uk/>

WISE

WISE helps organisations to inspire women and girls to pursue STEM subjects as pathways to exciting and fulfilling careers. WISE hope to increase the presence of female employees in STEM careers from 13% to 30% by 2020.

Telephone: 01274 724009

Website: <http://www.wisecampaign.org.uk/>

Race

Black Training & Enterprise Group (BTEG)

BTEG is a national charity that runs the Centre for Educational Success which aims to raise and improve the educational attainment of children and young people from black and ethnic minority backgrounds.

Telephone: 020 7843 6110

Email: info@bteg.co.uk

Website: www.bteg.co.uk

Travellers Movement in Britain (TMB)

The TMB seeks to raise the profile of Travellers in Britain and seeks to challenge discrimination and develop national policies that ensure the inclusion of Travellers in all levels of society.

Telephone: Tel 020 7607 2002

Email: info@travellermovement.org.uk

Website: <http://www.travellermovement.org.uk/>

Lincolnshire Gypsy Liaison Group (LGLG)

Mercury House,
Foxby Business Park,
Gainsborough.
Lincolnshire.
DN21 1DY.

Tel: 01427 619521
Fax: 01427 811159
Email: ryalla.lglg@hotmail.co.uk
Website: <http://www.lglg.co.uk/>

Disability

The Alliance for Inclusive Education (Allfie)

Allfie is a national network which promotes inclusive education for all disabled students. It provides a range of resources and training for educators and parents.

Tel: 020 7737 6030

Email: info@allfie.org.uk

Web: <http://www.allfie.org.uk/>

The Council for Disabled Children (CDC)

The Council for Disabled Children provides an information service to parents and professionals on the needs of disabled pre-school children, pupils and students.

Telephone: 020 7843 1900

Email: cdc@ncb.org.uk

Website: <http://www.councilfordisabledchildren.org.uk/>

Scope

Scope is a charity that supports disabled people and their families, and works to ensure high-quality education and support for all children and young people with cerebral palsy and complex needs. Scope has produced a range of training materials to encourage inclusion in all educational settings.

Telephone: 0808 800 3333

Email: response@scope.org.uk

Website: <https://www.scope.org.uk/>

Royal National Institute of Blind People (RNIB)

RNIB is the UK's leading charity offering information, support and advice to almost two million people with sight loss.

Telephone: 0303 123 9999

Email: helpline@rnib.org.uk

Website: <http://www.rnib.org.uk/about-rnib>

Religion or Belief

Board of Deputies of British Jews

The Board of Deputies of British Jews exists to protect and defend the religious rights and civil liberties of British Jewry.

Telephone: 020 7543 5400

Email: info@bod.org.uk

Website: <http://www.bod.org.uk/>

Lincolnshire Standing Advisory Councils on Religious Education

Clerk to SACRE: Andrea Brown

Tel: 01522 553787

Email: andrea.brown@lincolnshire.gov.uk

June 2015

SPCK: The Society for Promoting Christian Knowledge

SPCK provide Christian literature and education, along with materials for collective worship for primary and secondary schools.

36 Causton Street - LONDON - SW1P 4ST Tel: 020 7592 3900

Fax: 020 7592 3939

Email: reception@spck.org.uk

Website: <http://www.spck.org.uk/>

The British Humanist Association (BHA)

The BHA is a national charity supporting and representing non-religious people who seek to lead ethical lives. They also provide information to schools to support education about humanism, and the inclusion of non-religious people.

Telephone: 020 7079 3580

Email: info@humanism.org.uk

Website: <https://humanism.org.uk/>

The Buddhist Society

The Buddhist Society provides online services to help, advise and facilitate greater understanding of Buddhism.

58 Eccleston Square, London, SW1V 1PH

Tel: 020 7834 5858

Email: info@thebuddhistsociety.org

Website: <http://www.thebuddhistsociety.org/>

The Hindu Council UK

The Hindu Council's main purpose is to provide UK Hindus with a voice on national policy matters, whilst enhancing mutual understanding among major faiths predominant in the UK.

492 Beake Avenue

Coventry, CV6 2HS

Email: admin@hinducounciluk.org

Website: <http://www.hinducounciluk.org/>

The Muslim Council of Britain (MCB)

The MCB is a charity which promotes cooperation, consensus and unity on Muslim affairs. It provides advice on educational issues affecting Muslim pupils and students.

Telephone: 0845 26 26 786

Email: admin@mcb.org.uk

Website: <http://www.mcb.org.uk/>

The Sikh Council UK

The Sikh Council UK is the largest representative body of Sikhs in the UK and recognised as the national advocate for British Sikhs.

Email: info@info@sikhcounciluk.org

Website: <http://sikhcounciluk.org/>

Sexual Orientation

Stonewall

Stonewall is the UK's leading lesbian, gay and bisexual charity. It offers a range of resources including information for primary and secondary school teachers, youth workers, parents, local authorities and young people on homophobic bullying. (From February 2015, Stonewall decided to include trans people in its remit.)

Telephone: 0800 050 2020

Email: info@stonewall.org.uk

Website: http://www.stonewall.org.uk/at_school/

Gender Reassignment

Gender Identity Research and Education Society (GIREs)

GIREs provides a wide range of information and training for trans people, their families and professionals, including a Home Office-funded toolkit for education professionals to combat transphobic bullying.

Telephone: 01372 801 554

Email: info@gires.org.uk

Website: <http://www.gires.org.uk/index.php>

Stonewall

See above under sexual orientation

General Equalities Organizations

Just Lincolnshire

Lincolnshire's single Equality Organisation.

The Old Vicarage

Croft Street,

Lincoln, Lincolnshire,

LN2 5AX

Tel: 01522 520174

Mobile: 07867 385826

Email: sue@justlincolnshire.co.uk

Website: <http://justlincolnshire.org.uk/>

Appendix C
Hawthorn tree Primary School
Equality Objectives 2017-2021 reviewed annually

At Hawthorn tree Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. This complies with our UNICEF commitment to the rights of the child with particular reference to Article 1 non-discrimination.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

Objective 1:

To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2:

- a) To raise levels of attainment in core subjects for vulnerable learners.

Objective 3:

- a) To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.
- b) To ensure we positively offer reduced cost opportunities for our vulnerable learners (Pupil Premium) to experience and take part in sporting, musical, environments and artist opportunities to raise self-esteem and aspiration.

Appendix D

Lincolnshire County Council guidance which our Policy and Objectives are informed by and sit within:

1. LCC Equality & Diversity Strategy Dec 2014