Arksey Primary School

Single Equality Policy

November 2026

Arksey 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 annually to prove how their school complies with the **Public Sector Equality Duty**.

The Public Sector Equality Duty extends schools' equality duties to all protected characteristics, (previously known as equality strands):
(Full details of which are available by studying the 2010 Single Equality Act in full.)

- Race
- Disability
- Sex
- Age
- Marital status
- 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. Failure to make reasonable adjustments can no longer be defended as justified. Schools will (when the Act is fully implemented), be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not supplied through Special Educational Needs statements. The Act replaces the Disability Equality Duty. Schools generally 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 SEND 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 and Governing Body minutes 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:

- Eliminating discrimination and other conduct that is prohibited by the Act.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- 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.
- 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.

New positive action provisions allow schools to target measures that are designed to alleviate disadvantage experienced by, or to meet the particular needs of, pupils with particular protected characteristics.

The law on disability discrimination is different from the rest of the Act in that it protects disabled people and allows schools to treat disabled pupils and employees more favourably than non-disabled pupils and employees. The reasonable adjustment duty is extended to require schools to provide auxiliary aids and services to disabled pupils and employees. (Not yet implemented).

Exceptions include the 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** – this is a sensitive area. 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.

Equality Objectives –
The Equality Act requires schools to set and publish Equality Objectives. Objectives will be specific, measurable and achievable and they are likely to arise from the analysis of data which may indicate an area for improvement. The objectives will fit the school's needs.

The Equality Duty requires Schools to consider equality implications before and at the time that they develop policy and take decision. The school is subject to the need to have 'due regard' to the elements outlined above.

The Public Sector Equality Duty will be integrated into all of the school functions and the analysis that is necessary in order to comply with the duty will be carried out seriously, rigorously and with an open mind.

School will not delegate the responsibility for carrying out the Duty to anyone else.

The Government has also introduced new specific duties, intended to help public bodies to meet their obligations under the PSED. The PSED is set out on the face of the Act, while the specific duties are set out in secondary legislation – the Equality Act 2010 (Specific Duties) Regulations 2011.

The emphasis is on transparency – making information available so that the school's local community can see how the school is advancing equality in line with the PSED and what objectives it is using to make this happen.

A large amount of data is already collected by the government in ASP, which presents performance data for schools broken down by a number of relevant characteristics and which includes comparative analysis with national statistics.

We monitor and analyse pupil performance by ethnicity, gender and special educational needs/disabilities and take account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The curriculum builds on pupil's starting points and 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 and disabilities
- Pupils who are in public care
- Pupils who are at risk of disaffection and exclusion
- Pupils of all sexual orientations, including trans-gender and questioning

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

- pupils' attainment - analysis of results for pupils of particular groups, e.g. boys/girls, SEND, FSM, 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)
- 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 (e.g. extended leave/mobility issues for particular groups of pupils)

- 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)

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the local authority as requested.

Responsibility
We believe that promoting Equality is the whole schools' responsibility:

Governing body
Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.

Head teacher as above including:
Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.
Ensure that staff have appropriate skills to deliver equality, including pupil awareness.
Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Senior Management Team
To support the Head/Principal as above
Ensure fair treatment and access to services and opportunities.
Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Teaching staff
Help in delivering the right outcomes for pupils.
Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.
Design and deliver an inclusive curriculum.
Ensure that you are aware of your responsibility to record and report prejudice related incidents.

Non-Teaching Staff
Support the school and the governing body in delivering a fair and equitable service to all stakeholders.
Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated.
Support colleagues within the school community.
Ensure that you are aware of your responsibility to record and report prejudice related incidents.

Parents
Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.
Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Pupils
Supporting the school to achieve the commitment made to tackling inequality.
Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

Local community members
Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.
Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

This policy document will be reviewed every year and the Single Equality Plan will be published on the school website and reviewed every four years.