



Primary School & Nursery
Making A Difference

Boroughbridge Primary School and Nursery

Single Equality Scheme

Date Adopted 5 May 2020	Date for Review 5 May 2023	Person/s Responsible Headteacher Nominated Governor SEND/Equality Governor
Approved by:	Mrs M Kelly Chair of Governors	Miss G A Lee Acting Headteacher

Where the 'named' person is no longer in post, this policy remains valid until the next review date.

This document incorporates our Equalities Objectives for the period 2019-2022 (page 9). The actions to achieve these are detailed within our School Development Plan.

Adapted from the model Single Equality Scheme published by North Yorkshire County Council Children and Young People Services September 2019

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2. Introduction

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 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 in the Autumn term in line with the School Policy Cycle and approval of the School Development Plan.

3. 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

4. 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.

5. 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 School Development Plan this 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 and is therefore our equalities action plan.

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.

The actions in our School Development 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 actions within the School Development Plan are 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. Our equality objectives are published at least once every four years.

These actions are understood and implemented by all staff and a summary document is available on the school website. It is available in different formats on request to the school office.

Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at:

<http://cyps.northyorks.gov.uk/equalities-and-diversity>.

Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.

6. What kind of a school are we?

School Vision and Values

The vision for our school is to create a safe, nurturing environment which enables each child to attain greatness and a lifelong love of learning. We will encourage all our children to reach their maximum potential, independently through inclusion and first hand discovery learning. We believe we are all individuals with different views, needs and aspirations; therefore, all areas of the curriculum should be valued.

Children learn best when they are happy and following their own interests, therefore we will ensure that they are given the opportunity to share the planning of our creative curriculum. We recognise that teamwork between staff, parents and children, working together with respect has the greatest impact on our children's learning.

We believe everyone has a place in the life of the school and our school is the heart of the community. We can make a real difference to every child in our school.

Please find further information via the School Website:

<http://www.boroughbridge-pri.n-yorks.sch.uk/our-school>

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:

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>

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 is committed 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: -

This school is in a semi-rural location.

Data as of September 2019

Phase of education: Primary

Local authority: North Yorkshire

Ever 6 FSM %: 25.7

Headteacher: Gail Lee

Admissions policy: Not applicable

English additional language %: 6.6

Pupils: 168

Ages: 3-11

SEN support %: 24.4

Gender: Mixed

Denomination: Does not apply

SEN with EHC plan %: 2.4

Deprivation Quintile: Lowest 40% (0.1)

Special needs provision:

Ethnicity

- The largest ethnic groups are: White - British (94.3%), White - any other White background (4.1%), Asian or Asian British - any other Asian background (0.8%), Ethnicity not known (0.8%).
- This school has 3 out of 17 possible ethnic groups. The average number of groups for this phase of education is 9.

Number on roll

- There was a larger than average decrease in the total number of pupils, from 185 pupils in 2017 to 168 in 2018.

Girls

- There was a larger than average increase in the percentage of girls between 2017 and 2018 than most primary schools nationally.
- The percentage of girls in year 4 (50%) and year 5 (54%) was higher than all other year groups.
- The percentage of girls in year 1 (29%) and year 3 (29%) was lower than all other year groups.

Disadvantaged

- The percentage of FSM in year 1 (35%) and year 6 (37%) was higher than all other year groups.
- The percentage of FSM in year 4 (15%) was lower than all other year groups.
- There was a larger than average increase in the percentage of disadvantaged pupils between 2017 and 2018.
- There were no children looked after in the school.

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

- We are a dyslexia friendly school and have had training as part of the Achievement for All programme for which we achieved the quality mark.
- All staff are trained in first aid with the majority in paediatric first aid as well as anaphylaxis training and the use of AI devices (adrenaline injector).
- Most staff are trained in Restorative Physical Intervention should this be required.
- Individual children with diabetes have care plans and staff are trained in this by the local health authority.
- The school has a qualified Special Educational Needs Co-ordinator (SENCo) who ensures that staff Continuous Professional Development is targeted at the needs of the children with Special Educational Needs (SEND).
- The whole school uses the Jigsaw PSHCE (Personal, Social, Health, Economic Education) scheme to support teachers and teaching assistants in creating a consistent inclusive ethos and curriculum.
- Termly pupil progress meetings discuss needs of all pupils so that adjustments to staffing and resources can be made to ensure all children have fair access to the curriculum and progress can be maximised.

School provision

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

- Staffing is flexible and based on the broad and changing needs of the children.
- We are in the process of creating a differentiated behaviour policy; individual children have their own risk assessments and behaviour plans.
- Staff are trained in Autism awareness and social communication.
- Some are trained in speech and language programmes.
- New Individual provision maps have been created and shared with staff
- Staff have received training in supporting children with English as an additional language.
- The Senior Leadership Team are passionate about creating an environment and ethos that supports learning for all.
- The school is proactive in seeking support from a wide range of relevant agencies in order to meet the needs of all our pupils.

7. 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.

These processes form part of the school's equality impact assessment 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.

Examples from 2018/19 data

Early Years Foundation Stage Good Level of Development (EYFS GLD)

All	70.0	Boys	71.43	Girls	69.23	SEN	50.0	Not SEN	75.0	EAL	0.0	Not EAL	77.78	FSM	50.0	Not FSM	72.22
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Pupil Premium	66.67	Not Pupil Premium	70.59	Autumn Born	77.78	Spring Born	80.0	Summer Born	50.0
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Y1Phonics

percentages represent those who are working at, calculated in

All	91.3	Boys	71.43	Girls	100.0	SEN	0.0	Not SEN	91.3	EAL	100.0	Not EAL	90.0	FSM	83.33	Not FSM	94.12
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Pupil Premium	85.71	Not Pupil Premium	93.75	Autumn Born	100.0	Spring Born	87.5	Summer Born	85.71
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KS1

Cohort	REA (% EXS)	REA (% GDS)	WRI (% EXS)	WRI (% GDS)	MAT (% EXS)	MAT (% GDS)	SCI (% EXS)
Average	67	20	53	20	53	40	100
Boys	64	18	45	18	45	55	100
Girls	75	25	75	25	75	0	100
EAL	0	0	0	0	0	0	0
Not EAL	67	20	53	20	53	40	100
SEN	0	0	0	0	0	0	0
Not SEN	67	20	53	20	53	40	100
FSM	67	0	33	0	100	0	100
Not FSM	67	25	58	25	42	50	100
Pupil Premium	75	0	50	0	100	0	100
Not Pupil Premium	64	27	55	27	36	55	100
Autumn Born	67	17	67	17	67	33	100
Spring Born	67	17	33	17	50	50	100
Summer Born	67	33	67	33	33	33	100

ARE-Age Related Expectation GD- Greater Depth
 Number of children in blue

YEAR 6	Reading				Writing				Maths			
	ARE+		GD		ARE+		GD		ARE+		GD	
All pupils (25)	19	76%	6	24%	20	80%	5	20%	23	92%	5	20%
Boys (13)	9	69%	1	7.7%	10	77%	1	7.7%	11	85%	4	31%
Girls (12)	10	83%	5	42%	10	83%	4	33%	12	100%	1	8%
Pupil Premium (6)	4	67%	1	17%	4	67%	0	0%	5	83%	2	33%
Not Pupil Premium (19)	15	79%	5	26%	16	84%	5	26%	18	95%	3	6%
SEN (4)	2	50%	1	25%	1	25%	1	25%	2	50%	0	0%
Not SEN (21)	17	81%	5	24%	19	90%	4	19%	21	100%	5	24%

8. Equalities objectives

Our Equalities Objectives for the period 2019-2022 based are based on a needs' analysis of the school pupils as of September 2019 and will be updated as required as will the School Development Plan.

Objectives

- To continue to support all children regardless of need and seek advice from external agencies promptly.
- To continue to monitor the attendance of children in receipt of the Pupil Premium Grant pupils to ensure it is in line with non PPG pupils
- To monitor the attendance of pupils for whom English is an additional language and pupils with additional needs to at least in line with non EAL pupils and non SEND pupils.
- To continue to focus on PPG and SEND pupils in all monitoring activities to reduce any progress or attainment gaps.
- To continue to increase understanding of different religious groups;
- To raise attainment in English for boys in the cohorts where boys are not performing as well as girls.
- To increase cooperative learning skills in KS2
- To ensure PSHCE is taught in all classes consistently to continue to expect respect, tolerance and understanding of all groups in line with Equalities legislation.

We have identified these objectives because:

There is evidence from our attendance tracking that EAL and SEND pupils attendance is lower than other groups in school. We believe regular attendance is important for academic and social reasons and will support all families in improving attendance if needed. Historically attendance of PPG children was lower than non PPG. This has improved over last year and we need to continue to monitor.

In some cohorts our assessment systems show that boys' attainment is lower than girls in reading and writing. In many cases this is down to specific need such as difficulty in handwriting or spelling. These children are supported through pre teaching and interventions in order to maximise progress. We also need to consider their needs and interests within the curriculum and text choices to ensure there is maximum engagement.

Our Religious Education (RE) curriculum is broad and well planned. Our children show a genuine interest in other faiths and cultures. As a school in semi-rural North Yorkshire we feel it important to continue to develop this. Teaching of RE has developed their own questioning through philosophical discussion and analysis. Teaching of RE is well supported with educational visits and visitors.

Historical lesson observations have evidenced that some groups find it difficult to collaborate effectively with other pupils; for example, listen attentively to others and liaise around ideas and decision making. We believe that using cooperative learning strategies at the same time as delivering a comprehensive PSHCE curriculum will improve this over time.

Indicators of progress towards the objectives are reviewed annually and recoded in the School Development Plan.

9. Roles and Responsibilities in Implementing the Single Equality Scheme and Equalities Objectives

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- 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 all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- 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 Board at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
- ensure that the Senior Leadership Team 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 and equality objectives has direct relevance, with assistance from relevant agencies.

The Governing Board 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 and equalities objectives;
- 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;
- publish equality objectives every four years
- evaluate the action plan annually
- publish information at least annually.

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:

Headteacher:

Gail Lee

Senco and Deputy Headteacher

Alison Scott

SEND Governor

Mary Kelly

Parents/Carers will:

- have access to the scheme and equalities objectives;
- 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 and equalities objectives;
- be aware of the Single Equality Scheme and how it relates to them;
- be encouraged to express their views through a staff survey;
- 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 prejudice based and hate incidents;
- 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 Local Authority;
- 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.

10. 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 and the equalities objectives, 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 and equalities objectives 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.

11. Mechanisms for involvement

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

- Exit interviews with Year 6 pupils;
- School Council;
- 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, objectives and action plan:

- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management e.g. Pupil Progress Meetings
- Staff survey.
- Exit interviews with staff;

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

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- “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 Board meetings;
- Feedback through parent / teacher (instead of PTA) meetings;
- Yearly open meetings with parents representing a particular theme.

12. Making it happen

Action Planning

The key objectives of this scheme are a key part of our School Development Plan, the progress of which is monitored and evaluated by the Governing Board.

Reporting

This Scheme and equalities objectives will be reported on annually. Progress against the objectives will be evaluated and the impact of the action and activities assessed.

Publication

The school updates its published information at least annually and publishes the equality objectives at least every four years.

13. Schools’ duties around accessibility for disabled pupils

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4.29 Schools must implement accessibility plans which are aimed at:

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

4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

4.31 OFSTED inspections may include a school's accessibility plan as part of their review

See <http://cyps.northyorks.gov.uk/equalities-and-diversity> for an example of an accessibility plan.

This document relates to the Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE

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

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools
- independent 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

Contact us

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

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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



14. Appendix 1: 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 it 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.”

15. Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014, updated June 2018)

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

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

Equality and Human Rights Commission Guidance for schools

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

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools_and settings.

<http://cyps.northyorks.gov.uk/equalities-and-divers>