

Hovingham and St Hilda's Ampleforth CE VC Primary Schools Federation

Single Equality Scheme 2017-2019

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 is the latest relevant legislation as of January 2017) 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.

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.

Signed _____ Headteacher	Date _____
Signed _____ Chair of Governors	Date _____

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 School Development 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 within School Development Plan)

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 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 School Development Plan is renewed annually and progress towards the 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 using the **Inclusion Quality Mark** audit tool. Our equality objectives are published at least once every four years.

Schools' Aims Statements

St. Hilda's St Hilda's is a small rural Church of England (Voluntary Controlled) School with dedicated staff and very good facilities. This puts the school in an excellent position for providing the children with an education which can enable them to achieve their potential.

We aim to provide a rich and balanced curriculum which takes into account the individual needs of the children and which furthers their academic, personal and spiritual development.

Children will have opportunities to gain in confidence and self esteem as they progress through the school. Thoughtfulness and consideration for others are encouraged, these qualities being a reflection of the caring, Christian ethos around them.

Our school is based on a Christian foundation and we enjoy the celebration of values and beliefs which are held to be important by the whole school community.

We value everyone associated with our school and attach high priority to links between home, schools, church and the wider community.

The Governors and staff hope that our school will:

• Provide a stimulating and exciting environment where positive attitudes to learning are promoted and valued. • Provide a rich and balanced curriculum incorporating The National Curriculum. • Give all the children the opportunity to achieve their academic potential. • Encourage children to develop enquiring and analytical minds whilst stimulating artistic flair and creativity. • Encourage the children to value and respect each other seeing the mutual benefit of cooperation and good behaviour. • Foster an awareness of cultural and religious traditions in an inclusive ethos. • Encourage the children to understand the value of belonging to a school community and of the special links we enjoy with St Hilda's Church. • Provide equality of opportunity for all children in all areas of school life. • Provide a variety of experiences which in enhancing the curriculum will help children to make more sense of the world around them and which will give them insights into the wider community.

Hovingham

The Ethos and Aims of the School • To create a caring, stimulating, attractive, and secure environment, in which all the children can learn with confidence; • To recognise and consider the individual needs and growth of the child, and help him/her to develop qualities of self-discipline, independence, sensitivity towards others, courtesy, and a respect for all other people and property; • To provide each child with the opportunity to acquire skills, concepts, attitudes, and knowledge, which will eventually enable him/her to become an independent, caring, and contributing member of society; • To foster the development of each child socially, intellectually, emotionally, physically, spiritually, morally, and aesthetically; • To help every child achieve the highest possible standards, and to respect the achievements of others; • To develop an exciting and co-operative environment, which involves teachers, parents, advisory staff, and the community; • To promote a broad, balanced and relevant curriculum.

Equal Opportunities The school believes in equal opportunities for all regardless of gender, racial background or disability (physical or intellectual). We recognise that all children must have every opportunity to develop to the fullest extent.

The primary objective of this school will, therefore, be to educate, develop and prepare all our pupils, whatever their sex, colour, culture, origin or ability, for life as adults.

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

Equality Objectives 2015-19**Objectives:**

- To close the gap in attainment between boys and girls
- To close the gap in attainment with FSM pupils

Indicators of progress towards meeting objectives

- Attainment and progress data at EY, KS1 and KS2.
- End of Year data for Y1, Y3, Y4 and Y5.

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. The school is committed to achieving the **Inclusion Quality Mark** and to addressing any actions which are identified to improve our inclusive practice.

The nature of the school population and context to inform action planning for the equality scheme

Factors of the geographical location of the school:-

Factors of the geographical location of the schools:- Hovingham

- *The school serves rural communities on the edge of the North Yorks Moors; including the small villages of Hovingham and Stonegrave and surrounding hamlets and farms (Hovingham)).*
- *The school was established in 1864 and remains in the same building.*
- *The school roll has stabilised and is now rising due to the stability achieved through the establishment of the confederation. Natural demographics of an ageing population and high house prices locally, continue to impact on the number of children coming from within our catchment area*
- *Pupils come from a range of backgrounds and there is a wide range of income levels. Many parents work locally, in low income employment.*
- *27% of children travel to/from school on school transport, and 37% of children come from out of our catchment area.*
- *The number of children receiving free school meals (6%) is below the national average • 2 children are on the Special Needs register, both boys.*
- *Attendance is above the national average (SIAMS 2017)*
- *There is private nursery provision on the outskirts of the village and many of the children attend this prior to entering the Foundation Stage/Key Stage 1 class*
- *Current turnover of pupils is high. Although most children enter the school in the Foundation Stage and stay until the end of Y6, Recently a number of children have entered and left the school at other times and in other year groups • There has been a recent turnover of staff, due to a promotion and also a maternity leave in the KS2 class and the reorganisation of administrative staff across both schools.*
- *The school has in the past made adjustments to support disabled pupils. These included; yellow marking of steps, installation of a grab rail in the boys' toilet cubicle, staff and pupil wearing a radio mike*
- *The school site is level, but there are shallow steps up into the school building. This makes wheelchair access difficult, but there are ramps available to cover the steps.*
- *When the storage sheds were refurbished in 2005 disabled toilet facilities were installed.*
- *There is access to computers on the ground floor*

St. Hilda's Ampleforth

- *The school also serves a rural community at the edge of the North York Moors, including the villages of Ampleforth, Wass, Gilling, Oswaldkirk. Established since 1833, the current building dates from 1965.*
- *The school currently has 27 pupils on roll organized into 2 classes, including a 13 place nursery operating mornings only. •*
- *Pupil numbers have fallen due to decline in birth rate and high house prices locally, which prevent young families moving into the area. Mobility of pupils into and out of the school is low.*
- *Ampleforth village is dominated by Ampleforth R.C. College, a large public school which influences life in the village. A significant proportion of the population is Catholic and there is also a R. C. primary school in the village.*
- *Pupils are from a range of backgrounds including farming and rural with few professional families. Many parents work locally in low income employment.*
- *Two pupils are from non white origin. • 1 child is on SEN register*
- *St. Hilda's opened a L.E.A. maintained nursery class in April 2005 to serve the local communities of St. Hilda's C.E. and St. Benedict's R.C. Schools in the village.*
- *The school has in the past made adjustments to support disabled pupils. This includes, a ramp for wheelchair access to the playground, ramp access to the school building and the installation of a disabled toilet*

Both Schools

• At present we have no disabled pupils or staff at the schools • We do not know of any disabled pupils who may be joining the schools in the future. • At present we have no disabled pupils, but information would be made available in a suitable format • The ethnic composition of the staff and pupils is entirely white, with one child at St. Hilda's having EAL • There have been no racist incidents in school or, to our knowledge in the local area • As a North Yorkshire institution we are committed to recruiting and retaining staff regardless of disability, gender, sexual orientation, faith, age, ethnicity

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

- *Reading Intervention training for 2x ATA – one per school*
- *Head teacher training for fair recruitment*
- *Formal SENCO update termly – frequent informal discussion*
- *LA Consultant on BSED – training for staff*
- *Meeting medical needs of children - as needed*
- *Governor training community cohesion*
- *Restrictive Physical Intervention – Jan 17*

School provision

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

- Visual timetables
- Labels with pictorial/diagrammatic support
- Use of cream paper for copying, coloured overlays and paper available
- Alternative means of recording available to children
- Planning includes approaches to meet the needs of children with a variety of learning styles
- Behaviour policy and management strategies are positive and include a range of graduated incentives and consequences. They support children in taking responsibility for their actions
- Overview of provision available in the school is compiled and updated regularly • Individual provision maps for children on SEN register- updated termly
- IEPs/IBPs for those on SA+
- Provision explained to and discussed with children who are provided with interventions

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).

These processes form part of the school's equality impact assessment processes through the Inclusion Quality Mark, 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.

- pupils' attainment - analysis of end of key stage results for pupils of particular groups
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- the extent to which different groups of pupils feel safe (e.g. *Incidents of racism, 'hate' and bullying involving particular groups of pupils*)
- the behaviour of particular groups of pupils (e.g. *exclusion data for particular groups of pupils*)
- the extent to which pupils from particular groups adopt healthy lifestyles
- the extent to which pupils from particular groups contribute to the school and the wider community (e.g. *participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils*)
- attendance data for all pupils and for particular groups (e.g. *extended leave/mobility issues for particular groups of pupils*)
- the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. *attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback*)
- *impact of the use of specific individual budgets e.g. Pupil Premium report SEN information report*

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 are part of the School Development Plan;
- support the Headteacher 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 Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities (Headteacher James Pynn):

- details of the person responsible for 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.
- details of the governor responsible for publishing the SEN information report Dr Ros Garnish

Parents/Carers will:

- have access to the scheme;
- 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;
- 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;
- 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, 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.

Mechanisms for involvement

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

e.g.

- *Exit interviews with pupils;*
- *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*

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

e.g.

- *Regular staff meetings with specific agenda items;*
- *Individual discussions with staff as a part of performance management.*

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

e.g.

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- *Text to be inserted into communication with parents: “your support for your child’s education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”*
- *Feedback through the Governing Body meetings;*
- *Feedback through the Friends meetings*

Contact us

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

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اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk



Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a

society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”

Essential Further Guidance

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

<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-guidance>

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_Code_of_Practice_January_2015.pdf

