



# Single Equality Scheme: Updated March 2021

Signed ; Adam Blackwood

Headteacher

Date 25.3.2021

Signed : Mary Lumley

Chair of Governors

Date 25.3.2021

Review due: Date March 2022

## 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.

#### NYCC Single Equality Scheme 2021

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.

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

#### TOGETHER WE THRIVE

Our motto above is in essence the key aim of all we do here at Cliffe School. From this idea of collaboration and growth our ethos and values flow.

It is our firm belief that it is within the Primary School that the foundations of a child's life are laid. This entrusts us with the responsibility of ensuring that the experiences each child has here with us, sets the stage for their future life of success.

To achieve this we strive to meet the following aims :

- Every child will feel happy, safe, secure and valued;
- Our children will develop lively, enquiring and creative minds;
- Our children will develop the ability to debate, question, consider and respect the views of others;
- Our children will develop their own individuality and independence, enabling them to discover and recognise their own strengths and aspire to reach their full potential;
- Our children will achieve the highest standards of which they are capable, through hard work, commitment and self discipline;
- Our children will gain understanding of, and respect for the religious and moral values and of other groups, races, religions, ways of life and points of view;
- We respect and celebrate each others' differences;
- We value and support the communities to which we belong; locally, nationally and internationally;
- Governors are supportive, involved and well informed. They are key members of the team;
- Parents and Carers are welcomed, encouraged and valued in all areas of school life.

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

*Whole School Between 07/09/2020 and 23/07/2021*

Total Number	101	
Mobility In	14	
Mobility Out		
Girls	45	44.55%
Boys	56	55.45%
FSM	1	0.99%
EAL	0	0.00%
Pupil Premium	9	8.91%
SEN	9	8.91%
Statemented	0	0.00%
SEN Support	7	6.93%
Education Health & Care Plan	2	1.98%
Looked After	0	0.00%
Asylum Seekers (Refugees)	0	0.00%
Autumn Born	36	35.64%
Spring Born	27	26.73%
Summer Born	38	37.62%

### **Factors of the geographical location of the school:-**

Factors of the geographical location of the school:-

Our school is situated in the semi-rural village of Cliffe and the majority of our pupils live within our catchment. We have a small number of children from out of catchment, typically where families have moved home since having a pupil join us and have chosen for their children to continue to attend our school. The community is generally homogenous, typically white British, although a range of home backgrounds, socio-economic characteristics and family dynamics are present.

- Cliffe V.C Primary School is a Local Authority community school with ties to the local Mary Ward Trust.
- The number on roll fluctuates annually to a degree and is currently 100.
- Our percentage of Pupil Premium pupils (an indicator of financial hardship) is below the national average at 9%. Our Pupil Premium Strategy 2020/21 indicates how funding is allocated and our current priorities.
- 9 children are currently on the SEN register (9%), this is close to the national average.
- Our SEN Information Report 2020/21 indicates our commitment to the diverse range of needs within our school.
- 2 of our pupils (2%) are in receipt of services linked to an Education Health and Care Plan, this is close to the national average.
- There are currently no EAL children within our setting.
- There are a small number of children with specific medical needs.
- The school staff includes a teaching Head Teacher (0.2), 3.9 equivalent full time teachers, two being full time and the other part time. In addition we have 7 members of support staff including HLTAs, Part Time GTA's, MSAs, a Cook and kitchen utility staff and a site supervisor. Many of our staff live locally, they know the local community well and many are actively involved in community activities. Some staff have children who currently or previously attended the school.
- There has been recent some recent staffing turbulence as a result of teaching staff taking career progression opportunities, maternity leave and returns and some movement within support staff.
- Staff vacancies are advertised on the school website and via the NYCC Jobs & Careers website using safer recruitment processes laid down by the LA and strictly adhered to, thus effectively safeguarding our children.
- We are committed to directly recruiting staff and we do not accept applications from agencies or via CV.
- Key staff are trained in Safer Recruitment processes.
- The LA deals with admissions to our school. We do not anticipate entry of any early identified high needs children to EYFS in Sept 2021,
- The school building is one level although classrooms are spread across a wide area with 1 classroom accessed by travelling through and exiting the main building.
- Disabled parking bays are demarcated and adhered to.
- Where steps exist onsite, in the school hall, a ramp has been installed.
- Disabled toilet/changing facilities and Intimate Care Plans in place, overseen by the School Nurse, where required. We do not expect or demand that children are toilet trained on entry to EYFS. No child is refused entry because of physical/toileting needs. We work with families and identified professionals to preserve dignity and support the child to meet their physical milestones.

- Information is provided in written and verbal form and alternative languages/formats where necessary. We have access to an NYCC interpreter to ensure involvement of families requiring this support.
- *The community served (pupils, staff, parents/carers, wider community):-*
  - 2 % minority ethnic
  - religions and belief –
    - 48.51% Undeclared
    - 28.71% No Religion
    - 18.8% Christian
    - 2.97% Other (Roman Catholic)
  - 0 % EAL
  - 14% New Arrivals
  - 0 % Asylum Seekers
  - 45% female / 55% male gender
  - 2 % looked after and previously looked after children

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

- SENDCo Network meetings
- Restrictive Physical Intervention training
- Behaviour training
- Safeguarding updates including Prevent and Child Protection training
- Safer Recruitment training
- PSHCE Leader network meetings.



## 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.

More diversity reflected in school displays/resources and learning environments across all year groups

- Increased diversity in school council membership – strive to include SEND, PP etc.
- Improved access to a range of texts and resources that originate from and / or promote positive role model across the equality's groups
- Teaching staff are aware of and respond to prejudice-based incidents and hate crimes appropriately. Consistent nil reporting is challenged by the Governing Body.
- Sex Education curriculum and resources revised with appropriate professional support as required.
- Increased awareness of different communities shown in RE/PSHE
- Analysis of teacher assessments/annual data demonstrates the gap is narrowing for relevant equality groups.
- Children in all years from FS – Yr6 have an age appropriate understanding of the similarities and differences between the lives of children in other countries and their own the differences between other faiths and cultures is understood and celebrated
- Parents are aware of different ways in which communication could be received, greater uptake of newsletters in varying formats. All Foundation stage parents aware via induction process.
- IPMs and learning plans are in place to support children with additional needs.
- Positive behaviour POLICY is in place to celebrate and promote positive behaviour and actions.

## 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.
- 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 2018-2022 are:

### Objectives:

- Undertake an annual impact assessment of equality scheme and report outcomes to all stakeholders
- Publish and promote the Equality Plan through the school website, newsletter and staff meetings
- Monitor and analyse pupil achievement by gender, SEND, pupil premium, FSM and any additional protected groups as they appear within school. Respond to any trends or patterns in the data appropriately.
- Ensure that displays/resources and learning environments in classrooms and corridors promote diversity in terms of race, gender and ethnicity.
- Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflect diversity in terms of race, gender and disability
- Ensure all pupils are given the opportunity to make a positive contribution to the life of the school
- Continue to replenish library resources addressing a range of issues involving the equalities groups
- Review and develop the curriculum for PSHCE
- Continue to identify, respond and report racist, homophobic and other bullying incidents. Report any incidents to the Governing Body/Local Authority as and when they occur.
- Leaders to analyse achievement data including the statutory assessments and EYFS outcomes to identify any gender gaps in attainment and progress. Narrowing the gap targets to be set and appropriate strategies identified.
- To roll out and further develop the new curriculum for Sex Education.
- Improving access to the curriculum for SEND pupils
- Improve access to School communication with leaflets/letters in accessible formats (increased font size/'talking' newsletters)
- Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas

**We have identified these objectives as part of our ongoing self-reflection and our drive for whole school improvement.**

## **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 staff 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.
- 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;
- provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

### **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.

### **People with specific responsibilities (named):**

- Adam Blackwood (Headteacher) is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Adam Blackwood (Headteacher) is responsible for ensuring the specific needs of staff members are addressed;
- Adam Blackwood (Headteacher) is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- Adam Blackwood (Headteacher), supported by Sam Stacey (Admin) are responsible for recording, reporting and monitoring prejudice based and hate incidents;
- Adam Blackwood (Headteacher) alongside the 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:

- *Exit interviews with pupils;*
- *School council;*
- *Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;*
- *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*
- *• Pupil contributions to reviews of their progress. (Can Do forms for those with SEND)*

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

- *Exit interviews with staff;*
- *Regular meetings with union representatives;*
- *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 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;*
- *Yearly open meetings with parents and local groups representing a particular theme.*

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 Plan** (HT – Head, TS – Teaching Staff, Admin – SS/SP)

Objective	Action / Individual	To be completed by
Undertake an annual impact assessment of equality scheme and report outcomes to all stakeholders	Report on progress to be given to stakeholder at annual review 2022. <u>HT</u>	Spring Term 2 - 2022
Publish and promote the Equality Plan through the school website, newsletter and staff meetings	To be done post Gofs approval. <u>HT</u>	Spring Term 2 - 2021
Monitor and analyse pupil achievement by gender, SEND, pupil premium, FSM and any additional protected groups as they appear within school. Respond to any trends or patterns in the data appropriately.	Data for these groups to be presented termly within HT's Report to Gofs. <u>HT</u>	Termly
Ensure that displays/resources and learning environments in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Discussion point with teaching staff – Summer Term 1 Wk1. Impact recorded in photographs. <u>HT / TS</u>	Ongoing project – to be assessed Spring Term 2 - 2022
Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflect diversity in terms of race, gender and disability	Discussion point with teaching staff – Summer Term 1 Wk1. <u>HT / TS</u>	Ongoing project – to be assessed Spring Term 2 - 2022
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school	Look at representation of key pupil groups within the School Council and in representing the school in inter school events. <u>HT / TS</u>	
Continue to replenish library resources addressing a range of issues involving the equalities groups	Discussion point with teaching staff – Summer Term 1 Wk1. <u>HT / TS. JT</u> to lead ordering of resources.	Ongoing project – to be assessed Spring Term 2 - 2022
Review and develop the curriculum for PSHCE	Curriculum review underway. Led by <u>RR</u> as subject lead.	Ongoing project – to be assessed Spring Term 2 - 2022
Continue to identify, respond and report racist, homophobic and other bullying incidents. Report any incidents to the Governing Body/Local Authority as and when they occur.	To be undertaken as necessary. <u>HT / Admin</u>	Ongoing project – to be assessed Spring Term 2 - 2022
Leaders to analyse achievement data including the statutory assessments and EYFS outcomes to identify any gender gaps in attainment and progress. Narrowing the gap targets to be set and appropriate strategies identified.	Data for these groups to be presented termly within HT's Report to Gofs. Pupil Progress meetings to focus upon gender differences. <u>HT / TS</u>	Ongoing project – to be assessed Spring Term 2 - 2022
To roll out and further develop the new curriculum for Sex Education.	Curriculum review underway. Led by <u>RR</u> as subject lead.	Ongoing project – to be assessed Spring Term 2 - 2022
Improving access to the curriculum for SEND pupils	All IPM's to be updated and shared with families with greater frequency. <u>CC as SENDCO</u>	Ongoing project – to be assessed Spring Term 2 - 2022
Improve access to School communication with leaflets/letters in accessible formats (increased font size/'talking' newsletters)	Availability of such resources to be promoted to families. <u>HT / Admin</u>	Spring 2 2021
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas	Discussion point with teaching staff – Summer Term 1 Wk1. <u>HT / TS.</u>  RE lead <u>JH</u> to undertake review of RE planning to ensure coverage.	Ongoing project – to be assessed Spring Term 2 - 2022



## Reporting

This Scheme and equalities objectives will be reported on annually. 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.

## Schools' duties around accessibility for disabled pupils

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

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

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

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

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

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

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

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

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

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

## Contact us

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

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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.
- 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

- 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>

