



London Design & Engineering UTC

Equalities Policy

Prepared by	Gloria Gold, Vice-Principal – Personal Development
Acknowledgements	Ghulam Abbas Geoffrey Fowler
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Version Control Table

Version	Date	Amended by	Rationale
2.1	10/09/2020	Gloria Gold	Revised draft following scheduled review
3.0	24/09/2020		Version approved by the Board of Directors

Guidance on version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.

EQUALITIES POLICY

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	✓

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1. Policy Aims

At London Design and Engineering (LDE) UTC, we are committed to ensuring equality of education and opportunity for all learners, apprentices, staff, parents and carers receiving services from the UTC, irrespective of race, gender, disability, faith or religion, age, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the UTC feel proud of their identity and able to participate fully in UTC life.

The achievement of learners and apprentices will be monitored by race, gender, disability and socio-economic background. We will use this data to support learners and apprentices, to raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At the LDE UTC, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the College.

Annex A, provides background information on the Equality Act 2010.

2. Mainstreaming Equality into Policy and Practice

As well as the specific actions set out within this plan, the LDE UTC operates equality of opportunity in its day to day practice in the following ways.

2.1 Teaching and Learning

We aim to provide all learners and apprentices with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of learners / apprentices;
- Monitor achievement data by ethnicity, gender, socio-economic background and disability, and take action to minimise any gaps;
- Take account of the achievement of all learners and apprentices when planning for future learning and setting challenging targets;
- Ensure equality of access for all learners and apprentices and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the UTC, population and local community in terms of race, gender, socio-economic background and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for learners and apprentices to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Seek to involve all employers in supporting their apprentice's training;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

- Including teaching and classroom-based approaches appropriate for the whole UTC population, which are inclusive and reflective of our learners and apprentices.

2.2 Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, disability or socio-economic factors. To minimise the disadvantage that women face in engineering or construction and to improve their access to careers in these sectors. The UTC has taken positive action to include a 50% gender oversubscription criterion in the UTC admission policy to give priority to girls applying to study at the UTC.

Exclusions will always be based on LDE UTC's Behaviour for Learning Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at **London Design and Engineering UTC**.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, wherever possible, we aim for the staffing of the UTC to reflect the diversity of our local community.

3.1 Employer's Duties

As an employer, the LDE UTC needs to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), the Equality Act (2010) and the Disability Equality Duty contained therein.

4.1 Public Sector Equality Duty (2011)

The Public Sector Equality Duty (PSED) is wider than the previous equality duty in that it now covers the following “protected characteristics”:

- Age
- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief and sexual orientation

The PSED also applies to marriage and civil partnership but only in respect of the first aim of the general duty detailed below.

A person’s age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. However, the PSED in respect of age does not apply to functions relating to the provision of education, and so the school is free to arrange learners in classes based on their age group with materials appropriate to them.

Under the Public Sector Equality Duty, the LDE UTC must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the act.
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.
- Foster good relations across all protected characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimize disadvantage
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

For the LDE UTC, having due regard means:

- When making a decision or taking an action a school must assess whether it may have implications for people with particular protected characteristics.
- It should consider equality implications before and at the time it develops policy and takes decisions, not as an afterthought, and it needs to keep them under review.
- It should consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity).
- It should assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy.

- The equality duty has to be integrated into the carrying out of a school's functions. The analysis necessary to comply with the duty should be carried out rigorously and with an open mind – it is not a question of just ticking boxes.
- Schools need to do this themselves and cannot delegate responsibility for carrying out the duty to anyone else. The steps they take to meet the duty must be recorded.

4.2 Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires the LDE UTC to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Ensure our Equality & Diversity Plan includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on learners, apprentices, staff and parents by ethnicity including, in particular, the achievement levels of these learners and apprentices;
- Monitor the impact our plans and policies have on such learners, apprentices, staff and parents towards raising the achievement of minority ethnic groups.

4.2 Disability

This section should be read in conjunction with LDE UTC's Special Educational Needs (SEN) Policy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Disability Discrimination Act 2005 (DDA) has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Ensure our Equality & Diversity Plan covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4.3 Gender Equality

The Gender Equality Duty 2007 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male learners and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Ensure our Equality & Diversity Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4.4 Sexual Orientation

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act 2010 (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for learners/apprentices and treatment of learners/apprentices.

4.5 Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between learners

and apprentices from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, learners, apprentices and parents and carers. We have achieved this by using the following to shape the plan:

- Parental questionnaires and progress evenings;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the learner voice, Learning 4 Life lessons
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback from reports from Pastoral team.
- Feedback from an analysis of data – e.g. half termly data collection, Well-being Meetings.
- Feedback from apprentices and their employers

6. Roles and Responsibilities

6.1 The Role of Directors (Governors)

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the UTC is fully inclusive to learners and apprentices, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our UTC on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the UTC environment gives access to people with disabilities, and also strive to make UTC communications as inclusive as possible for parents, carers, learners and apprentices.
- The governors welcome all applications to join the UTC, whatever a learner's or an apprentice's socioeconomic background, race, gender or disability.
- The governing body ensures that no learner or apprentice is discriminated against whilst in LDE UTC on account of their race, sex or disability.

6.2 The Role of the CEO/Principal (or Senior Leader Responsible for Equalities)

- It is the CEO/Principal's role to implement the UTC's Equality & Diversity Plan and they are supported by the Board in doing so.
- It is the CEO/Principal's role to ensure that all staff are aware of the Equality & Diversity Plan, and that teachers apply these guidelines fairly in all situations.
- The CEO/Principal ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

- The CEO/Principal promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of UTC life.
- The CEO/Principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

6.3 The Role of all Staff: teaching and Non-Teaching

- All staff will ensure that all learners and apprentices are treated fairly, equally and with respect, and will maintain awareness of the UTC's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the CEO/Principal.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the UTC environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a learner's / apprentice's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / a member of the SLT where necessary. All incidents are reported to the CEO/Principal and racist incidents are reported to the Board of Directors and local authority on a termly basis.

7.1 What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as *"any incident which is perceived to be racist by the victim or any other person"*.

7.2 Types of Discriminatory Incident

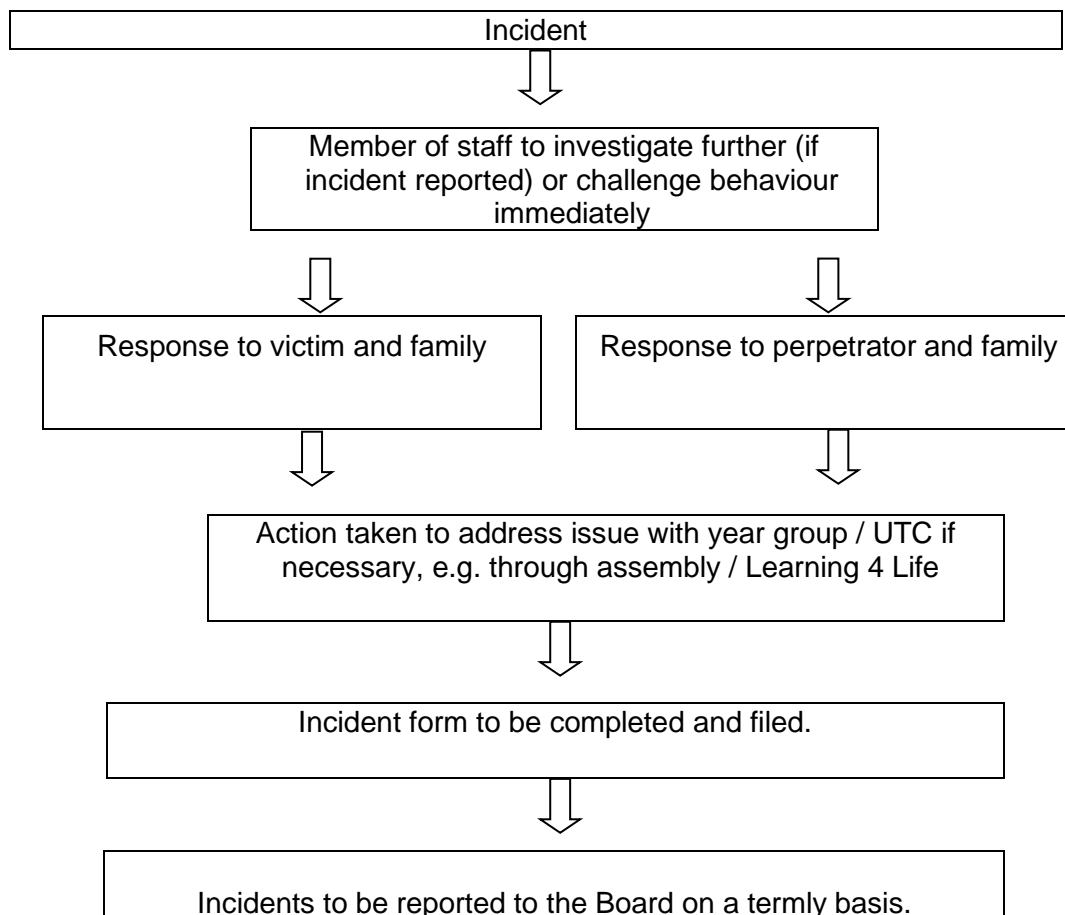
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;

- Bringing discriminatory material into the UTC;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

7.3 Responding to and Reporting Incidents

There are clear structures in place for learners, apprentices and staff to report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole UTC.



8. Review of Progress and Impact

The Plan has been agreed by UTC's Board. We have a rolling program for reviewing our policies and their impact. In line with legislative requirements, we will review progress against our Equality & Diversity Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of learners' learning and use this information to track their progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of learners and apprentices are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the Plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the UTC website;
- Raise awareness of the plan through the UTC blog, assemblies, staff meetings and other communications;
- Ensure hard copies are available in staffroom, staff work areas and UTC School Office.

10. Action Plan

LDE UTC Equality Objectives

Target	Action	How will Action be Monitored?	Responsible Person(s)
To ensure that all learners and apprentices make progress - including vulnerable groups and individuals.	<p>To monitor and analyse learners' and apprentices' achievement by race, gender, and disability (and other relevant vulnerable groups) and act on any trends or patterns in the data that require additional intervention or support.</p> <p>Curriculum monitored and reviewed regularly</p>	<p>Data monitored termly to judge progress against targets.</p> <p>Analysed by Leadership and success of interventions analysed. Further interventions explored</p> <p>Heads of Area and Line Managers meetings</p>	<p>Leadership members responsible for Assessment in the first instance. Senior Leader attached to Year Group.</p> <p>Core Leadership overall.</p> <p>Heads of Area</p>
To ensure sufficient opportunities within the curriculum to address equalities issues	<p>To ensure that LDE UTC's curriculum and training promotes role models with whom learners and apprentices may identify positively with. These should reflect a diversity in terms of race, sexual orientation, religion, gender and disability.</p>	<p>To analyse stakeholder views and attitudes to judge the success of provision in terms of equality.</p> <p>To record, analyse and act on prejudice-based bullying incidents.</p> <p>To monitor impact of the UTC's education and messages on equality and respect for diversity.</p>	<p>Heads of Area</p> <p>Pastoral Team</p> <p>Leadership</p> <p>Principal</p> <p>Directors</p> <p>UTC Learner Council</p> <p>Director of Apprenticeships</p>
To help learners understand and value British Values	<p>To ensure that LDE UTC's Core Values represent and underpin the UTC's ethos and are actively promoted by all Staff, Directors, Volunteers and Visitors at all times</p> <p>To articulate and display the UTC's Core Values to all visitors</p> <p>To ensure the teaching resources (particularly books used in school) reflect British Values.</p>	<p>Signs around UTC and in classrooms.</p> <p>Discussions in assemblies and modelled by everyone</p> <p>To monitor Spiritual, Moral, Social and Cultural activities.</p>	<p>Principal</p> <p>Chief Experience Officer</p> <p>Chaplaincy team</p> <p>Pastoral Staff</p> <p>Curriculum leaders</p>

Target	Action	How will Action be Monitored?	Responsible Person(s)
To ensure sufficient there are opportunities within extra-curricular activities to address equalities issues	<p>To continue to celebrate respect for and understanding of diversity in all its forms through whole UTC events trips/visits and assemblies and Tutor activities</p> <p>To ensure the learners and apprentices have opportunities to discuss diversity the Learning 4 Life curriculum. To monitor and review Learning 4 Life programmes of study</p>	<p>To monitor and reflect on impact of teaching on learner's and apprentice's behaviours and attitudes.</p> <p>To review Learner Voice and Staff Voice questionnaires regularly and act on findings</p> <p>Curriculum reviewed annually by Chief Experience Officer alongside the Pastoral and Chaplaincy Teams</p>	<p>Headteacher/ Core Leadership and members with responsibility for Curriculum/Teaching and Learning and Pastoral/ Governors</p> <p>Chief Experience Officer</p> <p>Chaplaincy Team</p> <p>Directors</p> <p>Director of Apprenticeships</p>
To encourage all learners and apprentices to make a positive contribution to the life of the UTC community	<p>To actively promote and recruit vulnerable groups of learners/ apprentices or individuals to participate in Learner Voice, assemblies, enrichment, fundraising, presentations and other extra-curricular activities.</p>	<p>Monitoring and analysis of participation rates</p>	<p>Pastoral Team</p> <p>Chief Experience Officer</p> <p>Director of Apprenticeships</p>
To respond promptly and appropriately to all incidents of prejudiced based incidents/behaviour (Record on SIMS)	<p>To ensure that the procedures for dealing with such incidents are established and widely understood and that staff, learners and apprentices are all clear about their responsibilities.</p> <p>To report incidents and behaviour trends to the Board</p>	<p>Use the data to assess the impact of the UTC's response to incidents.</p> <p>Use Parent Voice and Parent Forums to inform Leadership</p>	<p>Leadership Group</p> <p>Pastoral Leaders</p> <p>Governors</p> <p>Director of Apprenticeships</p>
To establish effective systems to communicate the UTC's equality duties	<p>To disseminate the UTC Equality Objectives through the school website</p>	<p>To include questions relating to the UTC Equality Plan in surveys to parents</p>	<p>Senior Leadership Team</p> <p>Directors</p>

ANNEX A: Equalities and the Legal Requirements

The main reason for adopting an Equalities Policy is to identify, prevent and redress unfair discrimination against disadvantaged groups. The Equalities Policy will assist the governing body to address legal, managerial and social issues from the basis of a statement of commitment to equality supported by a more detailed policy and procedures for implementation.

The Equality Act 2010

The general thrust of The Equality Act 2010 is to make discrimination 'prohibited conduct' on the grounds of age, disability, gender reassignment, race, religion or belief, sex and sexual orientation unlawful. Discrimination under The Equality Act 2010 can be direct or indirect and the Act also prohibits harassment and victimisation. However, the ways in which discrimination, harassment and victimisation might become illegal depend quite often on the type of protected characteristic – for example, on gender, race, colour, nationality, ethnic or national origins, disability, religion or belief, sexual orientation. It should also be noted that victimising a learner who has a protected characteristic or their parents or siblings is also regarded as unlawful. Good practice should ensure that teaching and support staff are constantly able to evaluate what they do and to receive appropriate support and training in this area. The school must not discriminate against a child applying to be admitted to the school or to existing learners on the grounds of their protected characteristic.

The Equality Act 2010 combines the various former Acts such as:

Sex Discrimination

Under the Equality Act 2010, direct sex discrimination means that no one should be treated less favourably according to their gender.

Gender Reassignment Discrimination

The Equality 2010 Act reminds us that gender reassignment is a process and not an event. Discrimination in connection with the provision of education on grounds of past, present or proposed gender reassignment is in the main unlawful.

Sexual Orientation Discrimination

Discrimination in connection with the provision of education on grounds of sexual orientation is ordinarily unlawful under the provisions of the Equality Act 2010.

Race Discrimination

Race as defined in The Equality Act 2010 includes colour, nationality and ethnic or national origins. Race is essentially a group characteristic, although one racial group can be part of a larger racial group.

Discrimination in connection with provision of education on grounds of race is generally unlawful under the Act. Schools have a statutory general duty to promote race equality and eliminate unlawful racial discrimination.

Religion or Belief Discrimination

In the Equality Act 2010, religion means any religion and reference to religion includes a reference to a lack of religion. Similarly, belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

Disability Discrimination

The Equality Act 2010 states that schools must make reasonable adjustments for those with disabilities and a more specific requirement for learners with special educational needs.

Accessibility for Disabled Learners

UTC's are expected to improve the ways in which disabled learners can access the UTC's curriculum. There must be a written accessibility plan which should be implemented within a reasonable time. See school admissions, school inclusion and school exclusion policies. The UTC will publish an annual report about the arrangements for disabled learners.

Types of Discrimination

Direct discrimination is always unlawful. It occurs when a person is treated less favourably than others in the same circumstances. An example of direct discrimination would be refusing to employ a woman because she is pregnant. In limited circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is an occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim.

Indirect discrimination can occur when a condition or requirement is applied equally yet is such that the proportion of members of one sex, racial groups etc, who can meet it, is considerably smaller than the proportion of members of the other sex or other racial groups. Indirect discrimination is unlawful unless the person imposing the condition can show that it is justified, irrespective of the sex or race of the person to whom it is applied.

Harassment is where there is unwanted conduct related to one of the protected characteristics (other than marriage and civil partnership, pregnancy and maternity) that has the purpose or effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. It does not matter whether or not this effect was intended by the person responsible for the conduct.

Associative discrimination is where an individual is directly discriminated against or harassed for their association with another individual who has a protected characteristic.

Perceptive discrimination is where an individual is directly discriminated against or harassed based on a perception that they have a particular protected characteristic when they do not, in fact, have that protected characteristic.

Third-party harassment occurs where an employee is harassed and the harassment is related to a protected characteristic by third parties such as employees, learners, governors, parents / guardians or educational advisors.

For an employer to be liable the harassment must have occurred on at least two previous occasions (although not necessarily by the same harasser or suffering the same type of

harassment); they must be aware that the previous harassment has taken place; and the employer has failed to take reasonable steps to prevent harassment from happening again.

Victimisation occurs where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because they made or supported a complaint or raised a grievance under The Equality Act 2010, or because they are suspected of doing so. However, an employee is not protected from victimisation if they acted maliciously or made or supported an untrue complaint. There is no longer a need for a complainant to compare their treatment with someone who has not made or supported a complaint under The Equality Act 2010. For example, if a blind employee raises a grievance that the employer is not complying with its duty to make reasonable adjustments and is then systematically excluded from all meetings; such behaviour could amount to victimisation.

Failure to make reasonable adjustments is where a physical feature or a provision, criterion or practice puts a disabled person at a substantial disadvantage compared with someone who does not have that protected characteristic and the employer has failed to make reasonable adjustments to enable the disabled person to overcome the disadvantage.