

Single Equality Scheme:

Grove Road Community Primary School

Updated September 18

Date of Policy Creation:	November 2020	Review Date:	November 2021	Responsibility:	FGB
Head teacher	Mr Christopher Parkhouse	Signed:		Date:	
Chair of Governors	Margaret Beagle	Signed:		Date:	

Policy Review

Date:	Notes:
12.03.19	Review
30.11.20	Full Review and update completed by Mr C Parkhouse and Mrs D Pitt

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.

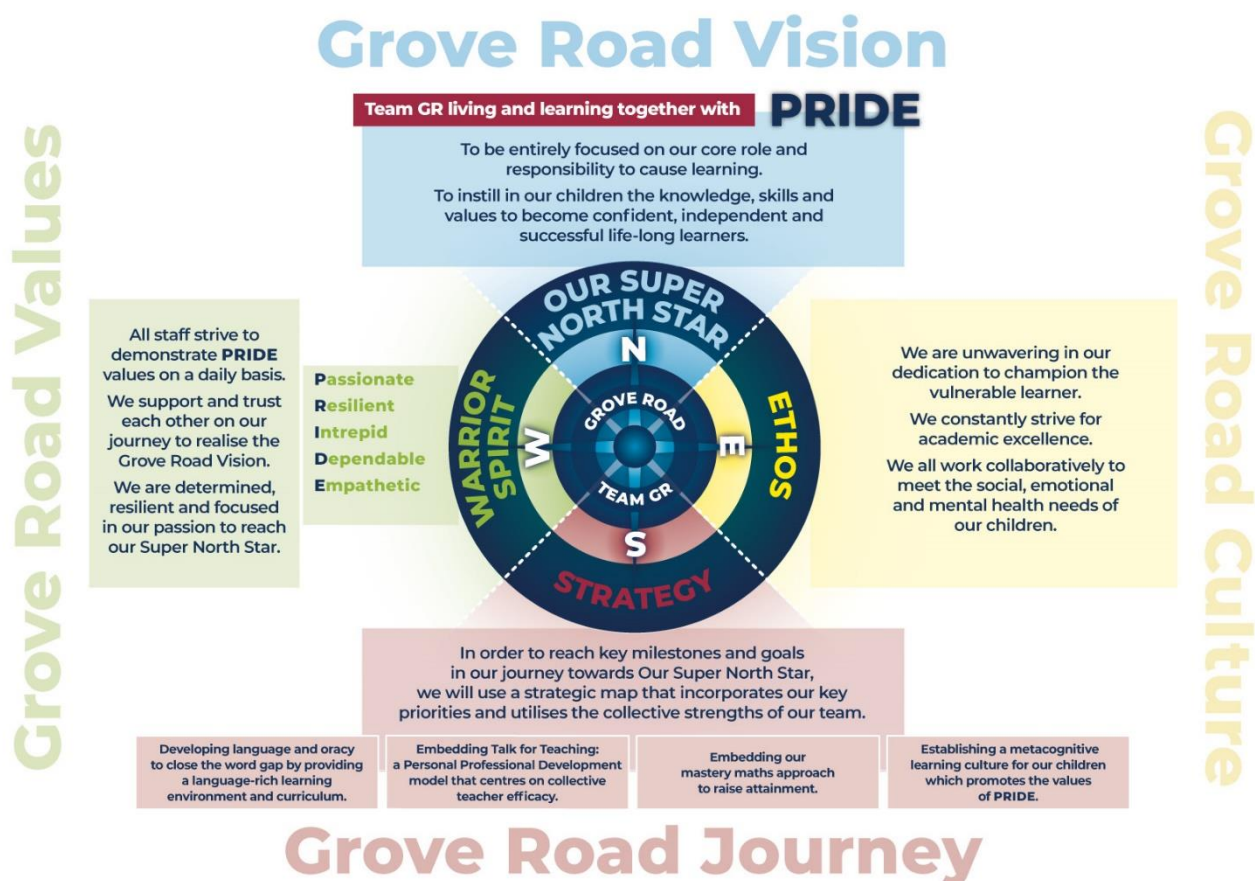
Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

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



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:-

Grove Road Community Primary School is a North Yorkshire County Council LA community primary school for children aged 3-11. We currently have 303 children on roll and a 26-place nursery with 28 children attending either their 15 hours statutory entitlement or 30 hours extended entitlement. (330 total).

- We are a larger than the average school nationally and larger than 92% of NYCC primary schools.
- Including English, there are 25 different languages spoken by our learners. Approximately

one third of our pupils speak English as an additional language (EAL). This is more than any other primary school in North Yorkshire and more than 81% of all primary schools nationally.

- We are the school of choice for minority ethnic families in Harrogate and currently support several refugee families. Due to our high quality support for children from ethnic minorities we have recently obtained 'School of Sanctuary' status (October 2016 - the first school in the LA to achieve this).
- Approximately 17% of our pupils are 'disadvantaged' which is more than approximately 80% of North Yorkshire Primary Schools. We believe many of our EAL families would be entitled to financial support and pupil premium funding but need additional support to claim certain benefits such as Universal Credit.
- For many of our families in the Low Harrogate area, the deprivation index indicates being in the bottom 5% nationally for living environment. www.uklocalarea.com. *Full details of the Index of Deprivation are available from the UK Government Website English indices of deprivation 2015*
- We currently have 100 children with special educational needs and disabilities (SEND). 15 children have an Educational Health and Care Plan (EHCP). This is more than approximately 90% of all other primary schools.
- We are a THRIVE school which means that all staff have received training on recent findings in neuroscience and their implications for understanding and working with children's social and emotional development in both a restorative and reparative way. Pupils' physical and emotional health is very high on our agenda.
- We have been commissioned to provide a Targeted Provision to enable the school to support children with Communication and Interaction needs, together with their families from a wide local area with in-reach in a custom built extension to the school.
- In 2018, we became a Hub School for ReflectEd working alongside Rosendale Primary School, York University and the Education Endowment Foundation supporting schools to introduce metacognitive strategies for learning.

The school employs 11 teachers, 1 Headteacher, 1 Deputy Headteacher, 1 Assistant Headteacher (KS2), 1 Assistant Headteacher (SENDCO) and 1 School Business Manager. The school employs a high number of support staff (37) including a dedicated pastoral team, intervention team, parent support workers and targeted provision staff. There is a School Office team of 2 & Site team of 5. Additionally there are 3 Kitchen Staff (Chartwells) and 5 Midday Supervisory Assistants.

The Headteacher, Deputy Headteacher, Assistant Headteacher (SENDCo) and Assistant Headteacher (KS1) & School Business Manager form the Senior Management Team.

The current Headteacher was appointed in 2017. Two new teachers have recently been appointed to the school for the start of the academic year 2020/21

Equality of opportunity and respect for others, self and property are at the heart of our school. These core values are embodied in our PRIDE VALUES, which underpin our whole school ethos.



Approximately 58% of pupils live in households where only one parent is present (Y6 Growing up in North Yorkshire 2016). Single parent families represent a significant proportion of our parents. In each year a significant number of pupils suffer disruption through a parent leaving the home and a number of families have social worker involvement and are considered to live in chaotic circumstances.

Overall attendance rate is currently 95.11% (Absence rate 4.65% - Late 0.24%) and persistent absence is 13.8% (January 2019).

We are the school of preference for placing children from the Harrogate Women's Refuge and the Hopscotch Looked After Children team for particularly vulnerable children.

Despite high levels of challenging behaviour, particularly from children with SEND, we have not permanently excluded a child in the last 21 years.

Despite fairly low levels of parental involvement, we are open, friendly, communicative and responsive through our open-door policy, Twitter feed, website, visible twice-daily presence of staff in the playground. Evidence: informal and formal feedback from visitors, parent feedback questionnaire, feedback from parent consultation evenings and end of year feedback (See parent survey April 2018).

Children know that they are at school to learn. Lessons reinforce this by the enthusiastic and vibrant approach of teachers.

We work in an industrious and busy environment committed to a multi-agency approach, taking advice from professionals in all areas.

A significant percentage of our children fall into one or more vulnerable groups. The school promotes positive attitudes and responsible behaviour, with emphasis on providing a secure and welcoming inclusive environment.

As of January 2019, there are 2 Looked After Children (LAC), 2 children subject to a child

protection order and 19 families being supported by our Parent Support Worker. We spend a considerable amount of time working with pupils and families that need extra support.

All staff work very well together as a cohesive and self supporting team who are outward looking, willing to try new initiatives and are committed to the inclusive ethos of the school and the relentless drive for moving forward children's learning. All staff enjoy working in the school and are proud to be part of Grove Road (staff questionnaire December 2018).

At Grove Road Community Primary, we welcome each child into a caring family atmosphere that is at the heart of the Harrogate community. We work with many vulnerable families to offer opportunities and support for the personal development and self-fulfilment of each pupil – socially, emotionally and academically.

We create an inclusive environment in which each member of our school feels valued and values the contribution of others. We aim to create the best learning atmosphere for our children and to provide an exciting and vibrant curriculum that provides pupils with opportunities and rewarding experiences in both academic and social areas.

We aim to build on the strengths of each child, addressing individual needs through development of a positive attitude to learning, whilst working closely with our school families. Children are the heart of all that we do at Grove Road and we have high expectations of them. We aim for everyone to take pride in our school, celebrate progress, learn from our mistakes, and develop a mindset for success.

Classrooms are vibrant, supportive and welcoming. They will be full of happy children motivated by positive, well-paced and purposeful lessons. And these lessons will be delivered by staff who are passionate about the children's success.

All of this will be achieved because the children and their education matter more than anything else.

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

Meeting the medical needs of pupils; Restrictive Physical Intervention; use of pejorative language; termly training on new intake for ALL staff (SENCO updates) including medical, faith and belief, language needs; staff meeting every term to update on pupil needs and training opportunities; governor training on fair recruitment practices; training on the SEND Code of Practice 2014; staff training on supporting pupils eligible for pupil premium, supporting EAL learners, understanding cultural diversity, etc

School provision

At Grove Road Community Primary School, we ensure that our SEND information Report for

Parents is up to date and contains the relevant information regarding adaptations the school make/would make to ensure inclusive provision for all regardless of need. Grove Road CP School ensures that we have Dyslexia friendly classrooms and pupils have access to adaptations to paper, reading books and other materials as required. Likewise, our school Behaviour Policy states that 'in exceptional circumstances, and in liaison with the HT/SENCO, particularly where a child may have SEND, the school behaviour system may be adapted to reflect individual need.'

Children with SEND at Grove Road have access to support and intervention above and beyond Quality First teaching and this is outlined within Individual Provision Maps for each child. These documents are discussed with parents at relevant points throughout the school year and pupils are included within the planning process.

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.

Outcomes for all our pupils are analysed against groups within school e.g. SEND, gender, vulnerable pupils to ensure that there is a focus on improving outcomes for all.

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.

Pupil voice is recorded at points within the academic year to assess the extent to which pupils feel safe and in the extremely rare occurrence of an incident linked to bullying or race, this is actioned and recorded within the school incident log.

As part of the wider school offer, all pupils are offered the opportunity to attend extracurricular clubs. Likewise all children are included within residential visits and Pupil Premium funding is used as appropriate to ensure all children can attend these valuable opportunities.

The school has regular meetings with parents, especially those who have SEND and/or may require additional support within the school day.

Equalities objectives

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

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

1. To continue to regularly identify and address any gaps in the performance of disadvantaged pupils and those with SEND against their cohort ensuring all children have high aspirations and are suitably challenged.
2. Increase understanding of different cultural, religious views and lifestyles and to ensure there are no homophobic or bullying incidents, including on-line.
3. Identify and accommodate all specific needs of children at Grove Road CP School, including medical, social and cultural needs.

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;

NYCC Single Equality Scheme 2018

- 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):

- Sasha Bune – SENDCo is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Debbie Pitt – SBM is responsible for ensuring the specific needs of staff members are addressed;
- Chris Parkhouse – Headteacher is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- Chris Parkhouse – Headteacher is responsible for recording, reporting and monitoring prejudice based and hate incidents;

- Margaret Beagle – Chair of Governors 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:

- Discussion with the School Parliament
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with pupils experiencing reasonable adjustments as required;
- 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:

- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of Professional growth Meetings
- Staff survey
- Parent/Carer survey
- Meetings with union representatives if required

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 Grove Road meetings;
- Feedback from adults using the school beyond the school day;

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.

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 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

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

Our Customer Service Centre is open: Monday - Friday 8.30am - 6.00pm and Saturday

9.00am - 12.00pm Tel: **0845 8727374** email: **customer.services@northyorks.gov.uk**

Or visit our website at: **www.northyorks.gov.uk**

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

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.

Equality Action Plan

**"To ensure every child is helped to achieve his or her full potential in a safe environment."
Governor with Responsibility for Single Equality Action Plan – Margaret Beagle**

EQUALITY OBJECTIVE 1:

Continue to regularly identify and address any gaps in the performance of disadvantaged pupils and those with SEND against their cohort ensuring all children have high aspirations and are suitably challenged.

Success criteria

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	Success Criteria
a. Survey participation in all school activities by all children, including those with SEND.	Staff & HT				Designated Governor	Pupil Voice Survey completed for all children
b. Identify performance gaps termly for each cohort by analysing achievement and performance data.						Gaps in achievement for individuals &/or groups identified through regular assessment

c. Identify any specific groups of disadvantaged children, eg SEN, FSM, boys, girls						Gaps in achievement for individuals &/or groups identified through regular assessment
d. Training for a pastoral lead (Sasha Bune)						All children achieve agreed targets
Results demonstrated to T & L Committee by HT in agreed format.						

EQUALITY OBJECTIVE 2:

Increase understanding of different cultural, religious views and lifestyles and to ensure there are no homophobic or bullying incidents, including on-line.

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	Success Criteria
a) Identify any specific gaps in the curriculum.	HT	Ongoing				Staff & children recognise and understand different religions, cultures & lifestyles in multicultural Britain
b) Identify any trends in inappropriate behaviour in school	HT					

a. Activities to provide opportunities to celebrate b. the diversity of other cultures. e.g. visits or c. visitors from different backgrounds British Value activities, family customs etc. d. Awareness of different religions forms part of the curriculum e. Agree & plan activities /assemblies to educate children in on-line behaviour e.g NSPCC Safeguarding Assemblies for KS1 & KS2. f. Agree & plan activities around bullying, eg in anti-bullying week g. Review relevant policies & procedures according to policy update schedule	Headteacher/ Subject leaders PSHCE Coordinator				Designated Governor and HT	Staff & children behave appropriately when engaging with others who have different values to their own. All relevant policies & procedures in place and followed
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------	--	--	--	----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

EQUALITY OBJECTIVE 3:

Identify and accommodate all specific needs of children at Grove Road CP School, including medical, social and cultural needs.

Actions to achieve the success criteria	Persons responsible for delivering	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Success Criteria
a. Regular communication with						

<p>parents/carers</p> <p>to identify new needs.</p> <p>NB: this is particularly important if medical needs or the child's home situation changes.</p>	the action					
b. Ensure all new and changed situations are continually communicated to all staff.	HT					<p>All children's needs are identified and accommodated.</p> <p>Increased confidence of staff in developing their curriculum area accessibly.</p>
<p>c. Ensure all staff have access to CPD courses.</p> <p>d. Curriculum planning – ensure there are opportunities for joint TA/teacher planning and evaluation of lessons.</p>	<p>HT</p> <p>All staff</p>					
<p>e. All situations are dealt with in an appropriate and sympathetic way.</p> <p>f. Any relevant agencies are involved as necessary (eg for Child Protection agencies).</p>	HT				GB and HT	