
Hipswell Church of England Primary School Single Equality Scheme 2020-2023

Introduction

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014

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

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The impact of this scheme is reported on annually.

Mr Jon Sykes, Headteacher, 8/02/2017

Mr Tad Zaranko, Chair, 8/02/2017

**Progress towards the outcomes will be reviewed annually.
The Scheme will be reviewed every four years.**

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders using the **Inclusion Quality Mark** audit tool. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

OFSTED inspection may include the school's accessibility plan as part of their review.

School Aims Statements Equality Objectives 2017-2020

1. To ensure that all pupils whatever their backgrounds are welcomed and included and that their individual needs are met, ensuring that they reach their full academic potential in a friendly and Christian environment.
2. To raise the performance of SEND pupils and diminish the performance gap between SEND pupils compared to all pupils
3. To raise the attainment of disadvantaged pupils.
4. To provide a positive learning environment which engages all pupils.
5. To provide the pastoral and emotional support for all pupils through the Emotional First Aid approach.
6. To ensure the school provides a learning environment which is friendly and supportive of dyslexic pupils and pupils who have Autism Spectrum Disorder.

Equality Objectives Success Criteria

1. To achieve the Inclusion Quality Mark
2. To achieve the Dyslexia Quality Mark
3. To have diminished the performance of SEND pupils and all pupils
4. To have created an environment for all disadvantage pupils including EAL pupils to reach their full academic potential.
5. To have provided an environment where all pupils with pastoral and emotional needs are well supported through the Emotional First Aid approach.

What kind of a school are we?

School Vision and Values

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school is committed to achieving the **Inclusion Quality Mark** and to addressing any actions which are identified to improve our inclusive practice.

School Context

The nature of the school population and context to inform action planning for the equality scheme

Factors of the geographical location of the school:-

Hipswell Church of England Primary School is situated on the largest Garrison town in the UK with around 60% of the school community having an Armed Service background. This higher percentage of pupils from a military environment presents significant challenges to educational continuity and achievement. Due to the high levels of mobility, the school does its utmost to provide a learning environment where new pupils settle quickly into school and its routines.

The school's motto "***Learning, Working and Celebrating Together***" is at the heart of everything we do. The aim is to make every child matter for the length of time that they are at our school. The child focussed nature of the school ensures all pupils are well cared for and inspired to learn. The school is driven by 9 core values: We are kind, helpful and polite (The Golden Rule), Respect, Kindness, Perseverance, Truth, Generosity, Peace-making, Forgiveness and Love.

In order to achieve this, the school has worked extremely hard to develop a supportive caring, welcoming and friendly ethos based on strong Christian values. These values drive the school curriculum effectively. These values are further consolidated by our strong links with the local church.

The distinct and unique nature of the school requires strong leadership and management in order to ensure the impact of extremely high mobility is mitigated. Supporting large numbers of pupils from Service backgrounds means the school has robust systems to support pupils arriving from a range of locations across the globe.

Due to this, the school is presented with various challenges; the impact mobility has in terms of progress and pupil outcomes, quickly identifying next steps in teaching and learning and identifying the curriculum coverage experienced by pupils having accessed different education systems.

The children from Non-Service families come from a wide variety of socio-economic backgrounds. The Index For Multiple Deprivation does not accurately reflect the particular needs of our school population. The school caters for pupil backgrounds with a mixture of challenges and opportunities provided by a large percentage of children from Service families AND a large group from financially and emotionally disadvantaged backgrounds.

Pupils arrive in school on a regular basis from a range of locations where they may not have studied the National Curriculum. We find that children arrive having been assessed differently. We also support a vast number of pupils who have experienced significant trauma, loss and bereavement. The impact and challenges this presents impacts on pupil's personal development, health and well-being.

Our Extended School work promotes children's involvement in a range of activities. We work very closely with others within the Children and Young Peoples' Service and with other organisations on the Garrison. These include; CYPS Prevention services, Army Welfare Service, Gurkha Welfare and Community Officers, Unit Welfare Officers, NSPCC, IDAS and Relate. Through our heavy involvement with these agencies, we have continued to support a significant range of children with emotional and social needs, develop their understanding of their roles and responsibilities in Life in Modern Britain as well as working closely with families to ensure transitions are effective and well managed.

Extended services offer includes a well-attended Breakfast Club. After School Care and Holiday Club provision is run by a private provider (the PT Club) at Colburn Children's Centre. The school offers a wide range of after school clubs catering for all age ranges which are well attended. We currently offer several extra-curricular clubs to enhance the pupil's learning opportunities, including Hipswell Heroes based on Military Kids Club (HMS School Heroes) which is open to all children and provides peer and adult support to children through vulnerable times in their lives.

With this ever changing dynamic of the school community, continuity of education provision is paramount. Due to the unique 'service' community we serve, the number of children who begin their education with us in Reception and finish in Y6 is very low. This not only has an impact upon the 'mobile' pupils but also has a significant impact upon the pupils who remain static in the school as they see many pupils come and go during their time. This is a contributing factor to their personal development and emotional resilience. On entry at other than the normal admission times, learner's attainments are often below the expectations for their age.

The work of the teaching assistants, the Service Pupils Champion, the Mobility Leader and the Headteacher has strengthened the work of both vulnerable children and their parents. This is an important support for many of the families where we can support the social and emotional development of the parents which then has added benefits for the pupils. This is particularly evident during periods of deployment or training when large numbers of the school community become 'single parent families'. The school has identified this as a key approach in supporting pupils' developments and has used Service Pupil Premium to appoint support staff who have experience, knowledge and skills which will enable the school to further enhance the support offered to an ever growing range of social and emotional needs within our pupils.

Governors and senior leaders have worked tirelessly to instil rigour into the work of the school and to ensure a culture of high expectation and shared vision. This has been highly evident during the 2015/16 academic year following the MOD Drawdown from Germany and Unit moves from Cyprus and other parts of the UK. The MOD Drawdown involved the closure of 4 primary schools in Germany along with an entire Army Unit being relocated to the UK from Cyprus. This movement resulted in 36 pupils arriving in the school during the 2015/16 Academic Year. This is the largest movement of families the MOD has witnessed. Many of the pupils arriving from Germany have never accessed school in the UK and families have had to adjust to an education system that is not as well resourced.

The school utilises Pupil Premium funding for disadvantaged pupils to ensure that the difference in performance in relation to similar pupils nationally is reducing. Following the process of self-evaluation leaders became acutely aware that the provision for and the progress of more able pupils was an element that requires further attention. Leaders are in the process of addressing this issue that will focus on the following; teacher's awareness of what extension means in terms of the National

Curriculum and how this is represented in terms of challenge that will extend the skills, knowledge and understanding of this group of pupils.

The number of children placed on Child Protection Plans varies. Other families are supported through the Prevention Service and have access to Family Outreach Workers. Currently 2 families are involved with this level of support. The Service Pupils Champion has also supported 4 vulnerable families.

Our well received involvement with the Garrison Education Forum and Garrison Community Meetings emphasises the relationship with the MOD. The school works closely with the 'State Schools for Service Children' National Executive Committee, Children's Education Advisory Service, Service Children's Education, Ministry Of Defence, Ofsted, and the Department for Education to consider actions that will benefit children from Service families.

There is a strong collaborative partnership with our local cluster of schools and with other schools across the LA enabling us to share best practice and develop CPD opportunities for all staff. Examples of collaborative work include;

- Early Years Teacher support Group
- Year 2 and Year 6 Teacher Support Group
- Mitigating the Effects of Mobility for Children from Service families.
- Working in partnership with the Teaching Alliance (The Swaledale Alliance).

The training taken to position the school well for the equality and diversity agenda.

Hipswell Church of England Primary School meets the needs of all pupils through:

- Regular staff meetings to update and discuss a pupils needs
- Regular review meetings (where appropriate)
- Accessing staff training such as Emotional First Aid, Medical needs of pupils and Restrictive Physical Intervention;
- Keeping all staff up to date with the SEND Code of Practice 2014;
- Following the best principles of safe recruitment.

School provision

Examples of reasonable adjustments the school makes as a matter of course

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

- Information is currently provided for disabled pupils & parents/carers in a clear manner;
- Steps that have been taken to create communication friendly/dyslexia friendly environments through providing all classes with visual timetable. Work and instructions are also displayed on non-shining materials;
- The Positive Behaviour Management Policy is adjusted in order to appropriate and realistic for all pupils;
- Provision Maps are created by class teachers under the direction of the SENCO and are communicated to all relevant staff as well as parents and pupils with additional needs;
- Hipswell School accesses valuable support and guidance from LA agencies such as the Communication and Interaction Team, the Educational Psychologist Team, the EMA supporting pupils with English as an Additional Language and the Enhanced Mainstream School which provides additional support for pupils with behaviour and learning issues.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self evaluation Form (SEF).

These processes form part of the school's equality impact assessment processes through the Inclusion Quality Mark, to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan annually;
- publish information at least annually;
- publish equality objectives every four years.

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities

Jon Sykes as the Headteacher, Sue Broomhead as the Assistant Headteacher and SENCO and Tad Zaranko as the Chair and SEN Governor of Hipswell Church of England Governing Body are key people responsible for the outcomes for pupils. Their analysis takes place in the following ways:-

- Analysis of Pupil Performance Data both individually and as groups;
- Analysis of statutory Performance Data;
- Reviews of Provision Maps;
- SEND reviews;
- Number of exclusions;
- Number of behaviour incidents such as incidents which are of a homophobic behaviour.

Parents/Carers will:

- have access to the scheme;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

At this school the following mechanisms will ensure the views of **pupils** inform the Equality Scheme and action plan:

- Pupil Conferencing
- Exit interviews with pupils;
- School council;
- Twice yearly focus groups of pupils representing different social identity backgrounds, i.e., gender forum, disability forum;
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with pupils experiencing reasonable adjustments;
- Growing Up in North Yorkshire Pupil Survey

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

- Exit interviews with staff;
- Regular meetings with union representatives;
- Regular staff meetings with specific agenda items;

Individual discussions with staff as a part of performance management.

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme and action plan:

- Welcoming parents and the community into school so that they are critical drivers in policy development;
- Text to be inserted into communication with parents: “your support for your child’s education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”
- Feedback through the Governing Body meetings.

The school’s action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty.(5.27 DfE Equalities Guidance May 2014)

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment through the Inclusion Quality Mark has:

- clear allocation of responsibility;

- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form;
- the level achieved in the Inclusion Quality Mark;
- feedback e.g. Parentview.

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the school's prospectus, school website.

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters, the school prospectus and on the school's website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

Jon Sykes, Headteacher

Sue Broomhead, Assistant Headteacher and SENCO

Tad Zaranko, Chair and SEN Governor

Single Equality Scheme Policy 2017-2021 Agreed: February 2017

Single Equality Scheme Policy 2017-2021 Targets reviewed annually: September

Single Equality Scheme Policy 2017-2021 Reviewed: September 2021

Contact us

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

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اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو براۓ مہربانی ہم سے پوچھئے۔

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk



Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,

iii) by excluding him/her from the establishment,
iv) by subjecting him/her to any other detriment.

- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion. By ‘community cohesion’ the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
”working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)

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

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

