



Samuel Allsopp
Primary & Nursery School

Head Teacher: Mr Lee Smith

Telephone: 01283 247420

E-mail: enquiries@victoria.staffs.sch.uk



Policy for Equality (with objectives)

Policy last reviewed and updated by Governors:	16th January 2025
Date interim amendments made (if any):	
Date for next review:	16th January 2026

Victoria Site: Victoria Road, Burton upon Trent, Staffordshire. DE14 2LU

Orchard Site: Belvoir Road, Burton upon Trent, Staffordshire. DE13 ORA

A place where
children **CAN**



Policy Consultation & Review

This policy is available on our school website and is available on request from the school office.

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This policy will be reviewed in full by the Governing Body on at least an annual basis.



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1. Aims

Samuel Allsopp Primary and Nursery School aims to meet its obligations under the Public Sector Equality Duty (PSED), by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Our school aims to promote respect for difference and diversity in accordance with our values, such as Respect, Independence, Caring, Helpfulness, Equality and Resilience.

2. Legislation and Guidance

Samuel Allsopp Primary and Nursery School Single Equality Policy is drawn up in line with and in response to the **Equality Act 2010** and the **Equality Act 2010 (Specific Duties) Regulations 2011**.

This policy has also been drawn up in line with guidance from the Department of Education (DfE) <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

The contents are intended to outline the policies and procedures which are in place in school in order to ensure compliance with the Act along with further information on the evidence that will be made public.

3. The Equality Act 2010

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**. Schools must comply by 6th April 2012 and annually thereafter.

The PSED 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
- 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 SEN statement 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:

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.
- 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 –

- **Single sex schools** are still able to refuse to admit pupils of the opposite sex.
- **Schools with a religious character**, (commonly known as faith schools), have certain exceptions to the religion or belief provisions.
- **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. Schools have many duties along with complying with the Equality Act and these include their duty of care to all their pupils, their duty to deliver key areas of the curriculum and in particular their duty to deliver religious education or sex and relationship education.

4. Roles and Responsibilities

The Governing Body will:

The Governing Body will ensure that all pupils have equal access to the full range of educational opportunities provided by the school and will seek to remove any forms of indirect discrimination that may form a barrier to learning.

They are committed to preparing the pupils of Samuel Allsopp Primary and Nursery School for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour.

The Governing Body will ensure that the curriculum reflects the attitudes, values and respect that we have for all individuals and cultural groups. We will encourage the pupils to explore fully the origins and differences of all religions, nationalities and ethnicities in order to develop their better understanding of the world-wide community.

The Governing Body will ensure that all recruitment, employment, promotion and training systems are fair to all, and provide equal opportunities for everyone to achieve their potential regardless of their gender, sexual orientation, race or nationality.

The Governing Body will ensure that people with disabilities are not discriminated against and that all reasonable steps are taken to ensure that the school environment gives equal access to people with disabilities.

The Headteacher will:

The Headteacher will ensure that the Equality Policy is adhered to throughout the management, curriculum and ethos of the school community.

The Headteacher will ensure that all staff are aware of the school policy and that all staff apply the guidelines fairly in all situations.

The Headteacher will ensure that the school curriculum promotes respect for other cultures, religions and nationalities and will ensure that all classroom resources and materials reflect the diverse nature of the school community and have respect for the sensitivities of all members of the class.

The Headteacher will ensure that all appointments made to the school will have given due regard to the policy and that no-one is discriminated against on the grounds of gender, sexual orientation, race, ethnic or national origins.

The Headteacher will have strategies in place to deal with any incident and recognises that these may take many forms including verbal or physical acts, rejection, unwelcome and negative comments.

The Headteacher will treat all incidents of unfair treatment and any racist or discriminatory incidents with due seriousness. The Headteacher will present a termly report to the Governing Body on the nature and number of any such incidents.

School Staff will:

School staff will accept that this is a whole school issue and support the Equality Policy and procedures

School staff will make known any queries or training requirements

School staff will know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping

School staff will be aware of the procedures for reporting incidents of racism, harassment or other forms of discrimination

School staff will ensure that those with protected characteristics are not discriminated against and are given equality of opportunity

School staff will keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA

School staff will ensure that pupils from all groups are included in all activities and have full access to the curriculum

School staff will promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

5. Eliminating Discrimination

Our school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings and weekly briefings.

New staff receive training on the Equality Act as part of their induction, and all staff receive regular refresher training.

The School will ensure that all reasonable adjustments in relation to a disability for any potential of current employees.

The School will not ask about the health of an applicant until a job offer has been made, as per the employment provisions of the Act, unless the questions are specifically related to an intrinsic function of the work.

The School will not discriminate against a potential employee or an existing employee in respect of any of the particular characteristics already identified or in respect of the benefits, facilities or services it offers.

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

7. Fostering Good Relations

Our school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to participate in such assemblies and we will also invite external speakers to contribute.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

8. Equality considerations in decision-making

Our school ensures it has due regard to equality considerations whenever significant decisions are made.

Our school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

9. Equality Objectives

Objective 1

Promote positive attitudes towards alternative lifestyles and family relationships so that we lessen the chances of the word “gay” being used negatively.

Why we have chosen this objective:

School and wider society is a place where all children should feel safe and respected. There are a variety of family situations in British society; some children will have parents who have separated, some may live with a mum and a dad, some may have step-parents and some may be fostered or adopted. Some may have other family arrangements; some with have LGBTQ parents or other LGBTQ family members. We want all of our children to understand the stereotypes and prejudices that exist and feel that they can challenge these.

To achieve this objective we plan to: Continue to implement our PSHE programme, which raises children’s awareness that there are many different family situations. This is not done in isolation. When discussing similarity and difference in PSHE lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs to their own, and about people with disability or special needs. When discussing any differences between people, our PSHE sessions will help teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children will learn about discrimination and prejudice including racism, sexism and ageism. This supports the school with our obligation to align with the Equality Act 2010.

Progress we are making towards this objective: The PSHE scheme has been implemented across the school from Year 1 to Year 6. We continue to work parents from the local community and hold conversations to challenge views which are discriminatory. We have set up a Parent Council as a way of engaging more effectively with parents in support of varying viewpoints

Objective 2

To ensure our school actively raises awareness, appreciation and celebration of diversity including, gender, sexuality, race and religion.

Why we have chosen this objective: We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

To achieve this objective we plan to: Texts will be carefully selected to support teachers and pupils in the exploration of key themes and in their developing spiritual, moral, social and cultural understanding. Whole school assembly to introduce and develop children’s understanding of the protected characteristics. Identify specific training needs for the school team to enable them to better develop their understanding around legislation, protected characteristics and unconscious biases. We do this as part of our British Values education.

Progress we are making towards this objective: Mapped out texts across the school to ensure wide range coverage. We have a British Value of the week for our assembly curriculum

10. Monitoring Arrangements

The Headteacher will update the equality information we publish, at least every year. This document will be reviewed by the governing body and Headteacher at least every 4 years. This document will be approved by the Governing Board.



**Declaration that this policy has been submitted to Governors for
perusal and approved for publication**

Signed:	Dated:
Mr Smith Head Teacher	

Signed:	Dated:
Chair of Governors Mr Symons	

