

Single Equality Policy

1. Statement of Principles

At Hillside Specialist School and College we encourage a calm, orderly and friendly environment. We show respect for all members of our community and aim to be consistent in our approach to pupils. We promote positive self-esteem in an inclusive environment that values all.

The Single Equality Scheme brings together Hillside Specialist School and College's approach for promoting equality in our policies and procedures and most importantly in our day to day practice and interactions with the whole School community. We acknowledge that it is important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing quality learning experiences for our children and young people.

Our Single Equality policy outlines the commitment of the staff, pupils and governors of Hillside Specialist School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Hillside Specialist School and College, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

At Hillside Specialist School and College we have built an eclectic approach to pupils learning, taking into account current theories and methods of teaching. All of our pupils display significant difficulties within the 'Triad of Impairment' that is at the heart of the autism. A child's difficulties in language and communication, social relationships, and rigid patterns of

behaviour/thought/interests form major barriers to learning. Our role is to help our pupils to come to terms with, and overcome, these difficulties.

2. School in Context

We aim to:

- Remove/reduce a child's barriers to learning,
- Assist children to develop effective systems of communication and social interaction,
- Develop a child's ability to adapt to, and accommodate change,
- Encourage children to positively manage their own behaviour and difficulties,
- Provide a broad and balanced curriculum that meets each child's needs, including access to the National Curriculum,
- Provide an environment that fosters care and control of pupils to enhance learning opportunities,
- Provide inclusive and transfer opportunities as part of the continuum of education provision,
- Work in partnership with parents/carers and other professionals.

What kind of School are we?

At Hillside Specialist School and College we offer specialist education for children and young people who have a diagnosis of autism.

The School operates within its equal opportunities policies and the ethos of working in partnership to strive to achieve the aims detailed above.

- Currently there are 72 boys and 14 girls are on the school roll
- The ethnic make-up of the pupils registered at the school are as follows:

White British	69
Pakistani	6
White Black Caribbean	4
White and black African	1
White and Asian	1
Any other White	2
Bangladeshi	1
Chinese	1
Indian	1
- There are a minority of pupils where English is not the first language, there are also a number of pupils who are non verbal and use a variety of communication systems to communicate
- All pupils have a diagnosis of Autism Spectrum Disorder
- The school is not physically accessible. There is a ramp in place to access parts of the main building, there are two disabled parking bays

and the signage around the school is in written, symbolic and Braille form.

- The college building is fully accessible.
- There are two pupils who attend school who are registered as Child Looked After.

3. **Ethos and Atmosphere**

At Hillside Specialist School, the leadership of the school community will demonstrate mutual respect between all members of the school community

There is an inviting and friendly atmosphere which welcomes everyone to the school

All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions

All pupils and staff are encouraged and expected to greet visitors to the school with friendliness and respect

The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored

Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

4. **Policy Development – Meeting Our Duties**

Under the statutory duties all Schools have responsibilities to promote race, disability and gender equality. This policy applies to the whole School community including our Governors. This policy has been developed by the Headteacher, School Business Manager and Governors in conjunction with the Local Authorities previous equality policy

Race Equality

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do.

The Governing Body is committed to promoting equality of opportunity, good race relations and eliminating unlawful racial discrimination.

The Headteacher and the Assistant Headteachers are the members of the Senior Leadership Team with designated responsibility for Race Equality. Responsibilities will include the continued monitoring and reporting of racist incidents to the governing body and the LA.

The school will fulfil its commitment to race equality by:

- Valuing diversity and by actively promoting good inter-personal and community relationships.

- Promoting an atmosphere of mutual respect and trust among all members of the school community.
- Ensuring that all staff, pupils and parents are treated with respect and dignity.

Racism/Racial Harassment

The school will fulfil its commitment to race equality by dealing firmly, consistently and effectively with racist incidents, harassment and bullying. All racist incidents will be handled according to Lancashire's Guidelines and Procedures and Racist Incident Report Forms (available from the School Business Manager or Scholl's Portal) completed and given to the Headteacher. The Headteacher will inform the L.A and Governors.

Disability Equality

What do we understand by 'disability'?

A disabled person (child or adult) is someone who has a **physical or mental impairment**, which has a **substantial** and **long-term** adverse effect on his or her ability to carry out **normal day to day activities**. There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

- A **physical or mental impairment** includes sensory impairments: impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- **Substantial** means more than minor or trivial.
- **Long-term** means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- **Normal day to day activities** cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift, carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.
- Some people are automatically deemed to have a disability covered by the Act, those with HIV, cancer, MS and severe disfigurements. There are special provisions for people with progressive or recurring conditions.
- The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long term impairments, which have a significant impact on their day to day activities.

Accessibility

We must ensure that all pupils have access to:

- The curriculum
- Full access to the school environment
- Written information in accessible formats to pupils and parents

We also ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

The general duty to promote disability equality means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminating unlawful discrimination
- Eliminating disability-related harassment
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Gender Equality

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic.

What is the difference between sex and gender?

Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, sex hormones, internal reproductive structures and external genitalia.

Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as him or her (gay or lesbian), people of the opposite sex (heterosexual or people of both sexes (bisexual)).

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their

birth sex. Gender reassignment is the process a transgender person goes through to change sex.

The Governing Body is committed to eliminating unlawful sex discrimination and harassment and to promoting equality of opportunity between men and women. The Governors and staff of Hillside Specialist School and College will develop their knowledge and understanding of gender equality.

The general duty to promote gender equality means that we must have due regard to:

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

The duty also includes the need to consider actions to address the causes of any gender pay gap. Lancashire County Council (the employing body of Hillside Specialist School and College) considers that this has been addressed through the implementation of the Equal Pay Review and unified conditions and pay for school teachers.

5. Monitoring and Review

Hillside Specialist School and College is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and, to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students as advised by the SIMS database.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

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

- Attendance
- Exclusions and truancy
- Racism, sexism, homophobia and all forms of bullying

- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Hillside Specialist School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

The Employment Duty within the legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

We collect and analyse a range of profile information for our staff and governors:

For example, applicants for employment, staff profile, governing body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, exit interviews. All this data is held in line with our confidentiality policy.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

6. Developing Best Practice

Learning and Teaching

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

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- 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 pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources

- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Hillside Specialist School and College, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within Hillside Specialist School is a high priority. These resources:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community.

Language

We recognise that it is important at Hillside Specialist School and College that all members of the school 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 accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Provision for Bi-lingual Pupils

We undertake at Hillside Specialist School and College to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Use first language effectively for learning

Extended Learning Opportunities

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination
- All pupils are encouraged to consider the full range of post 16 opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.
- We have a school council for our pupils and a 'worry' letterbox for any concerns they may wish to raise privately.

Staffing and Staff Development

The names of all our staff and their position within school are displayed on their ID badges and are also available on the schools website. Records of staffing levels, progress and salary details are held confidentially at school and are accessible only to the Senior Leadership Team and office staff.

We recognise the need for positive role models and distribution of responsibility among staff. This includes pupils' access to a balance of male and female staff at all key stages where possible

We actively support and encourage the career development and aspirations of our school staff. All new staff are given an induction handbook and mentor who undertakes a full induction. The handbook contains policies that staff must be aware of with immediate effect of their employment. These include Child Protection, Health & Safety, E-Safety (to name but a few).

All staff within school have an annual appraisal with their line manager. This allows the Senior Leadership Team to monitor and track progress, provide and support relevant training and development. Celebrate successes and set targets in line with the School Improvement Plan.

Staff Recruitment

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. At least one member of the panel is trained in safeguarding and safer recruitment. Employment policy and procedures are reviewed regularly to check conformity with legislation and support.

Partnerships with Parents/Carers/Families and the Wider Community

At Hillside Specialist School and College we work closely with parents/carers and the local community to help pupils to achieve their potential. We actively encourage comments, suggestions and feedback from our parents/carers, staff, governors, outside agencies and the wider community that assists us in the positive development of the school, our policies including Single Equality Policy and School Improvement Plan (SIP).

We involve these groups by the following means and welcome their input:

- Contact with parents/carers through meetings, home to school diaries
- A dedicated HLTA focussing on strategies to engage parents/carers
- Questionnaires/Annual Reviews
- Staff meetings and weekly morning briefing
- Termly Governor meetings
- Local Authority advisors and external agencies
- Stay and Play sessions for our Early Years class (termly basis)

7. Roles and Responsibilities

The School Equality Scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the Schools self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

- Our governing body will ensure that the school complies with statutory requirements in respect of this Policy and Action Plan
- The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the Governing Body
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

8. **Commissioning and Procurement**

Hillside Specialist School and College will ensure that we buy services from organisations that comply with equality legislation. This will be a factor in any tendering process.

9. **The Measurement of Impact of the Policy**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

10. **Publicising the Policy and Plan**

The Single Equality Policy will be published on the school website for Parents/Carers, Staff and Governors to access. Staff will be made aware of changes to the policy via a staff newsletter issued on a termly basis. The policy will also be available for staff to access via the policy section of the t:\ drive. The policy will be reviewed **every three years** by the Governors of the School Effectiveness Committee (SEC). An Action Plan in relation to the policy will be collated and reviewed **annually** with any actions/development clearly detailed under a Single Equality Heading within the SIP.

11. **Annual Review of Progress**

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Scheme and Action Plan and continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of information gathering activities for race, disability and gender and what has been done with this information.
- A summary from equality impact assessments undertaken.
- An update of the progress made against priorities.
- Celebrating what has been achieved in relation to promoting community cohesion.
- Produce an Annual Report with regard to all aspects of race, disability and gender within the Single Equality Scheme and Action Plan.

12. **Equality Impact Assessments**

Undertaking equality impact assessments (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, and sexual orientation as part of this process.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our pupils and staff and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

Appendix – Equality Legislation Guidance

What does a school need to do?

(Note: The duties outlined below are now elements of the Public Sector Equality Duty)

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

The Race Equality Duty

What is it?

- The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976
- It came into effect from April 2001

Who is covered?

- Pupils, parents/carers, prospective pupils and parents/carers, staff, job applicants, governors and others using school facilities

General duties

- Tackle racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups

Specific duties

- From May 2002 publish a Race Equality Policy which includes an implementation strategy or action plan (effectively a Race Equality Scheme), monitor it annually and review it every three years
- Involve appropriate and diverse stakeholders in developing the policy
- Monitoring the impact of the school's policies on pupils' performance and progress
- Provide ethnic monitoring data on their staff in regular returns to the Local Authority

Reporting racist incidents in schools

Schools are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

substantial (more than minor or trivial)

adverse

long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

General duties

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities.

Specific duties

- From December 2006 for secondary schools and from December 2007 for primary schools, special schools and PRUs, must prepare and publish a disability equality scheme, monitor it annually and review it every three years

- Involve disabled people in the development of the scheme

- Set out in their scheme:

how disabled people have been involved in its preparation their arrangements for gathering information on the effect of the school's policies on:

- the recruitment, development and retention of disabled employees
- the educational opportunities available to and the achievements of disabled pupils
- the school's methods for assessing the impact of its current or proposed policies and practices on disability equality
- the steps the school is going to take to meet the general duty (the school's action plan)
- the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.

- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

General duties

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between male and female pupils and between men and women
- Promote good relations

Specific duties

- From April 2007, prepare and publish a Gender Equality Scheme, showing how the school will meet its general and specific duties and set out its gender equality objectives, as well as its plans for stakeholder consultation and impact assessment
- Monitor the scheme annually and review it every three years.

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.