

# Single Equality Scheme: Croft Church of England Primary School

## Updated September 2018

Signed	<i>Simon Robson</i>	Date 5 <sup>th</sup> July 2022
	Headteacher	
Signed	<i>Alison Russell</i>	Date 5 <sup>th</sup> July 2022
	Chair of Governors	
Review due:	Date 5 <sup>th</sup> July 2026	

### 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:-

## NYCC Single Equality Scheme 2018

- 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.

NYCC Single Equality Scheme 2018

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

School vision and values statement:

#### Our Vision

##### **Be happy: aspire, believe, achieve**

Happiness is... the feeling you get when you help others and contribute to the world; when you work hard at something that was difficult to begin with; when you feel safe, cared for and respected; when you feel confident in your uniqueness and know where you are going.

**Philippians 4:13**

*'I can do all things through Christ who strengthens me.'*

#### Our Ethos

Croft Church of England Primary School works in partnership with the community to provide an education of the highest quality within the context of Christian belief and Practice and understanding of shared values. We celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.

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:-**

Croft Primary School is a Church of England Academy and is part of the Dales Academies Trust. We currently have 101 children (52 girls, 49 boys) plus 6 nursery with a calculated capacity of 105 and 13 Nursery children. Our percentage of FSM is 8.4%. 0% of our children are from service families. 7.5% of pupils are minority ethnic (including nursery).

The percentage of children on our SEN register at EHCP (3) and SEN Support is 10.3%. Many of these children have significant and individual needs.

The pupils at Croft Primary School enter with widely differing experiences as Early Years records demonstrate. These range from well-structured private settings to informal playgroups, and some come directly into school from home. As a result, attainment in not only knowledge and understanding but social and emotional maturity is wide-ranging. EYFS profiles for FS1 demonstrate this clearly as well as highlighting significant differences between cohort groups.

To address this inequality, we established a nursery class in 2010. This has enabled us to become familiar with the needs of children before they start school. This means we can access support and intervention for children at an earlier stage. The LA deals with admissions into school. If we are aware of any pupils with disabilities who are about to start school, special arrangements are put into place after discussion with parents and where necessary outside agencies. Otherwise we aim to assess needs upon entry into school and make appropriate arrangements to meet every child's specific needs.

Our catchment area is based in Croft Village and several other small rural villages and isolated farms. There are few amenities available locally. The immediate area is quite prosperous and serves as a commuter base for professional families. We have few ethnic minority children.

However, around 40% of our children come from outside our catchment, some travelling several miles from Darlington. They are attracted to the school by its reputation and its extended school opportunities. This makes our intake very different in character from that of other local rural small schools. It is very diverse, with wide-ranging home backgrounds including many one-parent families and has equally broad socio-economic characteristics. We currently have no Looked After Children, no children previously permanently excluded from other schools and 1.9% (English as an Additional Language) EAL pupils.

We are a Church of England Academy with a strong Christian ethos which develops the whole child. Other faiths are represented in school and their beliefs are shared with the children to promote understanding.

We have never had difficulties attracting or retaining staff and when teaching staff leave it is usually through retirement, relocation or for promotion.

As transport links to the village are poor and many children travel considerable distances to school, access other than by car is difficult. As a consequence, there are problems of traffic congestion at certain times of the day in the village.

The school is located on a slight hill. Access is fully ramped with a disabled parking bay at the foot of the ramp. Tactile signs are fitted throughout. Access for wheelchairs has been improved throughout. We have a fully accessible disabled toilet and hygiene room. The junior toilets have grab rails and sinks installed in a disabled

cubicle. Handrails have been fitted to all staircases. Internally the school has three steps from the lower level of the hall to the junior classrooms. The cost of installation of a lift is prohibitive. All classrooms can be accessed from the outside of the building.

We currently have two pupils for whom English is an additional language. We have no disabled pupils and no disabled staff.

Information is provided in written and verbal form. All information is offered in alternative formats upon request.

Recruitment procedures laid down by the MAT are strictly adhered to. All advertising is done through the Local Authority Employment Support Services. The Head teacher and Chair of Governors have undergone safer recruitment training.

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

North Yorkshire LA provide training for all staff, including those employed in our Out of School Club, on equality and diversity issues. This has included Safeguarding and Looked After Children training for the designated person, Mr Robson. All staff have had training on Makaton, Dyslexia and Numicon. In March 2019 support staff had training on Restrictive Physical intervention and safeguarding. In April 2016 all staff received training in manual handling. Weekly staff meetings are used to update staff in the needs of any new children and identify any relevant CPD. All staff have been involved in the audit for the Inclusion Quality Mark.

Our new SENCo was appointed in September 2022.

Governors received information on the new SEND Code of Practice.

## **School provision**

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

- Differentiated planning to ensure the curriculum is accessible to all
- Use of individual I Pads to facilitate learning, particularly those pupils with SEND and EAL
- Additional support for any child or adult experiencing a difficulty
- Provision mapping for children with special needs
- Provision Maps and PEPs for individual children record their personal requirements. These are shared with the children and their parents and carers.
- Staff training to meet needs
- Classroom adjustments, for example a child will be seated near to the front to compensate for visual/auditory difficulties, coloured paper, overlays, google translate
- Additional specialised resources are purchased
- Differentiated behaviour policy to take into account children's special needs
- Information provided in alternative formats upon request
- Information provided in paper form and on school websites
- Physical adaptations to the building where possible
- **Pupil progress** is closely measured at all stages to ensure children do not underachieve.  
(See SEF Attainment section and termly HT Reports on progress to Governors)

## Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils.

These processes form part of the school's equality impact assessment to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

### Examples

**The quality of learning** is very good as evidenced through data analysis of both ASP, FFT and the school tracking system. Children, including those in receipt of Pupil Premium, normally make good or better progress, often reaching national standards from below average starting points. See Pupil Premium Strategy.

Early identification (see A2.2) means learning is well planned and matched closely to need. Wherever possible and most beneficial, children are integrated into whole class, high quality teaching with appropriate support. Child-friendly Provision Maps and targets for SEN children are also reviewed termly with the parents' and child's involvement. Those identified at the end of the summer term are reported to parents and discussed at Parents' Evenings so that they can be informed and involved in helping their child.

Group target setting for learning support groups is also a useful way of assessing progress and TAs regularly liaise with class teachers on the progress and impact of the intervention programmes on the pupils within their group. Whole cohort targets are set after consultation between class teacher, Head teacher and Governors.

**Learners feel very safe** and adopt safe practices as evidenced in responses to our Healthy Schools, Pupil and Health and Well Being Questionnaires.

Children understand the need to respect and care for others (one of the school rules they wrote) and the importance of working as a team. They are protective of the younger children in the school (see SIAMS 18) and there has been only **one** incident of racial abuse in the last 5 years. Where incidents of unacceptable or inappropriate behaviour occur, children know the consequences and parents are quickly included in any solution. An inclusive approach means that differentiation is a key element in our planning of appropriate learning materials, delivery strategies and approaches. This helps all learning styles to be addressed and gives the children confidence and enthusiasm when they succeed.

**Behaviour** is outstanding as evidenced by our high standards and confirmed by Ofsted (2022) and SIAMS (2018). There have been no exclusions.

Our school vision and aims underline the importance of **healthy lifestyles**. We are currently working towards renewal of our Healthy Schools Award .

**Pupils in school have a well-developed sense of their contribution to the life of the school and the local community.** They enjoy coming to school as evidenced by pupil and parent surveys. New children settle well and form friendships quickly. As they progress through school, they have a growing awareness of the wider world and other cultures, promoted by our overseas links and supporting a range of charities. This also helps the children appreciate their own quality of life. Attendance at extracurricular activities is good for all

children.

**Attendance** in school is high compared with other schools in similar circumstances and is monitored termly and reported to parents where concerns arise. Annual targets for attendance are set and monitored termly.

**The effectiveness of the school's engagement with parents/carers** is excellent. Records of attendance at parents' evenings indicate that the significant majority of parents attend. Others may make individual arrangements to talk to members of staff. Feedback from parent consultations is usually in excess of 50% and results are evaluated and distributed to parents.

There are increasing numbers of parents and grandparents who help in school and lead extracurricular activities. Parents are invited into school regularly for Celebration Collective Worship, Stay and Play, Stay and Read, Parent/Governor drop ins, and curriculum evenings.

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.

- Information is currently provided for pupils and parents in written paper format, online or by e mail. Alternative formats are available on request. The new format for PEPs is much more child and parent friendly.
- A new group room has been created which is being equipped as a sensory room. This is a quiet relaxed space for staff to talk to children and adults.
- The behaviour policy was rewritten in September 2022 and it allows for differentiation for children with SEN
- Provision maps are created for children with a wide range of differing needs these are updated at review meetings or when needed
- Pupils are involved in review meetings

## Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2022-2026 are:

- Improve pupil voice on school matters through the school council. Consult with children.
- Improve Access to the Curriculum by ensuring CPD for all staff meets learning needs of all children in school
- Improve Inclusion by reviewing behaviour and anti-bullying policy and procedures annually
- Ensure all children understand e-safety and their responsibilities within this.

## We have identified these objectives because:

- We recognised greater need for pupil input in identifying issues and implementing solutions.
- CPD of staff needs to be focussed on need. These are analysed each year and identified in the SDP and PP strategy.
- Review of Behaviour and Anti-bullying policies annually ensure that they are fit for purpose.
- E-safety and cyber-bullying are a growing problem and pupils' need to be aware of this and how to deal with it.



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

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

### **The Head Teacher will:**

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Local Governing Board 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 Local Governing Board 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; (SEND link Governor)
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Head teacher 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 Head teacher, 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):**

- Mr Robson is the person responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Mr Robson is the person responsible for ensuring the specific needs of staff members are addressed;
- Mr Robson is the person responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- Mr Robson is the person responsible for monitoring the response to reported incidents of a discriminatory nature.
- Mrs Kathryn Billington is the governor 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

## NYCC Single Equality Scheme 2018

- 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 Head teacher.

### **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:

- Exit questionnaires
- Consultations with pupils;
- School council;
- Individual interviews with pupils involved in incidents of a discriminatory nature;
- Individual interviews with pupils experiencing reasonable adjustments;
- Yearly open meetings representing a particular theme shared with the community and cluster of schools.
- Growing Up in North Yorkshire Pupil Survey

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

- Exit interviews and questionnaires with staff
- Regular meetings with union representatives as necessary;
- Regular staff meetings with specific agenda items;

- Individual discussions with staff as a part of performance management.
- Staff survey

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

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- Text to be inserted into communication with parents: “your support for your child’s education is crucial to their progress. Please tell us if there are 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 Local Governing Board meetings
- Feedback through the Friends of the School meetings
- Feedback from adults using the school beyond the school day
- Feedback through parent drop ins.

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 Local Governing Board.

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

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 boards

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

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如欲索取以另一語言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](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 – last updated 2020

### 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-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.

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



## Croft Church of England Primary School Equality Action Plans

### KEY ISSUE

Improving access to the curriculum for EAL pupils:

Success criteria

- All EAL children in school able to access the curriculum and communicate
- All children to learn about the countries from which EAL students originate to promote inclusion

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
Support for EAL Pupils a. Establish the baseline level for individual pupils b. Investigate support and resources to assist pupils c. Apply for EAL funding and develop action plan to support pupils	Class Teacher  Head teacher	Ongoing	Ongoing – determined by pupil needs	£500	Designated Governor and HT	CPD is ongoing depending on the needs of pupils. Pupils language and progress in English is improved. iPads used to access translation services
Information for EAL Parents a. Ensure that parents can access information provided by school b. Provide information in alternative formats if required.	Head Teacher	Ongoing	Ongoing		Designated Governor	Discussions with parents – able to access English documents
Curriculum a. Plan curriculum around country of origin and look at geography, history, culture etc. b. Pupils have greater understanding and therefore inclusion is improved.	Class Teacher	Ongoing	Ongoing		Designated Governor and Head Teacher	

<b>KEY ISSUE</b>
Improving access the curriculum for SEND Pupils (medium term)

Success criteria:

- All children in school able to access all school trips and take part in range of activities.
- All children able to access PE and disabled children more able to excel in sports.
- Gradual introduction of disability issues into all curriculum areas,

<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>
Ensure all school trips and camps are accessible to all. a. Develop guidance for staff on making trips accessible	Headteacher	Summer 2022	Ongoing		Designated Governor	
Review PE Curriculum to make PE accessible to all. a. Gather information in accessible PE and Disability Sports b. Review PE curriculum to include disability sports.	PE Subject Leader	From Sept 22	By July 23		Designated Governor and HT	
Review all curriculum areas to include disability issues. a. Include specific reference to disability equality in all curriculum reviews. b. Develop Personal, Social, Health and Citizenship Education (PSHCE) curriculum to address disability equality issues.	Headteacher/Sub ject leaders PSHCE Coordinator	From Sept 22	By July 23		Designated Governor and HT	

**KEY ISSUE**

Improving access to curriculum (long term)

Success criteria:

- All staff confident and consistent in range of differentiation strategies and use of alternative assessment.
- Disabled children confident and able to participate equally in out of school activities.
- All staff work from a disability equality perspective.
- Increased confidence of staff in developing their curriculum area accessibly.
- Improved impact of TAs in supporting pupils

<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>
Develop consistent approach to differentiation in teaching and learning and alternative assessment in school.	SENCo/ HT/ subject leader		Ongoing		Designated Governor and HT	
Ensure disabled children participate equally in after school and lunch time activities. a. Survey participation in clubs at lunch and after school by disabled children.	SENCo	Sept 22	By July 23		Designated Governor and HT	
Ensure all staff have undertaken disability equality training. a. Set up Inset training for all staff on disability equality, explore support from Special Schools. b. Ensure new staff access similar CPD courses.	HT		July 23		Designated Governor and HT	
Ensure that pupils with SEN and LAP develop independence, resilience and self-confidence a. Provide support and CPD for TAs to enable them to follow Teaching and Learning Policy b. Provide systems for monitoring impact of TAs providing interventions c. Provide individual use iPads	HT	Sept 22	July 23		HT and Designated Governor	