

# Willerby Carr Lane Primary School



## EQUALITY DUTY

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas.

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 pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their

- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

It is also unlawful to discriminate because of a characteristic which you think a person has, even if you are mistaken. So a teacher who consistently picks on a pupil for being gay will be discriminating because of sexual orientation whether or not the pupil is in fact gay.

The new Act extends protection against discrimination on grounds of pregnancy or maternity to pupils, so it will be unlawful – as well as against education policy – for a school to treat a pupil unfavourably because she is pregnant or a new mother.

Protection for transgender pupils against gender reassignment discrimination is also new in this Act.

The term “protected characteristics” is used as a convenient way to refer to the categories to which the law applies.

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 this 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.



## **Advancing Equality of Opportunity Information**

Advancing equality of opportunity involves, in particular:-

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (for example disabled pupils, or gay pupils who are being subjected to homophobic bullying);
- taking steps to meet the particular needs of people who have a particular characteristic (for example enabling Muslim pupils to pray at prescribed times) and
- encouraging people who have a particular characteristic to participate fully in any activities (for example encouraging both boys and girls, and pupils from different ethnic backgrounds, to be involved in the full range of school societies).

The Headteacher and all senior leaders believe that it is vital that they lead and demonstrate their full commitment to ensuring that all pupils are treated fairly and achieve their full potential. The SLT monitor all vulnerable groups with protected characteristics.

Data clearly shows that pupils in vulnerable groups within this school fulfil their full potential by the end of Key Stage 2.

- FSM pupils achieve as well as all other pupils.
- Pupils of different ethnic origins achieve as well as all other pupils.
- Regular tracking of pupil progress in reading, writing and maths quickly identifies pupils who are making less than good progress. Strategies are then initiated to ensure that their progress is improved. The school also tracks vulnerable cohorts to ensure that they make good progress.

## **Eliminating Discrimination Information**

The following policies demonstrate our commitment to fulfilling the requirements of the Equality Act 2010:

[Equal Opportunities Policy](#)

[Equality and Diversity Policy](#)

[Behaviour Policy](#)

[Anti-bullying Policy](#)

[Accessibility Plan](#)

The school also reviews annually progress towards achieving its Equality Objectives.

## **Fostering Good Relations Across All Characteristics**

International Award:

The school has a specific programme for the teaching of Global Citizenship, which includes our link with Kirima Primary School, and strongly believes in teaching children to value diversity and celebrate the different cultures of the world and those within our own country.

PHSCE

The School values the contribution the local community can make in ensuring pupils appreciate the diversity of our society and the importance of treating everyone as equal and valuing their contribution to our daily lives.

Behaviour :

The school has a strong ethos of expecting all pupils to behave well and takes a very proactive stance on tackling the small number of bullying incidences which occur. The SLT takes particular interest in any issues which involve the very small number of pupils who have protected characteristics related to race.

The Arts:



Our Arts Award demonstrates our commitment to the diversity and equality, which the Arts always champion.

## **Our Equality Objectives**

2014 - 2017

- To monitor the attainment of different cohorts within our population and put in place plans to address any relative underperformance.
- To improve the progress of all PPG pupils so that it is 'good', and at least equal to all other pupils in the school.
- To ensure that difference is celebrated throughout the curriculum and when all future policies are reviewed consideration is given to the principals embedded in the Equality Act 2010.
- To ensure that any future building developments take into account the needs of pupils and their parents who have protected characteristics

