

Somerville Federation



Equal Opportunities Policy

Somerville Federation
Approved by Governing body
To be reviewed annually
Somerville Primary School

Equal Opportunities Policy

1 Introduction

The Education Reform Act (1988) states that all pupils are entitled to a curriculum which:-

“promotes the spiritual, moral, cultural, mental and physical development of the pupils of the school and of society, and ‘prepares such pupils for the opportunities, responsibilities and experience of adult life’ ...”

At Somerville Primary we believe it is vital for pupils to develop a facility to function positively within a multicultural society. It is our aim, therefore, to inculcate in our children an awareness of the diversity of the society in which we live. Part of the development will be that the pupils will be able to demonstrate a respect for other people regardless of their ability, race, colour, religion, disability, gender, sexual orientation or age.

It is the responsibility of the teachers to ensure that all the pupils have access to the curriculum and make the greatest progress possible.

“the images which young people form of themselves are influenced from the earliest years by the models presented by the other people, in and out of the schools, by the nature of the curriculum they are offered and the range of choices available.”

(Curriculum Matters 10. P4 HMI 1988)

Teachers will create a positive Learning environment that should reinforce equality of opportunity. The significance of the hidden curriculum in the context is enormous. Actions, attitudes and structures convey powerful messages, which can undermine positive strategies within the formal structure.

Legislative Context

This school is committed to ensuring that the work it does is firmly underpinned by all of the current legislation. The legal framework is viewed as the starting point towards building a culture that values equality and diversity by recognising and appreciating individual needs and differences. This Policy Statement is relevant to the developing and changing circumstances in our community and the Borough of Wirral.

The legislative framework for this Policy Statement is as follows:-

- Equal Pay Act 1970, 1975, Amendment 1984
- Rehabilitation of Offenders Act 1974
- Sex Discrimination Act 1975 Amendment 1982
- Race Relations Act 1976 Amendment 2000. Amendment Regulations 2—3
- Employment Act 1989
- Disability Living Allowance and Disability Working Allowance 1991
- Management of Health and Safety at Work Regulations 1992
- Asylum and Immigration Appeals Act 1993
- The Criminal Justice and Public Order Act 1994
- Race Relations Remedies Act 1994
- Disability Discrimination Act 1995. Amendment 2004

- Employment Rights Act 1996
- Asylum and Immigration Act 1996
- Protection from Harassment Act 1997
- Human Rights Act 1998
- National Minimum Wage 1998
- Employment Relations Act 1999
- Immigration and Asylum Act 1999
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Disability Rights Commission Act 2000
- Special Educational Needs and Disability Act 2001
- The Gender Recognition Act 2004
- Employment Equality (Age) Regulations 2006
- Equality Act 2006

2 Aims and objectives

2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

2.6 We challenge personal prejudice and stereotypical views whenever they occur.

2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

3 Racial equality

3.1 In our school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any

forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour).

3.3 We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. In the RE scheme children find out about other world faiths and religious festivals eg: the children learn the importance of Diwali to Hindus and Sikhs.

3.5 We endeavour to ensure that the resources we use in school present positive multi-ethnic images and monitor this regularly.

4 Disability non-discrimination

4.1 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning.

4.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

5 Gender equality

5.1 We recognise that nationally the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

5.2 We have put in place a number of measures to raise the achievement of the boys. These include:

- dealing with negative aspects of boys' behaviour, including bullying and name-calling;
- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read fiction.

5.3 To make our teaching more boy-friendly, we:

- begin a lesson by stating the learning outcomes, and giving the 'big picture';

- employ a variety of activities, and include a kinaesthetic element;
- deliver work in bite-sized chunks, with 'brain breaks' and new starts;
- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

5.4 We also recognise that at the end of Key Stage 2 in 2015 we saw that girls did not perform as well as boys in those subjects where the school performed better ie GPS and Maths. We are determined in ensuring that girls' needs are therefore met in these subjects so that they have the same access rights as boys and perform as well as their local and national peers.

5.5 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

6 The role of governors

6.1 In this policy statement the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

6.2 The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

6.3 The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

6.4 The governing body will, in its annual report, make reference to arrangements for disabled pupils.

6.5 The governors welcome all applications to join the school, whatever background or disability a child may have.

6.6 The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

7 The role of the headteacher

7.1 It is the headteacher's role to implement the school's policy on equal opportunities, and s/he is supported by the governing body in so doing.

7.2 It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

7.3 The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.

7.4 The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

7.5 The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

7.6 The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

8 The role of the class teacher

8.1 Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

8.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

8.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

8.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book, and draw them to the attention of the headteacher.

9 Monitoring and review

9.1 It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;

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- require the headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

Appendix 1

Ethnicity

The Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000, makes it unlawful to discriminate directly or indirectly against someone on racial grounds. (under the Act, 'racial grounds' means by reason of race, colour, nationality, or ethnic or national origins.)

Definitions are:

Direct racial discrimination:

It is unlawful for an employer to treat an employee or potential employee less favourably on the grounds of their race, ethnicity or national identity. This is also the case for the provision of services. However, in some cases it is possible to undertake positive action to address under-representation in the workforce.

Indirect racial discrimination:

In employment terms, this arises where a requirement or condition is applied to all employees, but is such that a proportion of one group can or cannot comply with it and it cannot be shown to be justifiable on other discriminatory grounds (unless this is demonstrated to be a genuine occupational qualification as defined by the Commission for Racial Equality – (CRE).

Racist Incident:

A racist incident is any incident that is perceived to be racist by the victim or any other person (McPherson Report).

Institutional racism:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages people of a particular cultural or ethnic origin.

The General Duty

The Race Relations (Amendment) Act 2000 places a general duty on this school to:-

- *eliminate unlawful racial discrimination*
- *promote equality of opportunity, and*
- *promote good race relations between people of different racial groups.*

The general duty is supported by a series of specific duties in the areas of policy-making, service delivery and employment. They are the basic steps the school must take to meet the general duty. Under the specific duties covering policy and service delivery the school must publish a Race Equality Policy, keep it up to date and assess its impact.

Disability

The Disability Discrimination Act (DDA) 1995 protects people with disabilities from unfair treatment and discrimination. It makes it a duty for employers and service providers to make reasonable adjustments to make their services accessible to people with disabilities.

Definitions are:

Disability:

Part 1 of the Act defines a disabled person as being someone with a 'physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

Employment provisions:

Part II of the Act contains the employment provisions which apply to employers with 15 or more employees. The provisions, including those that require employers to consider making changes to the physical features of premises that they occupy, have been in force since December 1996.

Access to Goods and Services:

Part III of the Act gives disabled people important rights of access to everyday services that others take for granted. The duties under Part III have come into force in three stages:

- Since December 1996 it has been unlawful to treat a disabled person less favourably because they are disabled.*
- Since October 1999, service providers have had to consider making reasonable adjustments to the way they deliver services in order that disabled people can use them*
- Since October 2004, service providers have been required to either remove, alter or provide a reasonable way of avoiding physical features that make it impossible or unreasonably difficult for disabled people to use a service.*

The 1995 Act was amended by the Disability Discrimination Act 2005, which now places a general duty on public bodies, when undertaking their functions to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons*
- Eliminate unlawful discrimination*
- Eliminate unlawful harassment*
- Promote positive attitudes towards disabled persons*
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons and;*
- Encourage participation by disabled persons in public life.*

Under the specific duties covering policy and service delivery the school must publish a Disability Equality Policy. These amendments came into effect on the 3rd December 2007.

Gender

The Sex Discrimination Act 1975 makes it unlawful to discriminate against women or men, of any age on the grounds of their sex. The provisions of this Act have been amended by the Sex Discrimination Act 1986, to extend the legislation to small businesses, and the Sex Discrimination (Gender Reassignment) Regulations 1999 in order to include outlawing discrimination against transsexuals and those who claim to have no gender. The Equal Treatment Directive which sets out the European Framework of Equality legislation confirms new regulations which came into force on 1 October 2005.

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- Eliminate unlawful discrimination and harassment*
- To promote equality of opportunity between men and women*

This is known as the 'general duty' and it came into effect on 6 April 2007. The duty is intended to address the fact that, despite 30 years of individual legal rights to sex equality, there is still widespread discrimination – sometimes intentional, sometimes unintentional – and persistent gender inequality. Policies and practices that seem neutral can often have significantly different effect on women and on men, often contributing to greater inequality and poor policy outcomes.

Age

Under the EU Employment Directive (2000 78 EC) it became illegal to discriminate in employment and vocational training on the grounds of age on October 1 2006.

Sexual Orientation

The Employment Equality (Sexual Orientation) Regulations 2003 outlaw discrimination and harassment on grounds of sexual orientation in workplaces in Great Britain, both in the private and public sector. In particular they define sexual orientation as orientation towards the same, the opposite, or both sexes. This means that protection is also afforded to heterosexual people under these regulations. They cover all aspects of the employment relationship including recruitment, pay, working conditions, training, promotion, dismissal and references. (For Catholic Voluntary Aided Schools please refer to Appendix C).

Faith, Religion and Belief

The Employment Equality (Religion or Belief) Regulations 2003 outlaw discrimination and harassment on grounds of religion or belief in workplaces in Great Britain, both in the private and public sector. They cover all aspects of the employment relationship including recruitment, pay, working conditions, training, promotion, dismissal and references. (for Catholic Voluntary Aided schools please refer to Appendix C).

6. Statutory Duties

For some time now schools have had a statutory duty to promote equality in specific areas. These areas are ethnicity, disability, community cohesion and gender. Shortly there will be a statutory duty in respect of gender identity as well.

These duties impose broad obligations on schools to:-

- *Eliminate discrimination and harassment*
- *Incorporate a Gender Equality Scheme into the school's Equality & Diversity Policy Statement*
- *Have due regard to the promotion of equality of opportunity*
- *Promote positive attitudes*
- *Encourage participation by minority and under-representative groups in public life*
- *Take steps to take account of people's specific needs*
- *Conduct Impact Assessments*

6. Policy Management and Governance

This school promotes positive and proactive approaches to valuing and respecting diversity.

It is committed to encouraging, supporting and enabling all pupils and staff to reach their potential.

The school management will work in partnership with its stakeholders to establish, promote and disseminate equality good practice and tackle discrimination.

Staff, pupils and other stakeholders contribute to the development and review of this Equality and Diversity Policy Statement and the evaluation of the Policy will be used to identify specific actions.

Responsibilities

Governing Body - ensuring that the school complies with the Legislation.

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- ensuring that the Policy and its related procedures and strategies are implemented.
- Headteacher** - implementation of the Policy and its related procedures and strategies
- ensuring all staff are aware of their responsibilities and are given appropriate training and support
- taking appropriate action in any cases of discrimination
- appointing a member of staff (or self) to deal with reported incidents of racism or racial harassment and co-ordinating race equality work
- All Staff** - promoting equality of opportunity and good relations and not discriminating
- dealing with racist incidents and knowing how to identify and challenge racial bias and stereotyping
- Visitors and Contractors** being aware of and complying with, the schools' Equality and Diversity Policy

There are three strands that drive our Equality and Diversity Policy:

- *Being inclusive* - we want to be an 'inclusive' school and employer and to reflect the community we serve
- *Enable Access* - we want to ensure all our pupils, staff, governors and visitors can access our services
- *Involving All-* we want to make sure that our communication and our consultation activities are fully inclusive

Staffing: Recruitment, Training and Professional Development

The school adheres to recruitment and selection procedures which are consistent with statutory legislation contained in the six strands.

It will take appropriate steps to encourage people from under represented groups to apply for positions at all levels in school.

Employment and professional development of staff will be monitored using the six strands.

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of pupils. Its effectiveness in providing an appropriate curriculum for all pupils is evaluated by its monitoring procedures.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events cater for the needs and capabilities of all pupils and take account of parental concerns related to religion and culture.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.

All pupils have access to the mainstream curriculum.

Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural background and linguistic needs.

Teachers take positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Assessment, Pupil Achievement and Progress

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The monitoring and analysis of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess pupils' progress.

Admission, Attendance, Discipline and Exclusion

Active steps are taken to ensure that all the Admission process is fair and equitable.

The school monitors pupils' attendance by ethnic group and gender and uses the data to develop strategies to address poor attendance.

Provision is made for pupils to take time off for religious observations.

Discipline and exclusions are monitored by gender, ethnicity and background and action is taken in order to reduce any disparities between different groups of pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

Pupils – Personal Development, Attainment, Progress and Pastoral Care

Pupils' attainment and progress in individual subjects are monitored by ethnic groups and the school develops strategies for tackling unjustified disparities in the attainment and progress of particular ethnic groups as appropriate.

Pastoral support takes account of religious and ethnic differences.

Appropriate support is provided for any pupils learning English as an additional language.

All pupils have equal access to extra-curricular activities.

Parents/Carers, Governors and Community Stakeholders

Progress reports to parents/carers are accessible and appropriate, in order to ensure that all parents/carers have the opportunity to participate in the dialogue.

All parents/carers are encouraged to participate at all levels in the full life of the school.

The school works in partnership with parents/carers and the community to develop positive attitudes to equality and diversity and to address specific incidents.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

The school is striving to make links with minority ethnic community groups.

7. **Equality Impact Assessment Activity**

The school is committed to an ongoing programme of impact assessments on existing new policies.

Our approach will be to apply one impact assessment process to cover all six strands to ensure that we come to a rounded view, and that by altering our policy or practice to address the equality issues of one strand, we do not disadvantage another.

8. **Action Plans – Implementing the Policy**

The Equality and Diversity Policy will raise a number of issues which the school needs to address. This will be done through an Action Plan which will cover all six strands.

The Action Plan will show how the Policy will be practically implemented. It will be part of the school's Development Plan.

<i>Appendix A is a Check List to help you gather information in order for you to draw up Equality and Diversity Action Plans. The Action Plans will help you identify goals and show the actions required to achieve them.</i>
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9. **Legal Definitions**

Adverse Impact

Adverse impact is the extent to which a policy disadvantages one or more target group.

Direct Discrimination

This means treating a person less favourably than others are, or would be, treated on the grounds of ethnicity, gender/gender identity, marital status, age, religion and belief, sexual orientation or disability.

Harassment

This is any unwanted conduct, which affects the dignity of all individuals regardless of ethnicity, gender or disability. It includes unwelcome physical, verbal and non-verbal conduct. It may consist of a single incident or a pattern of unwelcome behaviour and can be directed at more than one person. It could even constitute a criminal offence.

Indirect Discrimination

This means imposing a requirement or condition, which applies equally to everyone but is such that a proportion of people in a particular group who are able to comply with the requirement is considerably smaller than that in other groups.

Institutional Discrimination

*“The collective failure of an organisation to provide appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantages minority ethnic people.”
(Macpherson Report – Stephen Lawrence Inquiry)*

Macpherson’s Report led to the first public duty – Race Equality – and was the driving force behind the subsequent duties on disability and gender.

Multiple Discrimination

This occurs when, for more than one reason, a person is treated less favourably than others with those characteristics in the same or similar circumstance, unless there is an objective reason for doing so. An example would be an ethnic minority, female, wheelchair user, who could be treated less favourably for a combination of these reasons simultaneously. In this example all three forms of discrimination are unlawful in their own right.

Positive Action

Positive Action means the deliberate introduction of measures to eliminate or reduce discrimination. There are several different kinds of Positive Action, encompassing the following three areas:-

1. *Action which reveals potential discriminatory policies and practice through, for example, assessing the impact of policies, or monitoring.*
2. *Action which changes discriminatory policies and practice in light of findings. This could include changing the procedures for awarding promotion, if there was evidence suggesting the current system was discriminatory.*

These types of Positive Action are legislated for under the Race Relations (Amendment) Act, the Disability Discrimination Act and the Gender Equality Duty.

The third kind of Positive Action is:

3. *Action which attempts to counter-balance the under-representation or under-achievement of a particular group.*

This is most controversial and most misunderstood type of Positive Action and has been interpreted by some as leading to the implementation of discriminatory practices.

What Positive Action is not:

Positive Action does not involve discriminating against a group or groups of people. Treating individuals from one group more favourably than individuals from another is positive discrimination and is unlawful. An example of unlawful positive discrimination is the use of quotas for determining the number of people from a particular background to be employed. It is important to distinguish 'quotas' from the setting of targets. Targets are about aspirational benchmarks that can be used as success indicators.

What is 'More Favourable Treatment?'

More favourable treatment underpins the Disability Equality Duty and provides explicit recognition of the fact that equality of opportunity for disabled people cannot be achieved by simply treating disabled and non-disabled people alike.

Positive Equality Duties

Positive Equality duties are set out in a number of pieces of legislation but can be summarised as the need to:

- *Promote equality of opportunity between different groups (men and women, people with and without disabilities, people of different ethnic groups, etc).*
- *Promote good relations between people of different ethnic groups.*
- *Promote positive attitudes towards people from different groups.*
- *Encourage the participation of people from different groups in public life.*
- *Take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.*

Positive Impact

A positive impact is one that could benefit one or more target groups, or improve equality of opportunity or the relationship between the groups.

Pressure to discriminate

It is unlawful for a person with authority or influence over another to induce them to discriminate, or to put pressure (directly or indirectly) on another person to discriminate.

Racist Incident

"Any incident, which is perceived to be racist by the victim or any other person."
Macpherson Report – Stephen Lawrence Inquiry.

Vicarious Liability

Employers are responsible for the discriminatory actions of their employees where such actions have been carried out during the course of their duties. The only defence for employers is to show that they have done everything reasonably practicable to prevent an employee committing an unlawful act.

In practice, courts and tribunals have regarded the following as 'reasonable steps':

- *Publishing a comprehensive equal opportunities policy.*
- *Clearly communicating the policy to all staff.*
- *Providing awareness training on the potential for, and implications of, discrimination.*

Training staff in good practice relevant to their jobs (e.g. recruitment, record keeping, monitoring and adopting accepted codes of practice in relation to employment, etc).

Reviewed annually by the Governing Body

The next revision date is:

March 2023