

## Single Equality Scheme 2016

### Introduction

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>

*5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.*

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 school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans 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 school community.

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

- 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. Chapter 4 of the Act deals in detail with disability issues.

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

As well as delivering high quality services to our pupils, the school is 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:-

- 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.

This scheme is revised every three years and is reported on annually.

Signed ___Mrs S. MacDonald___ Headteacher	Date ___25.2.16___
Signed ___Mr C. Taperell___ Vice-Chair of Governors	Date ___25.2.16___

### **Aims of the single equality scheme**

- 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

### **Purpose of the Equality Scheme**

This equality scheme is the school's 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 school is 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.

This Equality Scheme sets out how the school 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

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 equalities action plan that sits within our School Development Plan (SDP). Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need.

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 make to be best placed to help disabled pupils who come to our school.

This action plan, sitting within the SDP replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

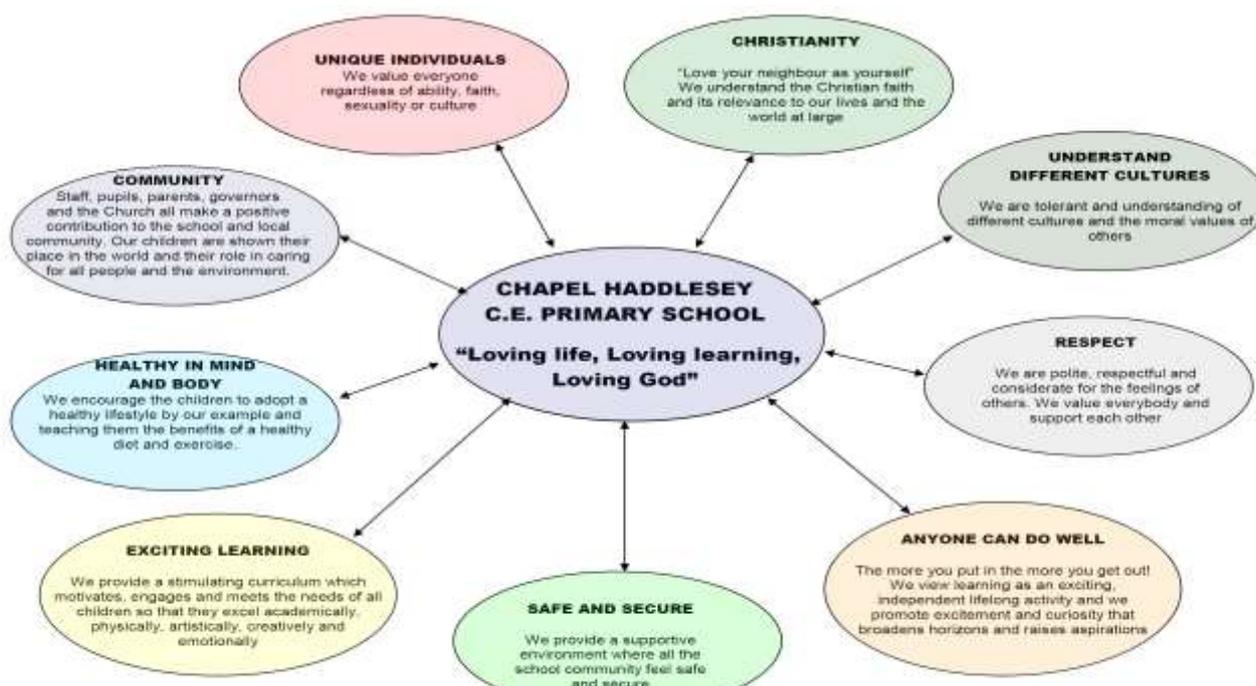
The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives will be identified this academic year through consultation with key stakeholders using the **Inclusion Quality Mark** audit tool. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

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

## School Aims Statements



### Equality Objectives

Short term 2015 -2016

- To increase participation of pupil premium pupils in after school sporting activities;
- To narrow the gap in performance of pupil premium and SEND pupils
- To increase understanding between religious groups;
- Can Do training for headteacher
- Sharing of vulnerability checklist
- Stimulating environments that engage all learners
- Outside area improved to allow for free flow
- Audit of dyslexia friendly resources
- Developing systems for more frequent information to families regarding how children are learning and progressing
- To implement ELSA to pupils in need of further support to ensure that they continue to make good progress.

### Equality Objectives

Medium Term 2015 -2017

- Review SEND needs within school and develop understanding of provision
- Key worker concept to be developed within EYFS
- Promotion of effective learning behaviours for all
- Develop a system to share key information with visiting teachers in school to support pupils in the classroom
- Develop a bank of dyslexia friendly resources to use in school
- Enhance the PE equipment outside for all learners to access
- To achieve the Inclusion Quality Mark

Long Term 2017 - 2018

- To achieve the dyslexia quality mark
- To ensure that the school has suitable disabled access for visitors and suitable facilities
- To embed the working partnership between the school and the local community, including the PCC

### Indicators of progress towards meeting objectives

- Pupil tracking data and work in books shows progress
- Club registers show increased number of pupil premium pupils accessing clubs
- Training by staff completed
- Entry and exit data for interventions show good progress
- SEND provision in school secure shows clear support and next steps for support
- Behaviours for learning good
- Outside equipment installed, impacting on reduction in playtime incidents and better facilities which engage pupils
- Dyslexia friendly materials accessible in school
- Dyslexia friendly award achieved by the school
- Partnership working with the PCC is embedded resulting in greater opportunities for the pupils and greater community involvement in the school
- Standards of displays in school are high and reflect the needs of pupils, supporting learning

### What kind of a school are we?

#### School Vision and Values

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It 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 school statement also embraces 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. The school is committed to achieving the **Inclusion Quality Mark** and to addressing any actions which are identified to improve our inclusive practice.

#### School Context

##### Factors of the geographical location of the school:-

Chapel Haddlesey Church of England Primary School is a rural school located to the south of Selby. The community is bisected by the A19 and many pupils attend from the villages of Chapel Haddlesey, West Haddlesey and Hirst Courtney. It is a smaller than average primary school with 50 pupils on role. The building is a Victorian building and the school currently has two classrooms, though there is scope to add an additional classroom to the school within the next 18 months.

Historically, Chapel Haddlesey and West Haddlesey was a farming community but the area has evolved into being a desirable area to live as it serves as a commutable distance to Leeds, York and Selby.

Our catchment is a mixed community and the majority is of white British origin. 4% of our children are entitled to free school meals. 40% are on the SEN register, of which 2 pupils have a disability. We have not had any new children join our school this academic year, just 8 new starters in EYFS in September. 51.1% of the school are girls and 48.9% are boys. We have 7 new starters who have applied to begin in EYFS in September 2016.

Staff turnover is relatively stable though a new headteacher began in September 2015 and the school are currently recruiting for a new class 1 teacher. 1 pupil has left this year due to moving house and another child was going to move but the parents changed their mind due to the level of personalised learning that their child was receiving at the school.

### **The training taken to position the school well for the equality and diversity agenda.**

SENCO network meetings  
SENCO Advisor consulted  
ELSA training  
Play therapy trained  
Restorative practice training  
Behaviour training  
Restrictive intervention  
Prevent training  
Child protection training  
Governor training on fair recruitment practices  
Training on the new SEND Code of Practice 2015

### **School provision**

#### **Examples of reasonable adjustments the school makes as a matter of course**

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

Information is currently provided for disabled pupils and parents/carer through individualised provision maps and meetings with parents/carers, pupil planners and through regular communication.

We create friendly/dyslexia friendly environments through the use of learning walls and are currently developing support materials

The school implements a positive and assertive behaviour policy which is reinforced by all staff and helpers within school. This includes clear strategies of support for pupils with emotional and behavioural needs.

The school writes individualised provision maps and 1:1 educational health care plans. We liaise in partnership with enhanced mainstream units to ensure that specific support is accessed when needed.

Assessment for Learning strategies encourages pupils to reflect upon their own learning when generating next steps. Personalised teaching and learning throughout the school ensures that the needs of individuals are met through a wide range of strategies and teaching methods.

In order to reduce class numbers, impacting upon teacher/pupil ratios, we are going to have a new classroom built in 2016.

### **Outcomes for pupils**

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 school's equality impact assessment processes through the Inclusion Quality Mark, 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.

Outcomes for pupils are analysed in the following ways:

- analysis of end of key stage results
- achievements and participation of extra-curricular activities
- attendance and exclusion data
- participation in school excursions and extended schools participation
- termly behaviour and incident evidence
- 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 at least 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.

### **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 action plans arising from the scheme are part of the School Development Plan
- support the Headteacher in implementing any actions necessary
- inform and consult with parents about the scheme
- evaluate and review the action every three years
- evaluate the action plan annually
- publish information at least 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 Plan.

### **People with specific responsibilities (named):**

**Suzanne MacDonald, as headteacher and SENCO and Richard Keep as Chair of Governors and are the people responsible for:**

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

### **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 the peer support programme 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.

## Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. 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 this school the following mechanisms will ensure the views of **pupils** inform the Equality Scheme and action plan:

- *School council;*
- *Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination*
- *Individual interviews with pupils experiencing reasonable adjustments*
- *Yearly open meetings representing a particular theme shared with the community and cluster of schools*
- Growing Up in North Yorkshire Pupil Survey.

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

- Exit interviews with staff
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management.

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme and action plan:

- Welcoming parents and the community into school so that they are critical drivers in policy development
- Feedback through the Governing Body meetings
- Feedback through the CHAPS meetings
- 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.”

The school’s action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years 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 school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

## **Making it happen**

### **Action Planning**

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty.( 5.27 DfE Equalities Guidance May 2014)

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment through the Inclusion Quality Mark has:

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

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

- the School Self-evaluation Form
- the level achieved in the Inclusion Quality Mark
- feedback e.g. Parentview.

## **Reporting**

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the school’s prospectus, school website.

## **Publication**

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters, the school prospectus and on the school’s website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

## Contact us

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

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如欲索取以另一語言印製或另一格式製作的資料，請與我們聯絡。

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

Email: [communications@northyorks.gov.uk](mailto:communications@northyorks.gov.uk)



## Equality Legislation and Guidance

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

