



Baslow St-Anne's C of E Primary Single Equality Policy



Growing healthy minds and hearts together



"Life in all its fullness"

Version/ Issue	Date	Author	Reason for Change
1	Sept. 2017	T Mottram	
2	March 2018	T Mottram	No changes
3	March 2019	T Mottram	Additional Values and vision
4	November 2019	T Mottram	No change
5	December 2020	T Mottram	No change

Approved by:

Mrs Marie Clark (Headteacher)
PHSS Curriculum Committee

Principles and Values:

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life.

The reviewed Primary School Single Equality Policy is drawn up in line with and in response to the 2010 Single Equality Act and the Equality Act 2010 (Specific Duties) Regulations 2011. The contents are intended to outline the policies and procedures which are in place in this school in order to ensure compliance with the Act along with further information on the evidence that will be made public. 2010 Single Equality Act: The overriding principle of all equality legislation is generally one of equal treatment for all peoples, regardless of race, sex, age or disability. The 2010 Single Equality Act replaces and supersedes all existing equality legislation including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It provides a single, consolidated source of discrimination law. The purpose of implementing the single equality scheme is:

- 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
- The Act places a duty on Governing Bodies to publish information to prove how their school complies with the Public Sector Equality Duty including:
 - Race
 - Disability
 - Sex
 - Age
 - Religion or belief

- Sexual orientation
- Pregnancy and maternity
- Gender reassignment Race includes colour, nationality and ethnic or national origins.

The Equality Act replaces the Race Equality Duty.

Disability – the disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). However, the general definition of disability is less restrictive. Schools are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not supplied through Special Educational Needs EHCP. The Act replaces the Disability Equality Duty. Schools must try to ensure that disabled pupils and employees play as full a part as possible in school life. The reasonable adjustment duties on schools are intended to complement the accessibility planning duties and the existing SEN statement/EHCP provisions which are part of education legislation. Schools are required to carry out accessibility planning for all disabled stakeholders and must implement these accessibility plans.

Sex – pupils and employees of one sex must not be singled out for different or less favourable treatment. Gender equality must still be promoted but this Act replaces the Gender Equality Duty. The Act makes an exception to single sex sporting activities, when a judgement should be made as to the physical disadvantages of particular groups of pupils.

Religion or belief is defined by the Act as being any religion or belief including philosophical belief. The lack of religion or belief is also a protected characteristic. Religions include all major faith groups and denominations or sects. Belief includes non-religious worldviews such as humanism but not political beliefs such as communism.

Sexual orientation refers not only to the pupils' and employee's sexual orientation but also to the children and partners of gay, lesbian or bi-sexual parents. It is recognised that many people's views on sexual orientation and sexual activity are grounded in their religious beliefs but this is not accepted as an excuse for allowing discrimination to continue.

Pregnancy and maternity – the Act applies to pupils and is a new area of equality legislation. (Note – employees are covered by separate Maternity & Paternity policies).

Gender reassignment – this is a new provision for pupils. It is acknowledged that it is relatively rare for pupils, particularly very young pupils, to be in a programme for gender reassignment, but when a pupil does choose to go along this route, it is acknowledged that a number of issues will arise which will need to be sensitively handled.

Publicising school information: Governing Bodies have a duty to prove compliance with the 2010 Single Equality Act by publishing their evidence. Published information does not necessarily have to be statistical data. Publishing policies (available to via requests to the school office or in many cases on our website), and Governing Body minutes (available one full term after any formal meeting, by prior arrangement with the school office), will be sufficient to cover some areas. The information must be accessible to members of the school community and the public who wish to view it. The three areas of the Equality Duty that schools are expected to report on are:

1. Eliminating discrimination and other conduct that is prohibited by the Act.
2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The Act defines four kinds of unlawful behaviour –
 - Direct discrimination
 - Indirect discrimination
 - Harassment
 - Victimisation

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil –

- In relation to admissions
- In the way it provides education for its pupils
- In the way it provides pupils with access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment.

It is now unlawful –

- For employers to ask health related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work.
- To discriminate against a transgender pupil or employee.
- To discriminate against a pupil who is pregnant or has recently had a baby.
- To victimise a child for anything done in relation to the Act by their parent or sibling.

Exceptions –

- Curriculum – the content of the school curriculum has never been caught by discrimination law and this Act now states explicitly that it is excluded. However, the delivery of the curriculum is explicitly included.
- Acts of worship – the daily act of collective worship, which for maintained schools is mandatory and should be of a broadly Christian nature, is not covered by the religion or belief provisions.
- Uniforms – the Act does not deal specifically with school uniform or other aspects of appearance. It is the Governing Body's right to determine whether or not a school uniform is preferred. Schools should remain sensitive to the needs of different cultures, races and religions and act reasonably when applying uniform rules.

- Bullying – The relationship between one pupil and another is not within the scope of the Act; schools still have a duty to ensure that all forms of prejudice motivated bullying are taken seriously and dealt with equally and firmly.
- School's duty of care – the Act does not specifically refer to this duty. Baslow St. Anne's C of E Primary School has many duties along with complying with the Equality Act and this includes our duty of care to all their pupils, our duty to deliver key areas of the curriculum and in particular our duty to deliver religious education or sex and relationship education.

Equality Objectives

The school is committed to carrying out in full their equality duties and our curriculum contributes to the spiritual, moral, social and cultural development of all pupils. The curriculum at Baslow St. Anne's School builds on pupil's starting points and efforts are made to ensure it is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from minority ethnic groups
- Pupil who are gifted and talented
- Pupils with special educational needs
- Pupils with a disability
- Pupils who are in public care
- Pupils who are at risk of disaffection and exclusion
- Lesbian, gay or questioning young people

The following areas are key elements of the school's assessment and tracking programme:

- pupils' attainment - analysis of end of key stage results for pupils of particular groups, e.g. boys/girls, SEN, FSM, summer born, ethnicity.
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- the extent to which different groups of pupils feel safe (e.g. Incidents of prejudiced based bullying recorded, questionnaires)
- the extent to which pupils from particular groups adopt healthy lifestyles
- the extent to which pupils from particular groups contribute to the school and the wider community (e.g. participation and achievement on extracurricular/extended school activities, participation on school trips for particular groups of pupils)

- attendance data for all pupils and for particular groups
- the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback)

M Clark January 2017

Reviewed March 2018 – M Clark

Reviewed March 2019 – M Clark

Reviewed November 2019