

Single Equality Scheme 2016

~~Red take-out, Blue check my editing! Light green - I've added, Grey possibly get rid of, murky green - editing comments~~

~~NB~~

~~Pink highlight - updated information for 2015~~

~~Yellow highlight - school should enter bespoke information related to the school and its context~~

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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-our~~ school-s_ statutory duties in these areas.

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The scheme also highlights how our schools have worked with and listened to the staff, pupils, parents and carers to inform ~~development of action plans~~ [the Schools' Improvement Plan](#) 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 schools' communities.

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This document sets out how people with the following protected characteristics (previously known as equality strands) will be protected in our schools from harassment and discrimination:-

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- 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.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

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As well as delivering high quality services to our pupils, the schools are 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:-

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- 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.

Signed _____ Headteacher	Date _____
Signed _____ Chair of Governors	Date _____

Aims of the single equality scheme

- To articulate [the-our](#) schools' commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our schools' communities are 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

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Purpose of the Equality Scheme

This equality scheme is [the-our](#) schools' 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-our](#) schools are 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.

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This Equality Scheme sets out how [the-our](#) schools 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 ~~(moved this down)~~

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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 schools' improvement plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our schools more accessible to the whole community, irrespective of background or need.

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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 help disabled pupils who come to our schools.

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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 its scheme~~ sets out how ~~the our~~ schools will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

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- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of ~~the our~~ schools 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 improvement plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published annually. ~~Equality objectives have been identified through consultation with key stakeholders using the Inclusion Quality Mark audit tool.~~ Our equality objectives are published every four years.

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These equality objectives are understood and implemented by all staff and are available on the schools' websites. ~~It is~~ A copy is available in different formats and in different languages on request to the school office.

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Our schools ~~has~~ have regard to the need to provide adequate resources for implementing plans and must regularly review them.

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OFSTED inspection may include the school's accessibility plan as part of their review.

Equality Objectives

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- to narrow the gap in performance of disabled pupils;
- to monitor the progress of disadvantaged groups and implement early intervention as required.
- to increase understanding and tolerance between religious and non-religious groups;
- to monitor and reduce the number of homophobic and racial incidents;
- to anticipate the needs of incoming pupils from a new group, such as traveller children, children with English as an additional language, children from minority ethnic groups.

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Indicators of progress towards meeting objectives

- **Attainment results and analysis of data for specific groups to show increased progress**
- **Pre-school alliance meetings to anticipate needs of incoming pupils.**
- **Initial meetings with new parents and liaising with other pre-school providers to ensure their needs are met, creating a seamless transition into school.**
- All staff and Governors to challenge behaviour that is not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for all faiths and beliefs.
- All staff and Governors will challenge all stereotypes (including gender, cultural and racial), promote tolerant behaviour and be respectful to others to create an inclusive ethos where all views, cultures and races are valued and children are engaged with their wider community.

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Sand Hutton and Warthill are small federated voluntary controlled Church of England primary schools.

School Vision and Values

The Our school's vision and values statements reflects the our school's ambitions for all the pupils and have been developed with the whole community. They refers to the key requirements set out in the National Curriculum Inclusion Statement 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 Our schools embrace the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement.

Schools Aims and Values – Need to be inserted here

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School Context

The nature of the schools' population and context to inform action planning for the equality scheme

Factors of the geographical location of the school:-

▲ Sand Hutton has less than 90 pupils and 3 classes.

- 6.9% minority ethnic;
- 6.9% English as an Additional Language (EAL);
- 8.3 % Free School Meals (FSM) – eligibility and uptake;
- 20.8% Special Educational needs (SEN);
- 1.4% Educational Health Care plan;
- 38.9% boys,
- 61.1% girls,

The children on ~~role-roll~~ usually remain at the school throughout their school life.

All staff have been at the school for longer than 2 years.

The children come from a mix of socio-economic backgrounds, and this is expected to continue.

The teaching area in the school is all on one level with disabled access and toilets.

The majority of children come from homes where English is the language spoken. Some children come from homes where Polish or French is spoken as the main language.

We consider social identity factors such as disability, gender, sexual orientation, faith, age and ethnicity when recruiting, developing and retaining staff.

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▲ Warthill has less than 40 pupils and 2 classes.

- 5.4% minority ethnic;
- 0% English as an Additional Language (EAL);
- 14.6 % Free School Meals (FSM) – eligibility and uptake;
- 12.2% Special Educational needs (SEN);
- 0% Educational Health Care plan;
- 46.3% boys,
- 53.7% girls,

The children on ~~role-roll~~ usually remain at the school throughout their school life.

All staff have been at the school for longer than 2 years.

The children come from a mix of socio-economic backgrounds, and this is expected to continue.

The teaching area in the school is mostly on one level with disabled access and toilets.

All children come from homes where English is the language spoken. We consider social identity factors such as disability, gender, sexual orientation, faith, age and ethnicity when recruiting, developing and retaining staff.

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The training taken to position ~~the-our~~ schools well for the equality and diversity agenda.

Meeting the medical needs of pupils e.g. Sensory Autism training, Reading and Language intervention for children with Downs; Restrictive Physical Intervention; Restorative Practice training; SENCO network meetings; Prevent training; staff meeting every term to update on pupil needs ;governor training on fair recruitment practices (Safer recruitment training)

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School provision

Examples of reasonable adjustments ~~the-our~~ schools makes as a matter of course

- Information is provided in a variety of ways to meet the needs of all children and their families (not just written). Phone conversations and face to face meetings with parents seek to ensure families and children are kept informed. ~~The-Our~~ schools provide information for parents and carers on the ~~ir~~ websites about the ~~ir~~ provision for children with disabilities and special educational needs;
- displays and resources are chosen to create a dyslexia friendly environment;
- ~~the-our~~ schools have a positive behaviour policy in place;
- ~~the-our~~ schools have frequently amended and updated provision maps for Communication and interaction, Cognition and Learning, Sensory and Physical and Social, Emotional and Mental Health needs;
- ~~the-our~~ schools record adaptations to provision in individual/personalised provision maps;
- ~~the-our~~ schools involve pupils in planning provision where appropriate;
- the physical accessibility of the grounds and premises are considered when changes are made.

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Outcomes for pupils ~~(I've moved this down so it goes with the box below!)~~

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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. This is recorded in the School Self evaluation Form (SEF).

These processes form part of the schools' equality impact assessment processes 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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- pupils' attainment - analysis of end of key stage results for pupils of particular groups
- 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 racism, 'hate' and bullying involving particular groups of pupils*)
- the behaviour of particular groups of pupils (e.g. *exclusion data for particular groups of pupils*)
- 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 extra-curricular/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 schools' 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*)
- *impact of the use of specific individual budgets e.g. Pupil Premium report, SEN information report*

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- 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 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 annually, on the effectiveness of the policy;
- 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 has direct relevance, with assistance from relevant agencies.

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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;
- establish that the actions arising from the scheme are part of the School [Development/Improvement](#) Plan;

- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action in line with the School [Development-Improvement Plan](#);
- evaluate the action plan annually
- publish information annually.
- publish equality objectives every four years

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 Improvement Plan](#).

People with specific responsibilities:

- Catherine Naylor is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Janet Wardell is responsible for ensuring the specific needs of staff members are addressed;
- Janet Wardell and Catherine Naylor are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- Janet Wardell is responsible for monitoring the response to reported incidents of a discriminatory nature.
- Rachael Harrison and Catherine Naylor are responsible for publishing the SEN information report

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Parents/Carers will:

- have access to the scheme;
- 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;
- be aware of the Single Equality Scheme and how it relates to them;
- 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 incidents of racism, harassment or other forms of discrimination;
- 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 that peer support 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.

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Involvement Processes

When developing this Equality Scheme, 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 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 these~~ In our schools the following mechanisms will ensure the views of **pupils** inform the Equality Scheme and ~~action~~ the School Improvement plan:

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- *Exit questionnaires with pupils;*
- *School council;*
- *Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;*
- *Individual interviews and or questionnaires with pupils experiencing reasonable adjustments;*

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~~At this~~ In our schools the following mechanisms will ensure the views of **staff** inform the Equality Scheme and ~~action~~ the School Improvement plan:

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- *Interviews with staff as part of performance management;*
- *Regular staff meetings with specific agenda items;*
- *Individual discussions with staff as a part of performance management.*

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At this ~~in our~~ schools the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme and ~~action-School Improvement~~ plan:

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- *Text to be inserted into communication with parents: "your support for your child's education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender."~~(can we offer this???)~~ where possible.*
- Feedback through the Governing Body meetings;
- Feedback through the PTA meetings;

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The schools' ~~action-plan~~Improvement Plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds ~~over the three years~~through of this Scheme. 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 schools will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

This scheme is included in the School Improvement Plan, the progress of which is monitored and evaluated by the Governing Body.

The ~~action-Schools' Improvement~~ plan ~~that~~ identifies ~~the-our~~ equality objectives ~~for the school~~ arising from this scheme ~~and~~ shows:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

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The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form;
- Governor meetings;
- feedback e.g. questionnaires.

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Reporting

This Scheme will be reported on annually. Progress against the ~~action-plan~~equality scheme ~~objectives~~ will be evaluated and the impact of ~~the-action~~s and activities assessed. Copies will be available in the schools' reception area and it will be referenced in ~~the schools'~~ newsletters ~~and in~~ ~~the school's~~ prospectus ~~and~~ ~~school~~ websites.

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be available in the schools' reception area and it will be referenced in school newsletters, [the-school](#) prospectus and on the schools' [website](#)s.

Contact us

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

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如欲索取以另一套文印器或另一格式写作的资料，请与我们联络。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk



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Equality Legislation and Guidance

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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:

- a) To harmonise discrimination law;
- b) 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 it 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)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

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