

### Single Equality Scheme 2019

#### Introduction

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

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

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

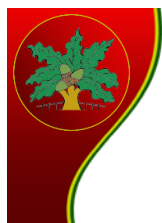
This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability
- gender
- race
- religion and belief
- sexual orientation
- gender reassignment
- pregnancy and maternity

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.



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This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families) and those who may require additional care, support and guidance (e.g. pupils with parents serving in the Armed Forces). 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.

This scheme is revised every three years and is reported on annually.

Signed: 

Mr I. Mottram      Date: 25.10.19  
(Headteacher)

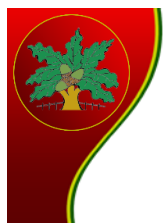
Signed: 

Mrs J.D'Arcy      Date: 25.10.19  
(Chair of Governors)

**Date for next revision: 25.10.21**

### **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.



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### 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.

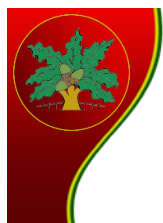
### Planning to eliminate discrimination and promote equality of opportunity

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. 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, sits alongside the School Improvement Plan and the school's Disability Accessibility Plan (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 with the information being published at least annually. Equality objectives will be identified this academic year through consultation with key stakeholders.



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This action plan is understood and implemented by all staff. Hard copies of this can be obtained from the school office. It is also available on the school website and can be accessed in different languages upon request.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (N.B. Our accessibility plan is published as part of the accessibility policy)

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

### **Equality Objectives Short term 2019-2020**

- To diminish the difference between performance of SEND pupils and other pupils
- Continue to provide stimulating environments that engage all learners with active learning opportunities
- Audit of dyslexia friendly resources and development of dyslexia friendly classrooms
- Ensuring Autistic Spectrum Condition (ASC) friendly classrooms across the school
- Ensure that lift access in school is in correct working order
- All stakeholders invest in a 'Growth Mindset' approach using meta-cognition strategies

### **Equality Objectives Medium Term 2019 -2021**

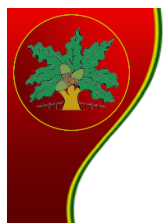
- Increase number of and access to resources/reading materials for pupils with EAL
- Ensure further accessibility across the school during a period of growth and additional building developments.

### **Equality Objectives Long Term 2019-2021**

- To achieve the dyslexia quality mark
- To embed the working partnerships between the school and the local community,

### **Indicators of progress towards meeting objectives**

- Pupil tracking data and work in books demonstrates progress of all groups,
- Training by staff completed,
- Entry and exit data for interventions show good progress,
- SEND provision in school is secure and shows clear support and next steps for support,
- Dyslexia resources are accessible and there is evidence that classrooms have been adapted according to specific needs,



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- ASC resources are accessible and there is evidence that classrooms have been adapted according to specific needs,
- Dyslexia friendly award achieved by the school,
- Evidence of greater community involvement in the school,
- Growth Mindset approach is embedded and is having a positive impact on learning behaviour

### What kind of a school are we?

#### School Vision and Values

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

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

#### School Context

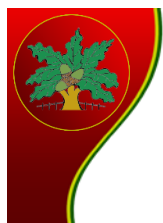
Le Cateau Community Primary School is centred on the school's motto "***Equally Important, Equally Different***". The aim is to make every child matter for the length of time that they are at our school. The child focussed nature of the school ensures all children are well cared for and inspired to learn. The school is driven by 12 core values; ***respect, positive attitudes, co-operation, empathy, curiosity, motivation, enjoyment, honesty, perseverance, resilience, responsibility and independence***. In order to achieve this, the school has instilled an 'outward looking' mind-set ensuring we actively involve ourselves in collaborative work and place ourselves at the forefront of change.

Le Cateau Community Primary School is situated on the largest Garrison town in the UK. The number on roll places it in the top 10 largest primary schools in North Yorkshire. The school provides a learning environment where new learners settle quickly into school and its routines.

On entry at other than the normal admission times, learners attainments are often below the expectations for their age.

The children from Non-Service families come from a wide variety of socio-economic backgrounds. The Index For Multiple Deprivation does not accurately reflect the particular needs of our school population. The school caters for pupil backgrounds with a mixture of challenges and opportunities provided by a large percentage of children from Service families AND a large group from financially and emotionally disadvantaged backgrounds.

Our Extended School work promotes children's involvement in a range of activities. We work very closely with others within the Children and Young Peoples' Service and with other organisations on the Garrison. These include; CYPS Integrated services, Army Welfare Service, Garrison Road Safety, Gurkha Welfare and Community Officers, Unit Welfare



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Officers, NSPCC and Relate. Through our heavy involvement with these agencies, we have continued to support children's emotional and social needs, develop their understanding

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

- SENCO network meetings
- Restrictive Physical Intervention training
- Behaviour training
- Safeguarding updates including Prevent training Child protection training
- Governor and Senior Leader training on safer recruitment practices
- Training on the new SEND Code of Practice 2015
- PSHCE, British Fundamental Values and SMSC Leader network meetings

### **School provision**

#### **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. This is recorded in the School Self evaluation Form (SEF).

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

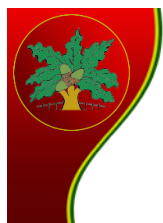
From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the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

Information is currently provided for disabled pupils and parents/carer through individualised provision maps and meetings with parents/carers, pupil planners and through regular communication with relevant stakeholders/outside agencies.

The school implements a positive and assertive expected behaviour policy which is reinforced by all staff and helpers within school. This includes clear strategies of support for pupils with emotional and behavioural needs.

The school writes individualised provision maps and 1:1 educational health care plans. We liaise in partnership with Enhanced Mainstream Schools to ensure that specific support is accessed when needed.

Assessment for Learning strategies encourages pupils to reflect upon their own learning when generating next steps. Personalised teaching and learning throughout the school ensures that the needs of individuals are met through a wide range of strategies and teaching methods.



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

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

- ensure that staff and parents are informed about the Single Equality Scheme,
- ensure that the scheme is implemented effectively,
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer,
- ensure staff have access to training which helps to implement the scheme,
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available,
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy,
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme,
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

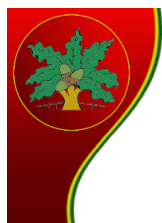
#### **The Governing Body will:**

- ensure that the school complies with all relevant equalities legislation,
- recommend all governors receive up to date training in all the equalities and SEND duties,
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme,
- support the Head Teacher in implementing any actions necessary,
- inform and consult with parents about the scheme,
- evaluate and review the action every three years,
- evaluate the action plan annually,
- publish information at least annually,
- publish equality objectives every four years.

#### **The Senior Leadership Team will:**

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





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

**Ian Mottram, as Head Teacher, Alison Cafferty/Kate Maxwell as Deputy Head teachers/SENCO's and Julie D'Arcy as Chair of Governors and are the people responsible for outcomes for pupils which are analysed in the following ways:**

- analysis of end of key stage results
- achievements and participation of extra-curricular activities,
- attendance and exclusion data,
- participation in school excursions and extended schools participation,
- termly behaviour and incident evidence,
- impact of the use of specific individual budgets e.g. Pupil Premium report, SEND information report.
- maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met,
- details of the person responsible for ensuring the specific needs of staff members are addressed,
- details of the person responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff,
- details of the person responsible for monitoring the response to reported incidents of a discriminatory nature,
- publishing the SEN information report.

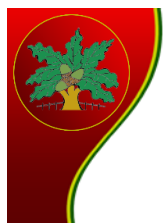
### **Parents/Carers will:**

- have access to the scheme,
- be encouraged to support the scheme,
- have the opportunity to attend and 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,
- be aware of the Single Equality Scheme and how it relates to them,
- make known any queries or training requirements,
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping,
- know procedures for reporting incidents of racism, harassment or other forms of discrimination,
- not discriminate on racial, disability or other grounds,
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA,





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- 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 and ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

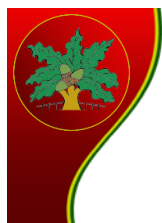
Visitors and contractors are responsible for complying with the school's Equality Scheme – noncompliance will be dealt with by the HeadTeacher.

### **Involvement Processes**

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

This Scheme will be informed, therefore, by:

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



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### Mechanisms for involvement

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

- School Council
- individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination
- Individual interviews with pupils experiencing reasonable adjustments,
- Growing Up in North Yorkshire Pupil Survey undertaken by Y2 & Y6 pupils on a two year cycle
- Annual questionnaire provided to pupils, parents, staff and Governors.

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

- exit interviews with staff
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of Performance Appraisal
- Annual questionnaire.

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

- welcoming parents and the community into school so that they are critical drivers in policy development
- feedback through the Governing Body meetings
- feedback through the Family & Friends meetings
- Annual questionnaire to parents
- Questionnaire for leavers during each academic year,
- 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."*

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

### Making it happen

#### Action Planning

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



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

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

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

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

- the School Self-evaluation Form,
- the level achieved in the Inclusion Quality Mark,
- feedback e.g. Parent view and questionnaires.

### **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:

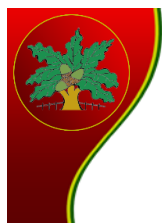
- To harmonise discrimination law,
- To strengthen the law to support progress on equality.

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



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The Act sets out that it is unlawful for schools to discriminate against a person:

- a) in the terms on which it offers to admit him/her as a pupil;
  - b) by refusing to accept an application to admit him/her as a pupil, or
  - c) where he/she is a pupil of the establishment:
    - i) in the way in which it affords him/her access to any benefit, facility or service,
    - ii) by refusing him/her access to a benefit, facility or service,
    - iii) by excluding him/her from the establishment,
    - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005 statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
  - Education and Inspections Act 2006, duty to promote community cohesion.

By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:

*"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."*

Essential Further Guidance

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

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

Equality and Human Rights Commission Guidance for schools

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

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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND)