

## Single Equality Scheme 2017

### 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.

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 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 accompanies this Equality Scheme. 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. (see appendix 2)

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 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. 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.

### The Aims of our School

To promote and achieve the school's vision and values we aim to:

- Foster strong partnerships with all stakeholders and enable them to make a valuable contribution to the education of our children and the life of the school
- Create and maintain an inclusive learning community where positive Christian values are encouraged and celebrated
- Provide a school environment which excites children and enhances their learning opportunities
- Offer a rich and varied thematic curriculum using a range of teaching strategies suited to the individual needs of the child
- Help all children achieve the highest standards of which they are capable
- Celebrate and value the uniqueness and achievements of each individual
- Encourage children to become independent and self-motivated lifelong learners who will be able not only to cope with, but enjoy the many challenges of the twenty first century

## **Equality Objectives 2015-19**

- To ensure all vulnerable pupils make at least expected progress in maths, writing and reading
- To ensure pupils from Armed Forces families integrate and settle quickly and ensure that the spending of allocated pupil premium funds help to meet their needs
- To ensure all staff confidently and competently use Target Tracker to record, track, view and analyse children's assessment data
- To increase pupils' appreciation and understanding of cultural diversity by raising their awareness and developing links with other cultures within the schools' locality and Britain

## **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.

## **Our School Vision Statement**

Our school motto, 'A bright beginning, a shining future', is rooted in our vision at Aiskew, Leeming Bar which is to provide a happy, caring and stimulating environment where everyone feels valued and where

pupils feel inspired to learn, so they become confident and independent learners who flourish and achieve their full potential.

## **Our School Values**

Our school values were reviewed in 2015 by the children. They have rewritten them and have chosen child-friendly values which they feel everyone should live by in our school.

These are:

- |                                    |                              |
|------------------------------------|------------------------------|
| • Friendship – be a good friend    | • Hope – be hopeful          |
| • Forgiveness – forgive and forget | • Trust – be trustworthy     |
| • Compassion – show empathy        | • Thankfulness – be thankful |
| • Endurance – never give up        | • Peacefulness – be peaceful |

We feel the Christian ethos of the school and people's relationships with each other reflect these values.

Everyone works together to make our school a happy, caring and special place to be.

## School Context

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

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

- ❖ The school is much smaller than average and serves the community of Leeming Bar; 44% of the pupils however are out of catchment and live in Bedale, Aiskew or surrounding villages. Pupils come from a mixture of socio-economic backgrounds.
- ❖ The school experiences higher than normal levels of pupil mobility, particularly with pupils from armed forces families. 22% of pupils are from armed forces families (Army and RAF) and there are also a small proportion of pupils (8%) who speak English as an additional language.
- ❖ Currently the school has 12% of pupils who are disadvantaged and 12% of pupils require SEN support, which is well above the national average.
- ❖ Numbers of pupils on roll have risen over the last few years and in September 2015 the school expanded from two classes to three. The decision to move to three classes was a forced one, which created staffing positions the school struggled to fill with new teachers of a high calibre – it has taken until January 2017 to stabilise the staffing of classes.
- ❖ There have also been many other changes to the staffing organisation within the school, including administration. All classes have experienced a number of changes in staffing personnel. New staff have been brought in to strengthen the teaching and leadership capacity within the school.

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

*E.g. meeting the medical needs of pupils; Restrictive Physical Intervention; use of pejorative language; termly training on new intake for ALL staff (SENCO updates) including medical, faith and belief, language needs; staff meeting every term to update on pupil needs and training opportunities; governor training on fair recruitment practices; training on the new SEND Code of Practice 2014;*

- All staff have had training from the diabetic nurse to enable them to meet the needs of a child with diabetes
- Half termly meetings review progress and programmes of vulnerable and underachieving pupils
- Headteacher and Chair of Governors have undertaken safer recruitment training
- SENCO attends termly network meetings
- Teaching assistants attend language and communication workshops
- Teaching assistants receive the relevant training that enables them to run intervention programmes that meet the differing needs of pupils e.g. Success@Arithmetic
- SEN Governor has attended appropriate SEN Governor training

## 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.

- Steps that have been taken to create communication friendly/dyslexia friendly environments
- Steps taken to create provision maps for different areas of need
- The school records adaptations to provision in individual/personalised provision maps
- The school involves the views of pupils before and after intervention programmes and adjusts them accordingly
- The school develops inclusion passports that involves the views of all parties
- The school organises staffing timetables to meet the needs of a diabetic child
- The school applies for additional time in formal assessment tests

### **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).

- ❖ Over-time outcomes at the end of KS2 have been good. Until last year standards attained in reading, writing and maths were broadly in line with the national average. In 2015 outcomes (100%) at the end of KS2 at Level 4+ in reading, writing and mathematics combined (RWM) were above the national average
- ❖ Changing demographics in the school population has meant that on average pupils begin school in Reception with below age related expectations.
- ❖ The percentage of Reception pupils achieving a 'Good level of development' has been below the national average for the last four years – however average points scored continue an upward trend and most pupils make better than typical progress from starting points which are lower than other children of their age. Current pupil data and the children's work and learning journeys show that 70% are expected to achieve a 'Good Level of Development' in 2017.
- ❖ Between 2013-15 the school responded to low phonics screening check scores and successfully implemented a new whole school phonics programme based around Read Write Inc. Standards in phonics rose rapidly (78% in 2015). Last year's staffing turbulence affected the delivery of the programme which led to a dip in standards. The RWI programme is now re-established and pupils are receiving high quality phonics teaching. The school predicts that 72% will meet the phonics screening threshold in 2017.
- ❖ In 2016 all pupils made expected progress in reading and 67% of pupils who were emerging at EYFS made better than expected progress. Although some emerging pupils made better than expected progress in writing and maths progress was slower for some. The school is currently implementing action plans designed to improve KS1 outcomes for pupils in writing and maths. Current pupil data and the children's work show that rapid progress is being made and 64% of Y2s are expected to meet the national standard in reading, writing and maths in 2017.
- ❖ The current group of (five) Y6 pupils are all on the vulnerable list with 60% listed as 'Young Carers'. The school cares for these pupils exceedingly well and provides them with the direction and support that enables them to aim high and fulfil their potential. The school predicts that 80% will meet the expected standard in reading and maths and 60% will achieve the expected standard in RWM. This is a marked improvement in outcomes compared with 2016.
- ❖ Attainment in reading at the end of KS2 is usually very high and above the national average. Until 2016 100% of pupils had met the national expectation in reading for five of the last six years.
- ❖ Most pupils, based on their 'on entry' scores make at least expected progress as they move through school and a good proportion make progress which is better than expected. The pupils who make the least progress are children who join in KS2 with over-inflated KS1 results.
- ❖ Pupils eligible for support through Pupil Premium often make better than expected progress at the school and achieve well. There is no gap between disadvantaged and other pupils in terms of progress. Other groups including pupils with low and high prior attainment, SEN and those with EAL progress well through school.
- ❖ Current progress data show that most pupils across the school, including those from vulnerable groups are making at least expected progress in reading, writing and maths. Current progress is particularly strong in maths. The school keeps robust and purposefully designed data tracking systems which support the school in quickly identifying underachievement. Current pupils identified as under-attaining receive good support and appropriate interventions that help them to catch up quickly.
- ❖ Behaviour is outstanding. Ofsted in 2013 stated that pupils' behaviour in and out of lessons was exemplary.
- ❖ The school has worked hard to improve attendance, and ensure it is at least in line with the national average
- ❖ Relationships with parents and carers, including those from service families are very harmonious and they are actively involved in their child's learning and the life of the school.

## **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 policy every three years;
- 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):**

- Christine Millgate – SENCO – person responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met
- Christine Millgate – SENCO – person responsible for ensuring the specific needs of staff members are addressed
- Stephen Simper – Headteacher – person responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff
- Stephen Simper – Headteacher – person responsible for monitoring the response to reported incidents of a discriminatory nature
- Janette Evans (SEN Governor) - governor responsible for 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:

- Exit interviews with pupils
- School council
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews (intervention evaluations) with pupils experiencing reasonable adjustments
- Collective worship programme
- Surveying pupils' views about different aspects of school e.g. curriculum, rewards and sanction systems
- Pupil attendance at parent consultation meetings
- 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
- Surveys about different aspects of school

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 e.g. SEN policy
- Exit questionnaires
- Regular surveys to parents
- Feedback through the Governing Board meetings
- Parent consultations

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)

## 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

