



North Yorkshire
County Council

Single Equality Scheme: Updated January 2021

Signed Bethany Stanley
Headteacher

Date 10th February 2020

Reviewed December 2020

Signed Susan Richardson
Chair of Governors

Date 10th February 2020

Review due: January 2023

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 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 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.

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 below)

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. Equality objectives have been identified through consultation with key stakeholders. 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.)

Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at: <http://cyps.northyorks.gov.uk/equalities-and-diversity>. Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.

What kind of a school are we?

School Vision and Values

Our vision guides us in all that we hope to be, enabling every member of our school family to grow and flourish into well-developed individuals who are inclusive, independent and inspired learners, equipped with the knowledge, skills and wisdom needed to succeed in life.

"Your roots will grow down into God's love and keep you strong." Eph 3 v 17.

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

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> 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 is committed to addressing any actions which are identified to improve our inclusive practice.

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 semi-rural community of Leeming Bar; 53% of the pupils however are out of catchment and live in Bedale, Aiskew or surrounding villages.
- The school is a voluntary controlled Church of England Primary school. In our recent SIAMS inspection (Nov 2019) we were judged to be 'good'. Christian values and ethos underpin the life of the school. The school has a genuinely warm and welcoming atmosphere which helps create the 'ALB family' which is recognised by all stakeholders. We strive to make children independent, inclusive and inspired.
- The school currently has 34 pupils on roll (4 FS, 10 KS1 and 20 KS2), organised into 2 classes. Pupil numbers have increased from 28 at our last Ofsted inspection (June 19).
- Pupils come from a mixture of socio-economic backgrounds, with 6% of pupils from Service families.
- The school experiences higher than normal levels of pupil mobility, 29% of pupils have previously been to a different setting.
- Pupil profile: The school has 56% girls and 44% boys. 18% of pupils who are in receipt of free school meals and 29% of pupils who are classed as Pupil Premium. 6% are pupils are classed as previously looked after children. 32% of pupils require SEN support, which is well above the national average. 3% are classed as disabled. 26% minority ethnic. 59% pupils are Christian, 3% Jewish, 3% other faith and 35% no religion given. 26% have English as an additional language. There are 6 languages spoken in addition to English which include Hungarian, Afrikaans, Latvian, Portuguese, Slovak and Filipino.
- Attendance is slightly better than nations. For the academic year of 2018 – 2019 our attendance was 95.61% v 95.2%.

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

- Staff receive regular first aid training, including paediatric first aid.
- All staff have had regular training from the diabetic nurse to enable them to meet the needs of a
- child with diabetes.

- All staff have had training from the stoma nurse to enable them to meet the needs of a child who has this device fitted.
- All staff have had training from the hearing impaired teacher to enable them to meet the needs of a child with a hearing device.
- Termly meetings review progress and interventions of vulnerable and underachieving pupils.
- Termly meetings review progress SEN pupils with the teacher, pupil and pupils.
- Headteacher and Chair of Governors have undertaken safer recruitment training
- SENCO attends termly network meetings.
- Key staff have undergone Restrictive Physical Interventions training.
- 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. Speech and Language programmes.

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.

- The website is available in braille and on paper by request.
- The school is committed to a dyslexia friendly environment, reflected in displays, reasonable adjustments, design of visual aids such as PowerPoint, availability of coloured overlays and dyslexia friendly font for all written communication with stakeholders.
- Support is offered to parents/carers with dyslexia, when filling in forms, using the website etc.
- The Behaviour Policy actively reflects the differing needs of pupils and adjustments made to handling behaviour to meet their needs.
- The school regularly creates provision maps for different areas of need (e.g. dyslexia, behaviour, autism, speech and language). This provision is recorded in individual provision maps (IPM) and as appropriate, Inclusion Passports. The school consults each pupil and involves them fully in planning their inclusive provision. Parents/carers and all involved in the care of the pupil are always consulted.
- The school works closely with parents to take account of the needs of particular families and reasonable adjustments are put in place.

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.

These processes form part of the school's equality impact assessment 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.

- 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 school's 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*
- *the number of hate incidents reported and action taken to address any concerns*
- *the impact of the use and impact of specific individual budgets, e.g. Pupil Premium Strategy Report*

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2019-2023 are:

Equalities Objectives 2019 – 2023

Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.

To ensure there are distinct, calm areas in school to support pupils with SEMH.

Ensure that EAL pupils have additional access to learning platforms within school time e.g. Reading Eggs, Mathletics, Spelling Shed to support learning.

To make key information around school, including the school's prospectus, interactive through use of QR codes and voice recordings so that those stakeholders who are dyslexic can access auditory versions of print.

We have identified these objectives because:

Not all pupil premium children are making as good progress as theirs across each year group.

School has a number of children who have SEMH needs and they require space which is calming when they need to take time out. Although we have areas in school for this, there could be more done with the environment to make it more calming.

Not all EAL pupils get support from home due to language difficulties.

A number of stakeholders have dyslexia therefore want to ensure that all information is readily accessible.

Indicators of progress towards the objectives are reviewed annually and recoded in the action plan (see appendix 2)

Roles and Responsibilities in Implementing the Single Equality Scheme and Equalities Objectives

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- 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 all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- 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 and progress towards the equalities objectives;
- 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 and equality objectives 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 and equalities objectives;
- establish that the action plans arising from the scheme are part of the School Improvement Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- publish equality objectives every four years
- evaluate the action plan annually
- publish information at least annually.

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):

- **Bethany Stanley SENCO** is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- **Bethany Stanley Headteacher** is responsible for ensuring the specific needs of staff members are addressed;
- **Bethany Stanley Headteacher** is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- **Bethany Stanley Headteacher** is responsible for recording, reporting and monitoring prejudice based and hate incidents;
- **Helen Hollocks SEND Governor** is responsible for publishing the SEN information report

Parents/Carers will:

- have access to the scheme and equalities objectives;
- 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 and equalities objectives;
- be aware of the Single Equality Scheme and how it relates to them;
- be encouraged to express their views through a staff survey;
- 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 prejudice based and hate incidents;
- 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 and the equalities objectives, 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 and equalities objectives 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 objectives and action plan:

- | |
|---|
| <ul style="list-style-type: none">• Exit interviews with pupils• 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 |
|---|

- Growing Up in North Yorkshire Pupil Survey

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

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

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme, objectives and action 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.”
- Feedback through the Governing Body meetings
- Feedback through the Friends of Aiskew Leeming Bar School (FOALS) meetings

The school’s action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the four years (maximum) of this Scheme and the equalities objectives. 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 (schools could use 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 and progress with the equalities objectives will be evaluated and reflected in:

- school self-evaluation;
- pupil progress, outcomes and engagement,
- feedback e.g. Parentview, pupil voice

Reporting

This Scheme and equalities objectives 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 the school website and it will be referenced in school newsletters and in the school's prospectus.

Publication

Equalities objectives 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)

Schools' duties around accessibility for disabled pupils

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4.29 Schools must implement accessibility plans which are aimed at:

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

4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

4.31 OFSTED inspections may include a school's accessibility plan as part of their review

See <http://cyps.northyorks.gov.uk/equalities-and-diversity> for an example of an accessibility plan.

This document relates to the The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE

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

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools
- independent 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

Contact us

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اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

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



Appendix 1: 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, updated June 2018)

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

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

Equality and Human Rights Commission Guidance for schools

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

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

NYCC Single Equality Scheme 2018

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools_and settings.

<http://cyps.northyorks.gov.uk/equalities-and-diversity>

Aiskew, Leeming Bar CE Primary School

Equality Action Plan 2019 – 2023

EQUALITY OBJECTIVE 1:
<p>Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.</p> <p>To ensure there are distinct, calm areas in school to support pupils with SEMH.</p> <p>Ensure that EAL pupils have additional access to learning platforms within school time e.g. Reading Eggs, Mathletics, Spelling Shed to support learning.</p> <p>To make key information around school, including the school’s prospectus, interactive through use of QR codes and voice recordings so that those stakeholders who are dyslexic can access auditory versions of print.</p>

Success criteria:

- Pupil Premium children make at least the same amount of progress in Reading, Writing and Maths as those who are non Pupil Premium

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress

Evaluate current interventions/scaffolds to ensure accelerated progress is evident.	BS/AW/JH	Spring 20	Summer 20		BS and Govs	Interventions are in place and are reviewed regularly according to current need. Scaffolds are used well. In KS2 the children take ownership of the scaffolds by adding to their 'helpful hints' books. Aut 2020
Read all updates from the EEF and where possible, include these elements of good practice where relevant to school context.	BS	Spring 20	Ongoing	Costs for training/resources	BS and Govs	The SIP 2020-2021 was based around areas highlighted in the EEF as having the most impact on progress – see SIP doc. Aut 2020
From termly Pupil Progress Meetings, ensure staff training has been identified and sourced if there is a training need.	BS	Spring 20	Ongoing	Costs for training	BS and Govs	RWI training is going to be implemented 2021 as a result of an English audit which highlighted the training for all staff, not just those in EYFS/KS1. Aut 2020. Maths intervention 'Ready to Progress' training has been organised for all staff through work with the Maths Hub in order to be used as an effective intervention. Aut 2020.

EQUALITY OBJECTIVE 2:

To ensure there are distinct, calm areas in school to support pupils with SEMH, including the establishment of a Forest School area.

Success criteria:

- Areas will be set up and maintained so that they are inviting for pupils to use
- Pupils will be observed independently using these areas as and when needed and that the provision will positively impact upon their well-being and ability to self-regulate
- There are less instances of pupils becoming distressed because they are able to self-regulate and use the calming areas before they have a melt down.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Areas identified around school/school grounds with consultation with the pupils. For children to be consulted over what these areas look like/equipment needed	BS/FMc	Summer 20	Aut 20	£200 for soft furnishings,		Summer 2020 KS2 pupils helped to create the sensory garden following the launch of the healthy school team. Children have been consulted about what they would like to make a forest school and the equipment needed.

Forest School area established with regular opportunities for children to participate in planned activities as well as being an area for children to go spontaneously to improve their well-being and support their self-regulation.	AW	Spring 20	Summer 20	£10,000 (grants)	BS	Pre lockdown Mar 2020 children were taking part in a 'outdoor' club once a week at lunchtime. EYFS/KS1 have made use of the outdoor area during Golden Time since Sept 2020.
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EQUALITY OBJECTIVE 3:

Ensure that EAL pupils have additional access to learning platforms within school time e.g. Reading Eggs, Mathletics, Spelling Shed to support learning.

Success criteria:

- Additional time is allocated for EAL pupils to access learning platforms within school.
- Records show that EAL pupils are accessing these learning platforms on a regular basis and that their engagement with them is higher than non-EAL pupils.
- Proportion of pupils with EAL attaining the expected standard increases and that all pupils with EAL make at least the same amount of progress as non-EAL pupils.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
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8:45 – 8:55 EAL pupils encouraged to come into school when staff will be available to support them using the learning platforms.	FMc/AW	Spring 20	Ongoing		BS	Some EAL pupils are getting up to 25 extra minutes in school due to staggered start/end times (from Sept 2020). All have access to these platforms during the school day.
Lunchtime club run once a week where staff will be available to support learning when children are using online learning platforms.	FMc	Spring 20	Ongoing		BS	Children are able to choose to use these online learning platforms every playtime and lunchtime since Sept 2020.

EQUALITY OBJECTIVE 4:

To make key information around school, including the school’s prospectus, interactive through use of QR codes and voice recordings so that those stakeholders who are dyslexic can access auditory versions of print.

Success criteria:

- All key information around school will be available in audio format through use of linked QR codes.
- Key information accessed by all stakeholders.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress

Key information to be made into auditory files through linking with QR codes	BS	Summer 20	Spring 23		BS and goves	The school's prospectus has now been rewritten but the audio files still need making. Aut 2020.
Children make their own to have around school	JH	Aut 20	Aut 20		BS	This has not been done.