

Single Equality Scheme:

Sample template

Updated September 2019

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| Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_ HeadteacherSigned\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chair of Governors Review due: Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**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 annually.

**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 below)

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. 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.)

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.

**What kind of a school are we?**

**School Vision and Values**

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| **“Growing Learners for Life”****To create a stimulating learning environment where ALL are encouraged to think, work together, to be respectful, responsible, develop independence and skills to achieve excellence and success in life.****School Aims Statements****Values**Throughout the school we reinforce the key values**Rights, Respect, Responsibility and Independence**.**Aims**To achieve our vision we aim for all pupils, staff, governors, parents and the community to:* Work together
* Encourage initiative
* Be unique people
* Have self belief
* Understand diversity
* Be welcoming
* Have a supportive environment
* Ensure equality
* Be part of a community
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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

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| **Factors of the geographical location of the school**:-North Duffield is a Community Primary School serving a rural village 9 miles south of York.* In 2019 the school has 125 pupils on roll. The number of FSM and SEND children is below the national average.
* The % of pupils with an EHC plan is slightly above the national and local average.
* End of Key Stage data is normally at or above national and local averages. Any deviation in results is due to small cohorts.
* The school has a stable, established and experienced staff.
* The few pupil movements during the academic year are primarily as a result of home or job relocation.
* We have a range of disabilities within our community including, dyslexia, ADHD, Anxiety, Autism, hearing impairment and incontinence.
* The school has an identified young carer
* Access arrangements are assessed through community questionnaires on a regular cycle to inform accessibility.
* We strive through staff development and raising awareness to ensure that all children achieve their full potential. As a result, pupils with a range of disabilities exceed expectations (see tracking system and data analysis using Fischer Family Trust).
* The school intake is following a downward trend as the village is has an aging population.
* New housing developments have been proposed and planning passed.
* School has 5 classes.
* The majority of our pupils and staff are of white British origin.
* All racist incidents are recorded
* English and sign language are primary languages spoken in school and in KS2 children learn French.
* The school has policies in place to ensure that its procedures for the recruitment, development and retention of staff does not discriminate against individuals on the grounds of disability, gender, religion and belief, race, sexual orientation, gender reassignment, age, pregnancy and maternity, being married or in a civil partnership.
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| **The training taken to position the school well for the equality and diversity agenda**. Restrictive Physical InterventionTraining on the Agreed RE syllabus for North Yorkshire 2019.All staff have level 1 Autism training.Specific staff have Level 2 training, especially staff working with children with Autism.Compass Buzz training for all staff and Level 2 and 3 for Inclusion Team and 2 Teaching Assistants.Governor and Headteacher are trained in safer recruitment practices.Half termly meeting with staff to update pupil needs |

**School provision**

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| **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 available to disabled pupils in many multisensory formats supported by ICT. Highly trained Teaching Assistant support in all classes. School have a text service in addition to letters. Adaptions are made for parents with sight loss. Other adjustments such as a hearing loop are in use in school.
* Termly meeting with parents of children with SEND regarding progress and targets.
* Pyramids of need updated fortnightly by staff, identify children who have specific needs or anxieties at any point during the academic year.
* Dyslexia friendly school all pupils benefit from quality provision, this is a strength of this school. Specific intervention programmes are available and used where appropriate, e.g reading intervention- Nessy.
* Our Behaviour Policy has been developed to be flexible enough to accommodate the needs of all pupils, but school recognises additional, specific strategies are occasionally required in addition to the Zone Board and House Point system. Such strategies may include differentiating the timetable but are personalised to the pupil and may involve additional rewards.
* School has a Pastoral Support Officer to identify and provide support for children with emotional, as well as, learning needs within the classroom. We also have a pastoral room to allow children to work on identified emotional and mental needs as well as their learning behaviours.
* There is a whole school Provision map for recording provision, embedded within quality first teaching. This informs individual provision maps for particular pupils who may have additional needs eg autism.
* Individual provision maps are written for all pupils who have additional/specific needs and may require specific targeted intervention. These personalised provision maps include details of interventions and additional resources needed to ensure inclusion, reasonable adjustments and ensure equality.
* “At a Glance” documents give an overveiew of children’s needs/
* Pupils are encouraged to discuss and make use of resources that will support/personalise their learning, (eg alternative ways of recording written work or gel pens) This is reinforced and updated regularly during target setting meetings with parents and staff. Teaching Assistants are highly trained in supporting pupil provision in the classroom. Pupils are encouraged to be independent in the use of resources available to them in the classroom.
* Relevant members of staff are doubled to ensure safety and inclusion on trips or camp for pupils with specific needs.
* Excellent proactive links and liaison with outside agencies to ensure inclusion for all.
* Pastoral Support Officer provides advice in contacting relevant agencies or obtaining relevant support through a referral when appropriate.
* Emotional Literacy borrowing display to support many common or tricky family issues. Including accessible literature on different disabilities e.g. Autism and ADHD
* Pastoral Support Officer who supports Pupil Premium children and children with SEND in identifying and becoming good learners.
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**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.

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| As an inclusive school ***all*** children have access to school events and activities in the community. Many children have chance to play instruments and participate in after school clubs, including sporting events.In 2018 Pupil Premium and SEND children were linked and attained well in maths and Literacy. Throughout the school this is not the case as the majority of SEN and FSM children are making progress but are not meeting their age related expectations. Pastoral Support Officer employed to work with children to improve learning behaviours and raise outcomes. Most pupils with SEND make at least good progress from their staring points. School tracking shows progress of most groups is in line with and above that expected. SENDCo works on interventions with Teachers and teaching assistants to continually close the gap and increase progress.Time every day to focus on core skills in literacy and mathematics. Specific interventions carried out with SEN and underachieving pupils throughout the day and predominantly in the classroom- children developing key skills in this time.Children within school feel safe. Questionnaire (Growing up in North Yorkshire 2014) are done with children to allow them a voice within school.Behaviour in school is good. There are very few incidents of bullying which are dealt with effectively and quickly. Children follow the school expectations and the rewards and sanctions. These are adapted if necessary for specific children. Attendance data from Raiseonline shows high attendance throughout school. Children in specific groups have very high attendance throughout the school. Non attendance is rare, policy and procedures have been written to ensure this continues.The parents and staff of children in particular groups work well together. Meetings are regular when necessary and parents are always informed of any changes quickly. They have a good understanding of where to find information  |

**Equalities objectives**

Our Equalities Objectives, based on needs analysis, for the period 2018-2022 are:

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| **Objectives:*** Increase the progress towards age expected of SEND and Pupil Premium pupils;
* Raise attainment in English for Early Years and KS1 boys;
* Provide children with up to date, friendly toileting facilities.
* Staff are aware of bladder issues in school of all pupils and treat them with dignity and not discriminate against them.
* Provide disability access to the main access in school.
* Ensure all staff are aware and know how to work with pupils with hearing or sight impairments.
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| **We have identified these objectives because**:* An increasing number of children have issues around toileting.
* After a premise audit, the change to the main school entrance means access to school through specific doors needs to developed for all users, particularly visitors with prams, wheel chairs and heavy items.
* A pupil with a hearing impairment attends school. Staff and school needs to ensure inclusion at all times.
* End of key stage data shows a gap in attainment between SEND/ PP pupils and Non SEND/ PP pupils.
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Indicators of progress towards the objectives are reviewed annually and recoded in the action plan (see appendix 2)

**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 Body at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
* 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 and equality objectives 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 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** (named):

* Mrs Mounfield and Mrs Smith maintain and share with all the staff those vulnerable pupils and how their needs will be met;
* Mrs Mounfield and Mrs Smith are responsible for ensuring the specific needs of staff members are addressed;
* Mrs Russell is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff
* Mr Russell is the person responsible for monitoring the response to reported incidents of a discriminatory nature.
* Mrs Volans is the governor responsible for publishing the SEN information report

**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 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 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.

**Mechanisms for involvement**

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

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| * School council and pupil voice through relevant whole school whole working assemblies.
* Development of pupil leadership groups.
* Individual interviews with pupils involved in incidents of a discriminatory/ bullying nature;
* Discussion with pupils to assist with transition, inform annual reviews and involvement at the meetings when appropriate.
* Questionnaire for all pupils on their views of learning/teaching in school; (needs to be annually)
* Informal gatherings with wider community to open up discussion of hidden disabilities
* Questionnaires to wider community
* Nurture groups as appropriate to address any difficulties
* Growing Up in North Yorkshire Pupil Survey
* Pupil voice of SEND is gathered and used to help further identify support and needs
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At this school the following mechanisms will ensure the views of **staff** inform the Equality

Scheme, objectives and action plan:

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| * Exit interviews with staff to be developed;
* Links with unions encouraged
* SEN Governor meetings;
* SEN TA meetings;
* Regular staff meetings with specific agenda items;
* Individual discussions with staff as a part of Appraisal Process.
* Staff voice encouraged open forum
* Promote policy awareness
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At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme, objectives and action plan:

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| * Feedback through the Governing Body meetings;
* Feedback through the PTA meetings;
* Feedback from adults using the school beyond the school day;
* Meetings with parents and local groups representing a particular theme;
* Information evenings are provided to ensure that parents are involved in and informed about teaching and learning in the school and that their views are taken into consideration;
* Home School agreement.
* Welcoming parents and the community into school so that they are critical drivers in policy development.
* Yearly open meetings with parents and local groups representing a particular theme.
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The school’s action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the four years (maximum) of this Scheme and the equalities objectives. 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 (schools could use 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 and progress with the equalities objectives will be evaluated and reflected in:

* school self-evaluation;
* pupil progress, outcomes and engagement,
* feedback e.g. Parentview, pupil voice

**Reporting**

This Scheme and equalities objectives 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, the school website and it will be referenced in school newsletters

**Publication**

Equalities objectives will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area, the school website and it will be referenced in school newsletters

 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)

**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.

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| This document relates to the 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* |



**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:

1. To harmonise discrimination law;
2. 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, 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-diversity