

Longman's Hill Community Primary School

Single Equality Scheme

Period covered by this scheme:
2017- 2020

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 (see appendix 2);
- 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. Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

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

School Aims Statements

- 1) To provide a caring, stable and secure environment
- 2) To deliver a **creative** curriculum which addresses all aspects of intellectual, physical, social, emotional and creative development of all pupils
- 3) To provide all pupils with the skills, knowledge and personal qualities for future learning and in preparation for adult life
- 4) To encourage all pupils, through hard work, commitment and self-discipline, to achieve the highest standards of which they are capable and be **ambitious** for themselves.
- 5) To support pupils in the development of their own individuality and independence, enabling them to discover and recognise their own strengths and limitations and set their goals accordingly
- 6) To encourage children to be **courageous**, challenging themselves, trying new things and not being afraid to fail.
- 7) To foster **respect** for people, animals, property and the environment: to develop a set of moral values, good manners and standards of behaviour
- 8) To help pupils to become tolerant and understanding of other people's racial, religious or physical differences and to respect their points of view or way of life
- 9) To provide equality of opportunity, irrespective of gender, race, disability, religious belief or cultural background
- 10) To track each pupil's academic achievement and personal development to plan for future progress
- 11) To fulfil our role within the community through effective communication and the development of close working relationships
- 12) To encourage and value the contributions of all who work within our school and provide opportunities for their ongoing development
- 13) To demonstrate a flexible approach which will enable governors and staff to address changes, new demands and opportunities in the pursuit of continuing improvement
- 14) To employ best-value principles in providing the resources to meet the aims of the school through effective and efficient budget management

Equality Objectives 2015-18

- 1) To close gap in attainment for SEND pupils
- 2) To ensure PP funding is used to raise attainment for disadvantaged pupils, including those in receipt of Pupil Premium, and ensure they have equal opportunities to participate in a range of extra-curricular activities.
- 3) To develop children's understanding and awareness of communities beyond their immediate experience (gender, race, disability, religious belief or cultural background)
- 4) To further improve communication between parents and the school

Actions to be taken towards meeting objectives

To close gap in attainment for SEND pupils by:

- 1) Robust and regular Pupil performance meetings to identify vulnerable pupils
Intervention mapping / timetabling termly
Staff CPD on particular interventions eg Numicon
Implement a mastery approach to maths and guided reading to avoid gaps developing
Tracking of individual pupils on SEN register across school
SeNCO monitoring of interventions/ impact – regular, sometimes jointly with governor
Appoint SEN link governor who meets termly with SENCO
Impact intervention sheets used to track effectiveness of interventions for individuals/ groups of pupils
Introduce pre/post assessments for intervention to show progress made by pupils
Involve parents and child in initial writing of IP targets

To ensure PP funding is used to raise attainment for disadvantaged pupils, including those in receipt of Pupil Premium, and ensure they have equal opportunities to participate in a range of extra-curricular activities by:

- 2) Robust and regular Pupil performance meetings to identify vulnerable pupils
Intervention mapping / timetabling termly
Implement a mastery approach to maths and guided reading to avoid gaps developing
Tracking of individual pupils in receipts of PP across school
Monitor progress and attainment of PP pupils through work scrutiny- SLT
Appoint a pupil premium champion from governing board
Track and monitor PP spending and impact for individuals
- 3) **To develop children's understanding and awareness of communities beyond their immediate experience (gender, race, disability, religious belief or cultural background) by:**
Engage in national and international projects which bring visitors from other schools/communities and education work abroad into school
Forge links with other schools and provide children with the opportunity to communicate with children who live in other areas, countries, cultures to their own
Promote awareness of other lifestyles, human experiences and communities through topic work about 'Beautiful Britain' and 'Our Wonderful World' and other curriculum activities e.g. Letter writing, International emailing 'penpals' project, 'Postcrossing' postcard project with world map and postcard wall linked to and other geography, PHSCE, English and Artwork
Introduction of a Young Citizen's Club- Launch an extra-curricular club which proactively engages children in activities in which they make a positive contribution to society locally and more widely and in which they learn about other countries and cultures and gain a wider view of the world
Multi faith week or Religious leaders from non Christian faiths invited into school
Forge links with other local community establishments/ projects
- 4) **To further improve communication between parents and the school by:**
introducing a system to share termly data/ info about child's stat step
Teachers add section on class page of website half termly about very specific things parents
Run 2 x non maths based parent drop in sessions with a creative focus
Introduce a parent's comments section on newsletters
Set up a school based Twitter account so parents can have updates about school news and exciting events / learning
Consider setting up a headteacher's blog
Consider ways in which to engage with 'hard to reach' parents

Success Criteria- Indicators of progress towards meeting objectives

- 1) Data shows accelerated progress for SEN pupils so closing the gap in attainment
- 2) Data shows that children in receipt of PP achieve in line with their peers.
The proportion of PP children taking up offers of extra-curricular activities including residential is high
- 3) Children show a greater awareness of communities beyond their own experience as evidenced through pupil voice.
- 4) Parents report that communication between themselves and school is effective.

What kind of a school are we?

School Vision and Values

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement.

“Growing Hearts and Minds Together”

Longman's Hill School is a caring, community primary school.

We have always prided ourselves on the positive ethos of the school. People who visit often comment on the lovely 'feel' the school has when they walk around. Our children are amazing- they are thoughtful, kind and caring.

At our school we have high expectations of everyone. We are ambitious in seeking to ensure all children are successful. We feel strongly that success comes in many forms, not just academic. With that in mind, at our school we provide rich opportunities for children to be successful in a number of ways for example through the wide and varied sporting activities, clubs and competitions, through the extra-curricular clubs we offer, through school productions or Forest School, to name but a few.

The work undertaken within our school is based on our four key values:

Ambition- We are ambitious as a school. We want the very best for our pupils; your children. We have high expectations of their behaviour and their learning. Like you, we want them to do their best and be their best. That is our ambition.

Courage- We support children to have the courage to challenge themselves, try new things and not be afraid to fail.

Respect- We are a welcoming community school where members are respectful and tolerant towards each other.

Creativity- We inspire children to be curious, enthusiastic learners by ensuring learning is fun and creative

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:-

Longman's Hill Community Primary School is situated on the South side of Selby. It occupies a pleasant grassy site of approximately 6 hectares and serves a mixed social and economic community. The school educates pupils in the 4 – 11 age range with pupils coming from the local estate, central Selby and some outlying villages. Visitors to our school comment on the ethos, the focused, friendly, welcoming and inclusive feel the school has.

At our school we have high expectations of everyone. We are ambitious in seeking to ensure all children are successful. We feel strongly that success comes in many forms, not just academic. With that in mind, at our school we provide rich opportunities for children to be successful in a number of ways for example through the wide and varied sporting activities, clubs and competitions, through the extra-curricular clubs we offer, through school productions or Forest School, to name but a few.

As a school our distinctive aims are:

- Our commitment to the belief that every child deserves the best we can offer in all areas and we aim to raise their expectations in a safe and caring environment
- To maintain our excellent standards in behaviour with a positive focus on reward
- To acknowledge that this is a community school which takes its community role very seriously in accommodating groups such as Brownies and Summer Sports Projects.

To help meet our aims we work hard to build a positive relationship with parents and our whole school community this includes partnerships with:

- We are a member of a cluster of schools which work together on developing opportunities for PE.
- Business links with NYBEP (North Yorkshire Business Enterprise Partnership), who sponsor the STEM fair (Science Technology, Engineering and Mathematics), giving children opportunity for hands on visits to local companies
- York St John University- This link enables us support the career of future teachers by offering student placements on an annual basis.
- Selby and York Further Education Colleges for whom we offer student placements
- Local secondary schools for whom we offer student placements
- Pre-school providers, our Foundation Stage Teachers visit all feeder settings which establishes a close working relationship
- Local high schools enabling our children to experience specialist learning environments
- The school offers extended provision in the form of:
Wide range of extracurricular and residential experiences. After school clubs including football, rugby, dance, choir, band, cooking, Japanese and sewing
- Pupils have a very high success rate in local sporting competitions
- Residential visits begin in Year 4 (one night) in York, Year 5 (two nights) in the Yorkshire Dales and Year 6 (four nights in Whitby). The itineraries include outdoor activities, environmental studies, history and geography fieldwork. The vast majority of pupils take part in our residential
- Regular day visits are made by pupils in both Key Stages to enhance learning in Foundation subjects. A variety of visitors are invited into school to offer enrichment to all areas of the curriculum
- We continue to run Forest School for pupils from Y1 to Y6 with a specialist leader
- The vast majority of pupils are white and of the same ethnic background (94%). We currently only have 3 EAL pupils
- We have 23 children on the Special Needs Register, 1 of whom hold a statement for Special Educational Needs
- We currently don't have any children on the Looked After Register

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

- staff handbook,
- staff meetings to update on pupil needs and training opportunities eg specific medical needs
- Pupil Performance Meetings to discuss individual pupils' needs.
- Child Watch system introduced for watching vulnerable pupils at break
- Headteacher and Chair of Governors have Safer Recruitment 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.
- Alternative arrangement made as appropriate for children of other faiths in consultation with parents
- Individual risk assessments carried out to ensure all pupils have opportunity to attend all school trips
- Families requiring additional support with their children can be referred to the Prevention Team at NYCC by the school
- Pupil, parent and staff questionnaire carried out and analysis at regular times
- Funding organised to enable pupils to attend trips, residential and out of school activities
- Working partnership with CAHMS
- Development of the provision map for different areas of need
- Annual anti-bullying week
- Behaviour logs/charts in orange class books
- Rolling programme for updating of policies within whole school community input
- School council in place
- Playground leaders buddies, buddy classes and paired reading buddies used across the school
- Mixed ability pairing used across the curriculum
- Details of separated parents kept in order for details about their child and school in general to be shared with both parties
- Flexibility for appointments/meetings for parents
- Wide range of clubs are offered to children to appeal to a range of interests
- Close liaison with high schools ensure a smooth transition for our Year 6 pupils
- Good links with other primary schools in the area to ensure smooth transition for children joining our school or leaving
- Regular target setting takes place that involves the children (Pupil Performance Meetings)
- Everyone has input into the Inclusion Passports, including parents and pupils
- Teaching Assistants join Teachers in Pupil Progress meetings
- Classroom displays and labels are reviewed regularly to ensure all children can access them
- Learning areas around school are consistently developed to meet the needs of the small groups or individuals working within them
- Flexible Teaching Assistant team is designed to meet the needs of all individual children
- All photocopying for pupils is on cream, dyslexia friendly paper

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, ie gender, ethnicity, disability, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in termly cohort tracking data documents which are shared with governors.

We use regular data analysis 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 are regularly reviewed and updated to ensure maximum impact.

The following will be used as sources as evidence for outcomes for pupils:

- 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*

Please refer to information held in the 'Schools Self Evaluation Framework' (SEF) and the latest key stage data analysis

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 duties and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan annually
- publish information at least annually
- publish equality objectives every four years

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities:

- Louise Nicklin (SENCo) is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met
- Jan Elcock is responsible for ensuring the specific needs of staff members are addressed
- Jan Elcock/Liz Nicholson/Louise Nicklin are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff (see section 4)
- Arthur Adamson is responsible for monitoring the response to reported incidents of a discriminatory nature
- Louise Nicklin 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 any relevant meetings/awareness raising sessions related to the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;

- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

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

- School Council
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination
- Individual interview with pupils experiencing reasonable adjustments
- Pupil questionnaires
- Growing Up in North Yorkshire Pupil Survey
- Pupil voice with groups of children which include those from a range of backgrounds and from vulnerable / disadvantaged backgrounds.
- Seek the views of pupils when writing targets on IPs (SEN pupils)

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

- Exit interviews with staff
- Union reps invited to any formal meetings as per appropriate policy
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management
- Staff questionnaires

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

- Seeking the views of parents when new policies are to be adopted
- Feedback through the Governing Body meetings from Parent Governors
- Feedback from adults using the school beyond the school day
- Termly meetings with parents and teachers
- Parent questionnaires
- Through the introduction of planners where parents can correspond with teachers
- Feedback from supply teachers kept in file in front office

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

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

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

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

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

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

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

Reporting

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

Publication

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

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

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

Contact us

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

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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



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

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a

society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)

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

Equality and Human Rights Commission Guidance for schools

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

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

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

Example Equality Action Plans

(may be adapted for use by individual schools or embedded within school development plan and are aligned to the school's equality objectives)

KEY ISSUE

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
SEE ACTIONS SET OUT ON PAGES 5/6 OF DOCUMENT						