

St Katherine's School

St Katherine's Single Equality Scheme 2015-18

Next Review: June 2018

Signed : _____ **Dated :** _____
Headteacher

Signed: _____ **Dated :** _____
Chair of Governors

St Katherine's Single Equality Scheme 2015-18

St Katherine's general context

St Katherine's School population is made up of approximately 30-40 widely dispersed feeder schools. The majority of students (approximately 40 per year) arrive from our immediate geographic area in Pill and Ham Green. The remaining students (approximately 100) are drawn from a very widely dispersed area which changes from year to year.

The immediate local area in which St Katherine's is located has a population with the full range of economic and social diversity.

St Katherine's characteristics

St Katherine's School is a medium sized school with characteristics which vary between different year groups more than most other schools. Beyond the village primary school, there are no clearly defined and established feeder schools for the school. Parent's and young people choose the school for very individual and bespoke reasons but overwhelmingly cite the high quality of care, extra-curricular activity and personal relationships as determining factors in their choices. This means that each cohort is unique and the school serves young people and families who may hold differing values, aspirations and prior attainment. What is common to them is the commitment they make to the school as shown by their willingness to undertake a significant journey each day. St Katherine's is a truly comprehensive school.

Learners are drawn from a city setting of high employment, however, there are pockets of serious socio-economic deprivation which can be hidden to us. The number of students who are classed as Pupil Premium is almost equal to national average. (approximately 35-40 learners in each year group) We have relatively few students from ethnic minority backgrounds. Attainment on entry is assessed using Key Stage 2 test results and CATs which are administered early in Year 7. The number of students from backgrounds other than English, faiths other than Christian or whose first language/language spoken at home is not English is well below the national average. We have typical profiles of students from each prior attainment banding. The dispersed nature of some of our families can also mean that some families and communities are very difficult to engage.

Of biggest significance is the highly mobile nature of our school population. We are in the top fifth of schools nationally for students who leave and enter the school.

In summary, the pertinent factors that can impact on equality and diversity at St Katherine's are:

- The limited mix of students from different religious and ethnic backgrounds
- Understanding the influences, backgrounds and needs of such a widely dispersed community
- Progress of students who are disadvantaged
- Hidden deprivation

St Katherine’s Equality Analysis 2015

Summative data is analysed on an annual basis to judge the impact on different student groups with protected characteristics. This includes both quantitative and qualitative data.

The headlines from 2015 analysis of three year trends for attendance and exclusions is show below. A more detailed analysis on which these judgements are made can be found in appendix A.

Protected Characteristics

Evaluating equality by ethnic background	Nothing indicated for 2014-15	No further actions recommended
Evaluating equality by 1 st language other than English	Nothing indicated for 2014-15	No further action recommended
Evaluating equality by religious belief	Nothing indicated for 2014-15	No further actions recommended
Evaluating equality by LAC/ Service Children Indicator	St Katherine’s School produces analysis for Governors annually. This information is confidential as it would easily identify individual students. Nothing indicated for 2014-15	No further actions recommended
Evaluating equality by disability (Using SEN status as proxy indicator)	Nothing indicated for 2014-15	No further actions recommended
Evaluating attainment and achievement by groups	Nothing indicated for sex, race or religious beliefs for 2014-15	No further actions recommended

Non-protected Characteristics

Evaluating equality by Pupil Premium Indicator	There has been improvement over the past three years and persistent absence is marginally higher in the pp compared to non-pp group, but both are better than national averages. FTE for pp compared to non-pp has improved over the last three year but still higher.	Further actions recommended. Please refer to Pupil Premium report to see how St Katherine’s is planning to reduce the gap further.
Evaluating attainment and achievement by comparing pp and non-pp group	Performance for pp group better than national pp group and within school gap is closing rapidly. Further work needed to close gap.	Please refer to Pupil Premium report to see how St Katherine’s is working to reduce the gap further.

Bullying and racist incidents

Bullying and racist incidents are low. Whilst there is no absolute requirement to keep a log of racist incidents, we continue to do so for self-evaluation. We take a strong stance on any form of bullying and use restorative justice practices where appropriate to educate young people in how their actions impact on others. We challenge inappropriate use of language as well as other unacceptable behaviours.

Parents Feedback 2015

- 88% of parents believe their child is treated fairly by teachers
- 93% believe their child respects their teachers
- 90% are happy about the things their children are learning
- 75% believe the school helps their child get along with people from other backgrounds (24% had no view)
- 85% of parents would recommend the school to another parent

Curriculum

Our curriculum was judged as good at Ofsted 2012 and continues to offer a range of academic and vocational pathways which are valued equally and maximise student choice. Funding is allocated to a range of intervention programmes that include catch up and support for identified students. Extra-curricular opportunities are rich and varied with all students encouraged to attend. A wide cross section of students are represented in these opportunities.

Our support structures provide high levels of care for students with special educational needs as well as students who are vulnerable and require focused interventions to overcome barriers to learning.

We are proud of our SMSC provision at St Katherine's and students can expect to hear positive message about challenging discrimination and prejudice and promoting equality for all throughout the curriculum and extra-curricular activities.

St Katherine's Equality Objectives

Schools are free to choose equality objectives that best suit their individual circumstances and contribute to the welfare of their students and the school community. Objectives are not intended to be burdensome or a 'tick box' exercise, but they should be specific and measurable. They should be used as a tool to help improve the school experience of a range of different students. A school should set a minimum of one objective and as many as it believes are appropriate to its size and circumstances; the objectives should fit the school's needs and should be achievable.

In our school, we have a detailed self-evaluation calendar which informs our school improvement planning. We ensure that the objectives set out here, have specific measurable success criteria and planned actions as part of this process.

Equality objectives in relation to protected characteristics

to ensure all students maintain high levels of attendance with no significant variation between student groups

(target for 2015/16= 96% for majority of learners, above national for PP group)

to continue to raise attainment in English for all, narrowing the male-female gap

(meet and exceed national at each starting point)

to improve understanding and experience of LGBT students in school, ensuring that the whole school population is more acutely aware of the language they use and its impact on others

(all year groups to have received education and training at least once as part of assembly programme and

completed PSHE scheme of work at KS3, two staff to be nominated as LGBT experts and attend Stonewall training, cascade training to be in place for all staff by end of 2015.)

to encourage girls to consider non-stereotyped career options

(By end of 2016: identified groups to attend at least 4 CIAG events during KS3 and KS4, assembly programme to promote alternative careers at least 4 times each year in all year group, subject level guidance to be in place)

(See School Development Plan 2012-13, 2014-15, 2015-16 for planned actions)

Equality objectives in relation to non-protected characteristics

to improve attainment and achievement of PP students in relation to non-pp students

to focus on raising attainment and progress in Science for all groups

(See Pupil-Premium Plan 2012-2013, 2014-15, 2015-16 for planned actions)

These objectives will be reviewed annually in line with our self-evaluation calendar and planned actions updated in the next development planning cycle.

Appendix A Detailed Equalities Monitoring Data 2012-2015

It is a legal and ethical responsibility to consider the equality of opportunity for different groups of learners at St Katherine's School. This report compares the groups of learners in terms of their attainment, progress, attendance and exclusion rates. This is the most readily accessible data that is supported by national data sets to enable comparisons.

We have made considerable progress over the past three years improving attendance, attainment, and behaviour for all groups. Whilst social disadvantage is not part of equalities legislation, it is an important aspect of our school. We have therefore included some analysis to also compare students who face social disadvantage compared to those who do not. The proxy indicator used for this analysis is pupil premium group (Free School Meals within the last six years).

Examining equality by ethnic background	Nothing indicated for 2014-15	No further actions recommended
Examining equality by 1 st language other than English	Nothing indicated for 2014-15	No further action recommended
Examining equality by religious belief	Nothing indicated for 2014-15	No further actions recommended
Examining equality by Pupil Premium Indicator	Whilst improving over the last three years, persistent absence and FTE are greater in the pupil premium group than the non-pupil premium group. The gap is narrower at St Katherine's School than for other schools nationally.	Please refer to Pupil Premium report to see how St Katherine's is planning to reduce the gap further.
Examining equality by LAC/Service Children Indicator	Nothing indicated for 2014-15	Please refer to annual LAC report to see how St Katherine's has supported learners.
Examining equality by disability (Using SEN as proxy indicator)	Nothing indicated for 2014-15	

Examining attainment and achievement by groups	Nothing indicated for sex, ethnic background, religious beliefs for 2014-15 Performance for pp group better than national and within school gap closing. Further work needed to close gap.	Please refer to Pupil Premium report to see how St Katherine's is planning to reduce the gap further.
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Examining equality by ethnic background

The table overleaf examines exclusions and attendance of learners in different ethnic groups. For 2014-15, the data represents terms 1-4, where other years are the data used in RAISE.

The actual numbers of students in each ethnic group in 2014 are given. This is to show that where a % may look very high, this is because of the very small number within the particular ethnic group. No analysis can be undertaken as the student group is too small to draw any valid conclusions. Data in brackets represents the national figures taken from RAISE. There is no national figure for the current academic year.

You can see that White British make up the majority of learners and that as exclusions have fallen overall in the school, we now exclude less than national for this group.

The % of students with persistent absence has reduced dramatically over the last three years, and for all groups. Where the % is high in 2014-15, this is because there are very few numbers in the ethnic group so no analysis can be drawn.

Overall, there is no indication that inequality is an issue in relation to exclusions or persistent absence.

Ethnicity	No of pupils in school 14-15	Fixed Term Exclusions as a % of student group excluded			Actual number of students excluded fixed term 2014-15	% of student group with more than 15% absence			Actual number of students with more than 15% absence 2014-15
		2012-13	2013-14	2014-15		2012-13	2013-14	2014-15	
White British	709	21.3% (8.53%)	12.71% (7.02%)	4.65%	33	10.4% (7.3%)	6.1% (6.3%)	3.2%	23
White and Black Caribbean	19		10% (14.4%)	10.52%	2		5.6% (8.6%)	5.3%	1
White and Black African	4	10.53% (18.51%)	50% (8.77%)	25%	1				
White and Asian	8						14.3% (5.4%)	12.5%	1
Indian	11								
Pakistani	3								
Any other Asian background	3			33%	1			33.33%	1
Black African	15	9.09% (10.28%)	16.67% (7.35%)			13.3% (2.2%)	11.8% (1.8%)		
Any other mixed background	17	8.33% (10.04%)	12.5% (7.63%)			13.3% (6.9%)			
Refused to say	1								
White Other	3								
Any Other Black	2			50%	1				
Any other Ethnic Group	2					100% (4.4%)			
Bangladeshi	4		12.5% (4.09%)						
Black Caribbean	7					14.3% (6.1%)			
Chinese	1								
White Eastern European	6								
White Western European	8								
Total:	823				38				26

Examining equality by 1st language other than English

The table below examines exclusions and attendance of learners by different language groups. For 2014-15, the data represents terms 1-4, where other years are the data used in RAISE.

The actual numbers of students in each ethnic group in 2014 are given. Data in brackets represents the national figures taken from RAISE. There is no national figure for the current academic year.

You can see that English speakers make up the majority of learners and that as exclusions have fallen overall in the school, we now exclude less than national for this group.

The % of students with persistent absence and FTE has reduced dramatically over the last three years, and for all groups.

Overall, there is no indication that inequality is an issue in relation to exclusions or persistent absence.

1 st Language other than English	No of pupils in school 14-15	Fixed Term Exclusions as a % of student group excluded			No of pupils excluded fixed term	% of student group with more than 15% absence			No of pupils with more than 15% absence
		2012-13	2013-14	2014-15		2012-13	2013-14	2014-15	
English	787	20.59% (8.87%)	12.37% (7.19%)	4.70%	37	7.2% (5.9%)	5.9% (6.1%)	3.3%	26
Other than English	36		6.52% (4.85%)	2.77%	1	9.0% (4.9%)	2.3% (3.9%)	0	0
Total	823				38				26

Examining equality by religious belief

There is no RAISE or national data to compare. The data is used from our internal records and represents terms 1-4 for each year.

Overall, there is no indication that inequality is an issue in relation to exclusions or persistent absence.

Religion/Belief	No of pupils in school	Fixed Term Exclusions as a % of student group excluded		No of pupils excluded fixed term	% of student group with more than 15% absence		No of pupils with more than 15% absence
		2013-14	2014-15		2013-14	2014-15	
Christian	310	1.87%	3.87%	12	6.56%	3.22%	10
Buddhist	4		25%	1		25%	1
Jewish	2		0	0			
Sikh	7		14.28%	1		14.28%	1
Muslim	27		3.70%	1	10.3%		
Hindu	4		0	0			
No Religion	385	4.46%	4.67%	18	9.18%	2.59%	10
Other religion	15		0	0		13.33%	2
Refused to say	5		0	0			0
Blank	64	4%	7.81%	5	16.21%	3.12%	2
Total:	823			38			26

Examining equality by Sex

The table below examines exclusions and attendance of learners by sex. For 2014-15, the data represents terms 1-4, where other years are the data used in RAISE.

The actual numbers of students in each group in 2014 are given. Data in brackets represents the national figures taken from RAISE. There is no national figure for the current academic year.

The % of students with persistent absence and FTE has reduced dramatically over the last three years, and for all groups.

Overall, there is no indication that inequality is an issue in relation to exclusions or persistent absence.

Sex	No of pupils in school	Fixed Term Exclusions as a % of student group excluded			No of pupils excluded fixed term 2014-15	% of student group with more than 15% absence			No of pupils with more than 15% absence 2014-15
		2012-13	2013-14	2014-15		2012-13	2013-14	2014-15	
Female	405	13.89% (4.92%)	9.15% (4.06%)	3.95%	16	12% (6.6%)	6% (5.2)	3.20%	13
Male	418	25.05% (12.13%)	14.86% (9.65%)	5.26%	22	7.3% (7.2%)	4.4% (4.9%)	3.11%	13
Total:	823				38				26

Examining equality by Pupil Premium Indicator

The table below examines exclusions and attendance of learners by Pupil Premium Indicator. For 2014-15, the data represents terms 1-4, where other years are the data used in RAISE.

The actual numbers of students in each group in 2014 are given. Data in brackets represents the national figures taken from RAISE. There is no national figure for the current academic year.

The % of students with persistent absence and FTE has reduced dramatically over the last three years, and for all groups.

Whilst improving over the last three years, persistent absence and FTE are greater in the pupil premium group than the non-pupil premium group. The gap is narrower at St Katherine's School than for other schools nationally.

	No of pupils in receipt of PP 2014-15	Fixed Term Exclusions as a % of student group excluded			No of pupils excluded fixed term 2014-15	% of student group with more than 15% absence			No of pupils with more than 15% absence 2014-15
		2012-13	2013-14	2014-15		2012-13	2013-14	2014-15	
Pupil Premium	207	38.10% (21.38%)	27.75% (16.34%)	10.14%	22	18.6% (13.8%)	12.2% (11.5%)	7.24	15
Non Pupil Premium	616	17.28% (6.33%)	8.83% (4.35%)	2.75%	16	6.1% (4.2%)	3.6% (3.4%)	1.78	11

Examining equality by LAC/ Service Children

The small number of young people in this group mean it is not possible to draw statistically meaningful conclusions.

	2014-15			2013-14		
	No of pupils in school	No of pupils excluded fixed term	No of pupils with more than 15% absence	No of pupils in school	No of pupils excluded fixed term	No of pupils with more than 15% absence
Looked after children	2	1		3	0	0

	2014-15			2013-14		
	No of pupils in school	No of pupils excluded fixed term	No of pupils with more than 15% absence	No of pupils in school	No of pupils excluded fixed term	No of pupils with more than 15% absence
Service children	0	0	0	1	1	1

Examining equality by SEN

SEN can be used as a proxy data to evaluate equality by disability. The yellow columns below show SEN categories compared to non-SEN, the number of students in each group in our school and the number of exclusions. The table also shows the % of each pupil group excluded compared to national. You can see that we compare well to national for SA group and statemented students.

The SA+ group is high compared to national and to last year. The SA+ group of learners is more often excluded and has higher persistent absence. In particular, this is for the BESD group of learners.

It is a priority to understand the reasons for SA+ learners more likely being excluded fixed term. Whilst this is partly to do with those learners being recorded at SA+ for BESD (Behaviour, Emotional and Social needs), **it is a priority for the school to review and improve the curriculum and SEN provision for each of these young people.**

SEN	No of pupils in school 2014-15	Fixed Term Exclusions as a % of student group excluded			No of pupil excluded fixed term 2014-15	% of student group with more than 15% absence			No of pupils with more than 15% absence 2014-15
		2012-13	2013-14	2014-15		2012-13	2013-14	2014-15	
(SA/SA+)K	63	40% (16.5%) 320% (40.28%)	17.5% (13.83%) 223% (32.49%)	23.8%	15	19% (10.6%) 40% (16.5%)	33.3% (15.5%) 9.4% (9.4%)	5.76%	15
ST	8	52.94% (27.46%)	41.67% (21.65%)	0	0	25% (12.1%)	10% (11.3%)	0	0
No SEN	752	133% (24.14%)	5.42% (3.77%)	3.05%	23	8.1% (5%)	4.1% (4.5%)	1.46%	11
Total	823				38				26

Supplementary SEN data to identify patterns in students with particular SEN needs.

Disability	No of pupils in school	No of pupil excluded fixed term	No of pupil excluded permanent	No of pupils with more than 15% absence
Autistic Spectrum Disorder	9	1		
Dyspraxia				
Pathological Demand Avoidance Syndrome				
Moderate Learning Difficulties				
Specific Learning Difficulties	22	2		
Speech, Language and Communication needs	6			6
Social, Emotional and Mental Health	29	11		6
Hearing Impairment	2			
Physical Disability				
Attention Deficit Hyperactivity Disorder				
Visual Impairment	3	1		1
Other Disability				
General Learning Difficulties				1
School Action – Not specified				5
Total:	71	15	0	

Examining attainment and achievement by sex 2012-2014

Headline indicators are shown below. National averages are shown in brackets.

Raise 2012	5 A*-C E&M	5 A*-C	5 A*-G	English	Maths	Science	Capped Point Score	VA KS2-4
Overall	48% (58%)	92%	99% (95%)	55% (66%)	64% (68%)	59% (75%)	357.5 (339.5)	1009.5 (1000)
Male (75 students)	44%	91%	97%	45% (58%)	63% (68%)	51% (74%)	348 (328.1)	999.5
Female (61 students)	52%	93%	100%	67% (73%)	66% (69%)	70% (75%)	369.3 (351.4)	1023.7

<i>Raise 2013</i>	<i>5 A*-C E&M</i>	<i>5 A*-C</i>	<i>5 A*-G</i>	<i>English</i>	<i>Maths</i>	<i>Science</i>	<i>Capped Point Score</i>	<i>VA KS2-4</i>
Overall	49% (60%)	83%	94% (95%)	60% (67%)	59% (70%)	49% (72%)	330.1 (338.3)	989.3 (1000)
Male (95 students)	44%	81%	92%	53% (60%)	57% (70%)	48% (71%)	319.6 (326.5)	978.7
Female (63 students)	57%	85%	98% ¹	71% (75%)	62% (71%)	50% (74%)	345.9 (350.6)	1004.0

Raise 2014	5 A*-C E&M	5 A*-C	5 A*-G	English	Maths	Science	Capped Point Score	VA KS2-4
Overall	53% (55%)	69% (64%)	98% (92%)	67% (67%)	63% (67%)	55% (72%)	320.6 (306.9)	1005.2 (1000)
Male (61 students)	48% (50%)	62% (59%)	100% (91%)	61% (60%)	69% (66%)	49% (70%)	313.0 (293.2)	1002.2
Female (71 students)	56% (61%)	75% (70%)	97% (94%)	73% (75%)	58% (68%)	60% (74%)	327.2 (321.2)	1007.9

Examining achievement by groups 2012-2014

Progress by groups 2014

Progress Measures Value Added

Table 5.1.3: Key Stage 2 to Key Stage 4 value added: performance of groups within school - pupil characteristics (KS24.VAGrp)

This report indicates significance relative to both the national mean of 1,000 and the national mean for each group. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

School Score	Boys	Girls	FSM*	Non FSM*	CLA	Not CLA	Disadvantaged pupils	Other pupils	Low	Middle	High	Onroll throughout Yrs 10&11	First Language - English	First Language - Other	First Language - Unclassified	Non-SEN	SEN: Without Statement	SEN: School Action	SEN: School Action Plus	SEN: Statement	
Cohort for VA	128	59	69	33	95	0	128	33	95	13	83	32	126	122	6	0	104	23	22	1	1
School Score	1005.2	1002.2	1007.9	999.0	1007.4	-	1005.2	999.0	1007.4	1002.5	1007.2	1001.4	1005.1	1003.9	1032.9	-	1012.9	973.5	982.2	783.0	940.5
95% confidence interval	12.7	18.7	17.3	25.0	14.7	-	12.7	25.0	14.7	39.9	15.8	25.4	12.8	13.0	58.7	-	14.1	30.0	30.6	143.7	143.7
Group national mean	1000.0	988.9	1011.3	977.8	1007.9	944.4	1000.3	977.5	1008.1	999.7	999.9	1000.3	1001.2	995.5	1034.9	983.4	1006.5	971.2	984.5	946.6	968.5
Significance from national average for group						-										-				Sig-	
Significance from overall national average						-										-				Sig-	

Progress by groups 2013

Progress Measures Value Added

Table 5.1.3: Key Stage 2 to Key Stage 4 value added: performance of groups within school - pupil characteristics (KS24.VAGrp)

This report indicates significance relative to both the national mean of 1,000 and the national mean for each group. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

	School Score	Boys	Girls	FSM*	Non FSM*	CLA	Not CLA	CLA or FSM*	Not CLA or FSM*	Low	Middle	High	Onroll throughout Yrs 10&11	First Language - English	First Language - Other	First Language - Unclassified	Non-SEN	SEN: Without Statement	SEN: School Action	SEN: School Action Plus	SEN: Statement
Cohort for VA	158	95	63	47	111	1	157	48	110	27	92	39	152	153	5	0	123	34	25	9	1
School Score	989.3	978.7	1004.0	943.5	1007.9	1058.3	988.3	945.9	1007.4	960.9	989.6	1006.0	991.4	987.3	1034.4	-	1007.7	919.8	972.2	774.4	1000.1
95% confidence interval	9.8	13.6	16.7	19.4	12.6	132.8	10.6	19.2	12.7	25.6	13.8	21.3	10.8	10.7	59.4	-	12.0	22.8	26.6	44.3	132.8
Group national mean	1000.0	990.9	1009.0	983.5	1005.6	949.6	1000.2	983.3	1005.8	998.6	999.2	1001.5	1001.1	996.5	1027.8	996.1	1005.1	978.5	991.4	954.2	975.8
Significance from national average for group	Sig-			Sig-			Sig-	Sig-		Sig-						-		Sig-		Sig-	
Significance from overall national average	Sig-	Sig-		Sig-			Sig-	Sig-		Sig-				Sig-		-		Sig-	Sig-	Sig-	

Progress by groups 2012

Progress Measures Value Added

School Score	Boys	Girls	FSM*	Non FSM*	CLA	Not CLA	CLA or FSM*	Not CLA or FSM*	Low	Middle	High	Onroll throughout Yrs 10&11	First Language - English	First Language - Other	First Language - Unclassified	Non-SEN	SEN: Without Statement	SEN: School Action	SEN: School Action Plus	SEN: Statement	
Cohort for VA	134	75	59	23	111	2	132	24	110	21	77	36	132	129	5	0	114	18	11	7	2
School Score	1009.5	999.5	1023.7	959.4	1020.7	977.3	1010.7	958.5	1021.4	1003.7	1009.2	1016.0	1011.4	1008.0	1065.1	-	1016.3	970.5	1039.8	861.7	1016.7
95% confidence interval	10.9	15.8	17.8	28.5	13.0	96.7	11.9	27.9	13.0	29.9	15.6	22.8	11.9	12.0	61.2	-	12.8	32.2	41.3	51.7	96.7
Group national mean	1000.0	990.5	1009.0	981.6	1005.5	951.1	999.9	981.4	1005.6	998.3	999.2	1000.8	1001.1	996.2	1028.9	1003.6	1005.7	977.0	991.2	949.8	974.2
Significance from national average for group				Sig+				Sig+							-			Sig+	Sig-		
Significance from overall national average		Sig+	Sig-	Sig+			Sig-	Sig+						Sig+	-	Sig+				Sig-	

Appendix B

The Curriculum and Equality

The content of the curriculum is excluded from equality legislation and this ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. Schools do need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.

Acts of Worship

The daily act of collective worship which should be of a broadly Christian nature, is not covered by the religion or belief provisions. The exception means that schools will not be acting unlawfully if they do not provide an equivalent act of worship for other faiths.

Uniform

St Katherine's School has a uniform policy and other rules relating to appearance which has been agreed by Governors that does not discriminate on grounds of race, religion or belief, sex, disability, gender reassignment or sexual orientation. This flows from the duties placed upon the governing body by statute to manage the school.

Segregation by race

Segregation of pupils by race is always direct discrimination. Such practice is not undertaken at St Katherine's School. It would be unlawful for a school to put children into sets, or into different sports in PE classes, according to their ethnicity. This stipulation in the Act is to make it clear that claims that segregated treatment is "separate but equal" cannot be sustained where race is concerned.

Single sex sport

Although the Equality Act forbids discrimination in access to benefits, facilities and services; the act does contain an exception which permits single sex sports. It applies to participation in any sport or game, or other activity of a competitive nature, where the physical strength, stamina or physique of the average woman (or girl) would put her at a disadvantage in competition with the average man (or boy).

Students who become pregnant

For students of compulsory school age who become pregnant or who are parents, the Local Authority has a duty to provide suitable education. This means an education that meets the individual needs of the student and must take account of age, ability, aptitude and individual needs including any special educational needs.

Sexual orientation, civil and same sex marriage

Maintained secondary schools have a legal requirement to teach about the 'nature of marriage' when they are delivering sex education. Schools must have regard to the Secretary of State's guidance on sex and relationship education. Schools must accurately state the facts about marriage of same sex couples under the law of England and Wales, in a way that is appropriate to the age and level of understanding and awareness of the pupils.

Appendix C Unlawful behaviour

It is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom a student is associated. It is also unlawful to discriminate because of a characteristic which you think a person has, even if you are mistaken.

The Act defines several kinds of unlawful behaviour

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents’ meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. It is a defence against a claim of indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”. This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

Harassment has a specific legal definition in the Act - it is “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”.