

Benjamin Britten School



Separation Statement

The aims of the Gender Separation Statement are as follows:

Benjamin Britten School is committed to promoting equality, inclusion and respect for all pupils. In line with the Equality Act 2010, this statement sets out how the school ensures that any separation by sex is lawful, proportionate and educationally justified.

The aims of this statement are to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between boys and girls
- Remove or minimise disadvantage experienced by pupils of any sex
- Encourage participation where representation is disproportionately low
- Foster positive relationships between pupils of different sexes and address prejudice-related incidents
- Recognise, challenge and reduce bias and stereotyping

General Principle

Pupils at Benjamin Britten School are not routinely separated by reference to protected characteristics, including sex, race, religion or belief. Teaching, learning and enrichment opportunities are normally provided on a mixed-sex basis.

However, the Equality Act 2010 allows for specific, limited and lawful exceptions, which the school applies carefully and proportionately where there is a clear educational, welfare or safety rationale.

Lawful Exceptions to Mixed-Sex Provision

1. Single-Sex Sport

Under Section 195 of the Equality Act 2010, schools may provide single-sex sporting activities where physical strength, stamina or physique would place pupils at a disadvantage in mixed competition.

At Benjamin Britten School:

- Both mixed-sex and single-sex sporting opportunities are offered
- Examples include boys' football teams or girls' hockey teams
- Equivalent or comparable opportunities are provided for all pupils (e.g. girls' football, girls' rugby)
- No pupil is denied access to sport on the basis of sex

2. Equality of Opportunity within Curriculum Design

The curriculum is designed to be **broad, balanced and ambitious for all pupils**, regardless of sex.

- At Key Stage 3, all pupils access the full technology rotation, including textiles, food technology, carpentry, metalwork and programming

- At Key Stage 4, option subjects are open to all pupils, with parity of access and entry
- Curriculum planning actively challenges gender stereotyping and promotes inclusive participation

3. Positive Action and Targeted Single-Sex Provision

In some circumstances, the school may take **lawful positive action** to address disadvantage or underrepresentation, as permitted by the Equality Act 2010.

Examples include:

- STEM enrichment activities for girls where participation data shows underrepresentation
- Targeted interventions for boys eligible for Free School Meals where evidence shows a disparity in outcomes
- Targeted Support for Girls Experiencing High Anxiety: Single-sex sessions or interventions may be offered to help pupils develop coping strategies, confidence, and resilience in a supportive environment.

Such provision is:

- Positive action is based on evidence of need or disadvantage
- Participation is voluntary and intended to enhance equality of opportunity, not restrict access for others
- Activities are time-limited and reviewed regularly to assess effectiveness
- Interventions are aligned with the school's broader safeguarding, wellbeing and curriculum objectives
- Based on clear evidence
- Proportionate and time-limited
- Designed to remove disadvantage rather than create unfair advantage

4. PSHE and Sex Education

PSHE education is normally delivered in mixed-sex groups. However, it may be appropriate and lawful to deliver some aspects of sex education or health education in single-sex groups, where pupils' needs differ and separation supports effective learning, safeguarding or wellbeing.

5. Negligible and exceptional separation

In rare circumstances, pupils may be separated by sex, where:

- The separation is minimal and temporary
- It has a negligible impact on pupils' ability to socialise, mix and learn together
- It is objectively justified and proportionate

6. Facilities

The school has separate toilet and changing facilities which are of the same high standard of finish.

Review and Oversight

Any decision to separate pupils by sex is:

- Carefully considered
- Monitored for impact on equality and inclusion
- Reviewed regularly to ensure continued compliance with the Equality Act 2010

This document links to the Equality Information and Objectives Statement