

# Single Equality Scheme: Hunton & Arrathorne CP School

2020-2023 -

Signed: S Donaldson

Headteacher

Date: 04/09/22

Signed: P Barber

Chair of Governors

Date: 12/09/22

Review due: Date \_\_\_\_\_

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## 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

### **Other Policies**

*This policy should be read in conjunction with the following:*

- Anti Bullying Policy
- Behaviour Management Policy
- Health & Safety Policy
- SEND Policy
- Safer Recruitment & Selection Procedures
- Safeguarding Policy
- Child Protection Policy
- SRE Policy
- Whistleblowing Policy
- Website Accessibility Statement

### **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;

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- 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**

Vision, Values & Aims

Our Values

‘Care – Aspire – Excel’

Aims & Intent

Our curriculum is rooted in our core values ‘Care – Aspire – Excel’, which permeate all actions in our school. Further to this, our ‘Curriculum Aims’ are bespoke to our children. In conjunction with our aims is the ‘H&A 21’ – a range of rich and diverse experiences we have curated for the pupils to further their personal development throughout their time at our school.

Through careful weaving into the curriculum and wider school life, it is our intent that pupils at Hunton & Arrathorne Community Primary School will be:

- Lifelong readers
- Happy and healthy
- Inquisitive, with a thirst for knowledge
- Change-makers
- Risk takers
- Creators

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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:-

Hunton & Arrathorne Community Primary School is a smaller than average-sized primary school with 69 pupils currently on roll; this has increased 26% since the current Headteacher's appointment two years ago. There is a higher than average proportion of pupils with SEND at 15% and a higher than average proportion of pupils from service families at 24%, due to the close proximity of our school to Catterick Garrison. The number of pupils in receipt of Pupil Premium is significantly lower than the national average – two pupils on FSM Ever 6 and one previously LAC pupil. There is one pupil in Year 4 with an EHCP and one pupil in Year 5 with an EHCP – both joined our school in September 2022.

In September 2021, the school moved to a four-class structure (previously the Year 2/3/4 pupils were mixed). There is currently a Reception / Year 1 Class, a Year 2 Class, a Year 3/4 Class and a Year 5/6 Class.

The teaching team are forward-thinking, innovative and passionate in driving the school forward to achieve the shared vision of excellence. School leaders and governors are ambitious and unwavering in their commitment to providing a vibrant, rich education with a culture of high expectations for the pupils of Hunton & Arrathorne. The school employs a full-time Headteacher (with a 0.4 teaching commitment) who works closely alongside a full-time Senior Teacher (with a 0.7 teaching commitment) to lead, manage and implement the school's strategic vision. They are supported by 1 full-time teacher and 3 part-time teachers: an experienced teacher who is the Phonics & Early Reading Lead and SENDCo, two RQT's and one ECT who completed their ITT at the school in the previous academic year. From

September 2022, the school appointed an Additional Teacher to enhance teaching provision in Reception / Year 1; this positive step was taken to further enhance our provision for the youngest pupils in our school and to ensure they have the optimum experience from the very start of their journey in education.

The support staff team are equally committed to the school and its pupils. Currently, there are six teaching assistants: two of whom work as HLTA's for some of the week and four GTA's who support groups of pupils and those with individual needs. In addition to this, the school is fully committed to the development and training of new educators and hosts trainees completing their teacher training.

The current Headteacher took up the role full time in January 2021, following the retirement of the previous Headteacher. Since then, they have demonstrated great rigour and uncompromising commitment to implementing a culture of high expectations and scholastic excellence, founded in a consistent and aspirational approach to all aspects of school. Throughout the two years, the school has been brilliantly led and feedback regarding the ethos, aims and vision of the school have been overwhelmingly positive from all stakeholders, including governors and parents.

We do not have a school hall; during PE lessons pupils and staff have access to excellent facilities within the Village Hall and surrounding grounds – approximately a two-minute walk away. School meals are cooked at a local school and the school employs a Dining Supervisor to transport and serve healthy meals at lunchtime.

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

Staff attending to pupils with a medical plan have had training from health professionals involved with the child. Teaching staff have attended recent Restrictive Physical Intervention Training. The use of pejorative language is challenged. Staff regularly updated on needs of pupils as appropriate following meetings and reports received.

Governor training on safer recruitment practices as needed. Governors and staff are regularly updated re. SEND provision by the school SENDCO. Staff are trained in the appropriate PSHE and RSE curriculum.

All staff have been trained in 'No Outsiders' which is a programme of lessons and assemblies used within school which is key to promoting equality and diversity.

The LAC Lead undertook training on supporting LAC and Previously LAC pupils in 2022.

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## School provision

### Examples of reasonable adjustments the school makes as a matter of course

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

The school has a leaflets containing leaflets we are sent to share with parents/carers. Any information that is sent specifically for some pupils is given to them directly.

Displays around school have visual and language cues. ICT is used to support pupils. Communications with parents are made by letter, phone, text, e-mail, notice board and social media.

The behaviour policy has been developed to respond to positive and negative behaviours and gives children with behavioural difficulties opportunities to modify their behaviour.

SEN provision maps are reviewed termly in meetings involving staff, parents and the SENDCO.

## 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.

-Data confirms that attainment is strong in EYFS, Key Stage 1 and Key Stage 2.

*75% of Rec. pupils achieved a GLD; 100% of Y2 pupils achieved ARE in RWM combined and 67% of Y6 pupils achieved ARE in RWM combined – End of KS Statutory Assessments (2022)*

-The curriculum provides sufficient challenge for pupils to develop a deep and thorough understanding of the National Curriculum.

*In Year 2, 50% of pupils achieved GDS in reading; 25% in writing and 37.5 in mathematics. In Year 6, 44% achieved GDS in reading; 44% in GPS, 33% in writing and 22% in mathematics – End of KS Statutory Assessments (2022)*



-A reading culture is well-established from the moment begin Hunton & Arrathorne School. Pupils read widely and often.

-Because the teaching of phonics and early reading through a robust SSP is prioritised by all members of staff, children leave Year 1 with a secure understanding of phonics.

*85% of Y1 cohort in 2022 passed PSC. The 1 pupil who did not pass was 1 mark off the pass threshold- PSC Data (2022)*

-Pupils develop an age appropriate knowledge and understanding of mathematical procedures and how to apply them. This has been evident throughout subject leader, governor and improvement lead monitoring.

-Through high quality, systematic teaching of the curriculum pupils are given the opportunity to build their knowledge, to remember more and do more.

-Robust monitoring of teaching, pupil work and pupil voice confirms that teaching and learning across the curriculum is effective in a detailed knowledge of the subjects they study.

-All pupils, including those with SEND achieve the best possible outcomes – every Year 6 pupil on the SEND register achieved ARE in at least one of the core subjects. 50% of SEND pupils achieved ARE in RWM combined and 50% achieved GDS in at least one subject in their Y6 SATs.

-The needs of SEND pupils are met effectively enabling all children to produce excellent work across the curriculum.

-Because of the strong ethos, aims, values and curriculum all pupils leave Hunton & Arrathorne Community Primary School well-prepared for the next stage in their education.

-Service Pupils achieve well. 100% of service pupils from Y1-Y6 achieved ARE in summer 2022.

## **Equalities objectives**

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

- to narrow the gap in performance of SEND pupils;
  - to foster gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenge all forms of discrimination in RSE lessons and in every-day school life
  - to promote safe, equal, caring and enjoyable relationships
  - to increase understanding of different religious groups;
  - to encourage pupils to consider non-stereotyped career options;

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**We have identified these objectives because:**

- A review of our PSHE policy and RSE Policy in line with new legislation reveals that the content of our scheme of work needs to be updated.
- Data analysis shows that, whilst vulnerable pupils make progress there is still a gap in attainment
- A review of our RE scheme of work has allowed us to update our objectives and this scheme allows us to reflect that.
- In focusing on increasing aspiration in our pupils we have endeavoured to ensure that career options are not stereotyped.

Indicators of progress towards the objectives are reviewed annually and recorded in the action plan (see appendix 2). SEND progress is planned separately as part of the SDP. RE implementation is an update to be monitored.

**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):**

- Sam Donaldson and Gavin Cope are responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Beverly Smeeton is the named governor responsible for the Single Equalities Scheme and Equality Action Plan.
- Karen Cromey-Hawke is responsible for the provision for SEND pupils.
- Gavin Cope is responsible for the provision for LAC and Previously LAC pupils.
- Sam Donaldson and Gavin Cope is responsible for ensuring the specific needs of staff members are addressed;
- Sam Donaldson and Gavin Cope are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- Sam Donaldson is responsible for recording, reporting and monitoring prejudice based and hate incidents;
- Louise Wyatt 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.

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### **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:

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| <ul style="list-style-type: none"><li>• <input type="checkbox"/> • <i>Pupil Leadership Team</i></li><li>• <input type="checkbox"/> • <i>Annual Pupil questionnaire</i></li><li>• <input type="checkbox"/> • <i>Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;</i><ul style="list-style-type: none"><li>• 'No Outsiders' lessons and assemblies</li><li>• Diverse and equality promoting texts</li></ul></li><li>• <input type="checkbox"/> • <i>Discussions in PSHE lessons</i></li><li>•</li></ul> |
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At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme, objectives and action plan:

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| <ul style="list-style-type: none"><li><input type="checkbox"/> <i>Exit interviews with staff;</i></li><li><input type="checkbox"/> <i>Regular staff meetings with specific agenda items;</i><ul style="list-style-type: none"><li><input type="checkbox"/> <i>Individual discussions with staff as a part of performance management</i></li></ul></li></ul> |
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At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme, objectives and action plan:

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- *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 PTA meetings;*
  - *Feedback from adults using the school beyond the school day; Annual parent*
  - *questionnaire*

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

### **Making it happen Action Planning**

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

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

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment (schools could use the Inclusion Quality Mark ) has:

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

The effectiveness of this Scheme and progress with the equalities objectives will be evaluated and reflected in:

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

### **Reporting**

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

### **Publication**

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

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years. It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

### **Schools' duties around accessibility for disabled pupils**

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

*4.29 Schools must implement accessibility plans which are aimed at:*

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

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

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

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



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

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

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

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

*5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics*

## Contact us

**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

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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 پوچھیے۔

如欲索取以另一语言或另一格式制作的资料，请与我们联系。

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](mailto: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.

NYCC Single Equality Scheme 2018

- 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-schoolsguidance>

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.

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

**EQUALITY OBJECTIVE 1:**

To foster gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenge all forms of discrimination in RSE lessons and in every-day school life

Success criteria

Fewer reports of homophobic incidents

Pupils able to talk knowledgeably about issues involving gender equality

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

Short term:						
Attend training on new legislation regarding RSE	HT	Jan 2020	Jan 2020	£300	HT + designated governor – staff meetings, planning review, lesson observations, questionnaires, performance management	
Update RSE policy	HT	Jan 2020	Feb 2020	-		
Appoint a school governor linked to Health and Mental well-being	Gov Body	Jan 2020	Jan 2020	-		
School to join PSHE Association	HT	Jan 2020	Jan 2020	£125		

Medium term:						
Update PSHE Policy and scheme of work	HT	Feb 2020	Apr 20	-	PD days, courses and training by LA, Alliance	
Review of resources + Review of curriculum timetable	Staff	Mar 2020	Apr21	Dependent on results of review		
Include PD opportunities for staff	HT	Apr 20	Apr21	-		

Long term: Review provision incidents of homophobic/genderbased bullying	Review	HT	Apr 21				
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***Further (revised) equality objectives are available on the separate Equality Action Plan following the appointment of the new Headteacher in October 2020.***