



North Yorkshire
County Council

Single Equality Scheme: Amotherby Primary School

Updated November 2021

Signed _____

Headteacher

Date _____

Signed _____

Chair of Governors

Date _____

Review due: Date _____

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 school motto is Active – Aspire – Achieve – and this forms the basis of our vision:

Active:

We want you to understand the importance an active lifestyle plays in keeping your body and mind healthy. Through delivering an exciting and engaging curriculum, we want you to be active learners, taking risks in a safe environment and showing curiosity and a thirst for new knowledge that will allow you to develop as life-long learners. We want you to be an active and positive member of our school and for this to extend to society and our wider community where you show kindness and acceptance towards yourself, different cultures and religions.

Aspire:

We want you to aspire to be the best that you can be, working hard towards your personal goals. We want you to be the change that you wish to see in the world: being confident enough to express your own views, whilst also showing tolerance and understanding of those of others and having an understanding of how to care for the Earth, starting with our own community and extending this to the wider world.

Achieve:

We want you to achieve your full potential – showing determination and resilience when faced with new challenges. We want you to achieve your personal hopes and dreams, achieving your vision for the future.

We shall achieve this through our school aims:

At Amotherby, we recognise the unique talents of every member our school community. We aim to encourage our pupils to be active in their lifestyle, learning and community. Our vision, Active – Aspire – Achieve, is at the heart of our curriculum and through engaging topics, high quality teaching and a safe learning environment where pupils are encouraged to take risks in their learning, we strive to ensure that all pupils in our care reach their full potential academically, socially and personally. At Amotherby, we want our pupils to aspire to be the best that they can be in all aspects of their life.

At Amotherby, all pupils will be provided with the following:

- An exciting curriculum with engaging and diverse topics that build on prior skills and knowledge and that teaches tolerance and acceptance of different cultures and the world beyond Amotherby.
- High quality teaching that allows pupils to develop their independence and achieve academic success towards their own individual targets.
- Access to resources which engage and excite pupils in their learning journey.
- A safe learning environment, where pupils' contributions will be heard and valued and where pupils are encouraged to take risks in their learning without a fear of failure.
- Sporting opportunities through PE lessons and activities along with the chance to participate in sporting events.
- The ability to shape the direction of the school through an active School Council and shared assemblies.
- An understanding of British Values and the importance and value of a diverse community.

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:-

Amotherby Primary School is a village school situated 2.5 miles outside of the market town of Malton. We serve Amotherby and surrounding villages, but we also take a lot of pupils out of our catchment area. Originally built as a four class school, the school has grown over the years and is currently one form entry. There is some pupil mobility which tends to be pupils who have moved into the area or those that are moving out of the area and want to attend a school closer to home. We are a Local Authority school with a PAN of 210 and 190 pupils on roll as of December 2022. The school is a single floor with no stairs and access to the site is good with wide paths. There is a disabled toilet on site with clear access. We operate the North Yorkshire admissions policy which is fully inclusive. Other information regarding the school is as follows:

- The majority of children and families are white British with a much lower proportion of children from ethnic groups than National averages.
- Languages spoken at the school other than English are Polish and Cantonese. French is the language taught across the school.
- Our percentage of FSM is below the national average at 9%
- Our percentage of Looked After Children or Post-Looked After is 5%
- The percentage of children with an EHCP is 2% which is below the national average.
- The percentage of children identified with SEND needs is 12%
- We currently have 51% of boys and 49% of girls on roll
- 0% of sexual orientation known
- The school staff includes the following: 1 headteacher, 9 teachers (one of which is Assistant Head who has two non-class based days for leadership duties), 8 GTAs, 1 HLTA, 2 admin staff, 3 midday supervisors, 2 cleaners, 2 cooks and a caretaker (the cleaners, cooks and caretaker are employed through NYCC)
- Staff turnover is low and staff have worked at the school for a number of years.
- All posts are advertised via the NYCC employment services
- Staff development and CPD is carefully planned inline with the school development plan and staff needs identified during performance management reviews.

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

- De-escalation and physical intervention training has been undertaken by the Headteacher and other key members of staff. This is reviewed every three years.
- We work closely with the SEND Hub, Early Help, Virtual Schools to identify training for individual members of staff and to ask for support in meeting the needs of individual pupils

- Our SENDCO attends regular update meetings organised by NYCC so that they are able to meet the needs of all pupils. Regular staff meetings are held to update staff on the needs of particular pupils and on strategies to address SEND issues.
- Teaching assistants are allocated to an intervention and relevant training is given so that they are able to conduct the intervention confidently and competently.
- All staff have completed the online safeguarding training provided by NYCC and this is updated regularly throughout the year and every September in line with Keeping Children Safe in Education.
- The Headteacher is the DSL and is the first point of contact for reporting hate incidents/prejudice and is responsible for delivering training on Equality and Diversity.
- Staff undertake Epi-Pen training regularly and any other training that is required for medical needs.
- The majority of staff are first aid trained.
- The Headteacher, Assistant Head and members of the governing body are trained in safer recruitment

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.

At Amotherby, our aim is to make any necessary adjustments to ensure inclusive provision for all, regardless of need. Adjustments are made in class to support not only the academic needs of pupils, but also their social and emotional wellbeing. Pupils have access to a range of resources such as cushions, foot rests, sloping desks, pencil grips etc. as required and adjustments to planning ensures that pupils' needs are met so that pupils are able to succeed within class. Individual Support Plans are put in place for those pupils identified on the SEND register. Targets are agreed between the teacher and SENDCo and then these plans are shared with parents during parents' evenings or in a separate meeting at a convenient time for all parties. The ISPs are reviewed and updated each term. ISP targets focus on identifying the barrier to learning and how to overcome this.

Our SENDCo (in position since September 2021) has undertaken training on areas such as speech and language, Dyslexia and Dyscalculia, Pathological Demand Avoidance, Autism and will cascade this information to staff during staff training sessions. Staff then implement this within class and this is monitored by the SENDCo and SLT during any observations.

The school SEND Information Report is regularly updated and is displayed on the school website.

Our SENDCo is currently reviewing our offer and this will be updated in our SEND information report which will also be displayed on the school website. Where a member of staff has concerns surrounding a child's progress, 'Short Notes' will be taken so that the SENDCo is able to make recommendations and refer to any outside agencies if required. Support and help from outside agencies is sought quickly so that pupils are able to access the curriculum more readily.

Our Behaviour Policy focuses on rewarding the positive with the motto of 'praise publicly, remind privately'. Our school rules: be ready, be respectful, be safe, are easy to remember and follow and cover a range of aspects of school life. Children are rewarded for following the school rules through praise to create an intrinsic reward where children are proud that they have made the right choices. Through a recognition board in class, pupils are 'caught' doing the right thing and rewarded for this by a thank-you or a note home to parents. Pupils are also praised and rewarded for their perseverance and determination in completing their work in an effort to encourage them to always do their best. Work produced is celebrated in a weekly assembly and pupils who have gone above and beyond our school rules, receive an 'Amotherby Above and Beyond' postcard to take home celebrating their attitude within school. The 'Amotherby Above and Beyond' focuses on the small things that teachers have picked up on through the course of the week e.g. showing kindness to others, looking after other pupils, being helpful etc.

Risk assessments are put in place for children with a high-level of needs. Any risk assessments are discussed and agreed with the parents and any measures put in place are discussed with the child. If a part-time timetable is required, this is agreed with parents and is carefully planned to reintegrate the pupil into full time education as soon as is possible.

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.

Examples

Pupil attainment and progress is measured on a termly basis with a focus on the core subjects of writing, reading and maths. Data is presented in a range of formats including the following:

- Individual pupil attainment and progress from last key stage e.g. EYFS/KS1 data point
- Overall class attainment
- Pupil Premium
- SEND
- Boys/girls

Progress meetings are held with teachers each term to determine the level of support required for individual pupils and groups to help them make progress. A review is also conducted of those pupils on the SEND register to determine if further support is required.

Attendance data is regularly monitored and analysed for particular groups. Letters are sent out to the parents/carers of those pupils whose attendance is below 90% on a termly basis with a focus on how the school can support the parents/carers in ensuring their child regularly attends school.

Behaviour across the school is good and staff are consistent in their approach ensuring they are following the school's behaviour policy.

School works hard to engage parents; although this has been made more difficult due to Covid. There is a constant staff presence at drop off and pick up times giving parents access to teachers and staff. Newsletters inform parents of activities that are taking place in school and parents' evenings are held on a termly basis. Parents are invited into school on a termly basis for their child to share their learning through our topic events and stay and play sessions in our Reception class. School also holds performances at Christmas and in the summer term which parents and family members are able to attend. Staff are flexible in how they approach parents' evenings appointments and encourage parents to be involved in their child's learning. Staff also arrange separate appointments to discuss the ISPs of pupils who are on the SEND register. These meetings focus on the measures that the school are putting into place to address any barriers to learning.

Pupils are taught the importance of a healthy lifestyle through science lessons and PSHCE lessons. Our RSE curriculum promotes an understanding of healthy relationships and of different social and cultural circumstances. Through the curriculum and assemblies, we teach our pupils the importance of British Values and of tolerance and understanding of others encouraging our pupils to celebrate their differences. As a school we worked with a local book shop to update our reading offer and our pupils have access to a range of books from different cultural backgrounds, family circumstances and those which focus on emotional and physical wellbeing.

School is working to improve the level of after school clubs available to pupils and is looking to outside providers to provide expert instruction in certain areas. School outsources sports clubs to local sport groups who are able to offer highly skilled staff and offer a range of sporting opportunities. Other clubs on offer have included choir, art club, mindful colouring, guitar.

The number of hate incidents reported is low. Any incidents are taken seriously and discussed with the parents of the victim and the perpetrator. This allows the school to determine the best way to move forward with a focus on educating the perpetrator on tolerance and understanding of different cultures and beliefs. Any incidents are reported to NYCC through the online reporting platform.

The impact and use of the Pupil Premium funding can be found in our Pupil Premium Report held on the school website.

Pupils' Attainment:

Below you can find information on attainment from the end of Year 6 2022.

	2022 school		2022 National		2019 school	
	EXP+	GD	EXP+	GD	EXP+	GD
Reading	93%	24%	74%	28%	74%	32%
Writing	69%	3%	69%	13%	68%	16%
Maths	79%	10%	71%	22%	79%	26%
SPAG	86%	24%	72%	28%	68%	37%
R/W/M EXP+	55%			58%		
R/W/M GD	0			7%		

	School	Local Authority	National	School 2019
Maths	0	-0.4	+0.1	-2.6
Writing	-1.2	-0.2	+0.1	-2.8
Reading	+1.4	-0.3	+0.1	-2.5

Below is data regarding those pupils identified as SEND and Pupil Premium for each year group as of the end of summer term 2022.

% of SEND by class (based on class numbers at time of assessment)

Class	Percentage of pupils with SEND
Reception	9%
Year 1	4%
Year 2	15%
Year 3	15%
Year 4	8%
Year 5	17%
Year 6	17%

SEND Data Summer 2022:

Reading		
WT	EXP+	GDS
65%	35%	0%
Writing		
WT	EXP	GDS
78%	22%	0%
Maths		
WT	EXP	GDS
61%	39%	4%

% of Pupil Premium by class (based on class numbers at time of assessment)

Class	Percentage of Pupil Premium
Reception	9%
Year 1	8%
Year 2	22%
Year 3	7%
Year 4	25%
Year 5	21%
Year 6	7%

Pupil Premium Data Summer 2022		
Reading		
WT	EXP+	GDS
59%	41%	14%
Writing		
WT	EXP+	GDS
64%	36%	5%
Maths		
WT	EXP+	GDS
59%	41%	18%

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2023-2027 are:

- **To ensure that our curriculum is diverse and that diversity is built into the topics taught rather than tokenistic opportunities**
- **To ensure that the reading offer across the school is diverse in nature offering pupils the opportunity to read about different races, genders and gender choice, ethnic and family groups.**
- **To narrow the gap of SEND pupils through identifying training and resources for staff and pupils.**
- **To narrow the gap of pupils eligible for Pupil Premium in the core subject areas.**

We have identified these objectives because:

- Curriculum and book offer: The community in Amotherby and in Malton is mostly a monocultural society. We want to support our pupils through providing learning opportunities that support and reflect the diverse nature of our nation as well as allowing them to develop their acceptance and understanding of other cultures, beliefs and choices.
- SEND and Pupil Premium – Although numbers are lower than the national average, we need to continue to work to improve our quality first teaching to address gaps in attainment between these groups and other pupils.

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 Development 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):

- The SENDCO and DSL are responsible for maintaining records and sharing information regarding vulnerable pupils with all staff, including how the needs of those pupils will be met.
- Teachers are responsible for ensuring that IEPs and provision plans are kept up to date and discussed with parents.
- The Headteacher, Assistant Head and core subject leads are responsible for gathering and analysing data of core groups.
- The Headteacher is responsible for recording, reporting and monitoring prejudice based and hate incidents
- The 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, parents, staff and members of the community.

Mechanisms for involvement

At this school the following mechanisms will ensure the views of **pupils** inform the equality objectives and action plan:

- School Council bring the views of pupils in their class to meetings to help improve the offer for all pupils
- Pupil Voice is gathered by subject leaders on a regular basis
- Implement a pupil survey to gather views.
- Individual interviews and a restorative practice approach with children involved in incidents of a discriminatory nature

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

- Regular staff meetings and training opportunities
- Discussions with staff during performance management reviews
- Exit interviews with staff
- 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.
- Weekly Round-Up to inform parents of events
- Curriculum newsletter
- Regular online questionnaires to gather views
- Feedback through Governing Body 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 on the school website.

Publication

Equalities objectives will be published and available to anyone requesting a copy. Copies will be available on the school 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

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

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

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Tel: 01609 532917

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>

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

