



**INSPIRE NURTURE BELIEVE ACHIEVE**

*Working together to be the best that we can be.*

## **Single Equality Scheme (4.2.21)**

### **Introduction**

This Single Equality document 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 objectives relate to 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

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 document 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.

### **Aims of this Single Equality Scheme**

- To articulate the **Goldsborough Sicklinghall Federation's** commitment to equality which permeates all federation policies and practices
- To ensure that everyone who belongs to, or comes into contact with, the **Goldsborough Sicklinghall Federation** 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 this Equality Scheme**

This equality scheme is the **Goldsborough Sicklinghall Federation'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 **Goldsborough Sicklinghall Federation** 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 federation 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 the **Goldsborough Sicklinghall Federation**.

The **Goldsborough Sicklinghall Federation** considers how the school will increase access to education for disabled pupils, alongside other protected groups when necessary, 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 (this may require LA funding)
- improving the availability of accessible information to disabled pupils.

This Equality Scheme 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.

The **Goldsborough Sicklinghall Federation** has regard to the need to provide adequate resources for implementing plans and must regularly review them. The accessibility plan is a separate document that can be viewed on the school website.

The **Goldsborough Sicklinghall Federation** records all prejudice based and hate incidents on CPOMS 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

As part of the **Goldsborough Sicklinghall Federation**, we are able to access many exciting opportunities for collaboration for both the children and staff. We are proud of our Human Values and the way we use these as the cornerstones to underpin our nurturing, family ethos, and the values that we focus on enable our children to become the most wonderful, well-rounded people, who are ready to have a positive impact on the world around them, now and in the future.

Our light and spacious school building set in extensive school grounds provides a wonderful learning environment in which all of our children can flourish.

Our aim, above everything else, is to ensure that that Social, Emotional, and Mental Health needs are met for every child on a daily basis. We know that when children feel safe and secure, and have the right mind- set, they are more able to tackle the curriculum, learn to the best of their ability and truly flourish in their primary education.

We value all children and we know them as individuals; we tailor our teaching to their distinct needs and focus on helping each child acquire skills for the 21<sup>st</sup> century. The curriculum that we offer develops inquisitive learners who are fully engaged in lessons, have high aspirations for their own future and evaluate their individual progress along the way. Threaded through every aspect of our teaching are the hidden elements of the curriculum, which we believe are the most important skills for later life. We help our children to develop resourcefulness (the ability to organise one's own learning), reflectiveness (the ability to think about and evaluate one's own learning and the world around them), and resilience (the ability to try several strategies and skills in order to succeed, persevering and not giving up).

Our wider curriculum is exciting and allows children to learn from the past and understand how to apply their understanding in their own future. The classroom environments focus on helping children to achieve their personal best while providing challenge and support at all levels. Our school instils positive attitudes for

learning: active listening behaviours and children being dynamically engaged in their own progress is a vital aspect for ensuring success for all. We care about others and are tolerant, we embrace challenge, we encourage each other and we include everyone.

Vision: 'Working together to be the best that we can be.'

**INSPIRE NURTURE BELIEVE ACHIEVE**

Values: Happiness, Perseverance, Resilience, Kindness, Friendship and Respect

### **Vision Statement:**

As a school community, we ensure that the Social, Emotional and Mental Health needs are met for every child on a daily basis and that all children are valued.

When children feel safe and secure and have the right mind set, they are more able to tackle the curriculum, learn to the best of their ability and truly flourish in their primary education.

Our community works together to build positive relationships – we care for one another and the world around us. The exciting curriculum, environment and dedicated team inspire all children to be the best they can be.

With a culture of Human / Christian Values at the heart of our school and by developing the children's spirituality, they learn to reflect on their experiences, believe in themselves and see every one of these as an opportunity to grow. We value everyone as a unique individual and our federation ethos ensures they can all achieve their full potential.

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 and Adjustments**

The schools in the **Goldsborough Sicklinghall Federation** are both small village schools with a predominately White British cohort of children.

The school has fairly stable numbers on roll with some in year transfers. It is common for children moving on to High Schools to leave earlier than the natural Year 6 leaving point to enable them to acclimatise to a larger school population and to assist with the transition process.

The **Goldsborough Sicklinghall Federation** provides reasonable adjustments to allow all pupils to access school in the best way possible e.g. provision of medical procedures such as the giving of insulin, asthma inhalers; presentation of information in a variety of formats e.g. large print, the use of coloured paper and overlays for children with Dyslexia or the translation of materials for children with EAL where necessary; and differentiated learning activities and support for individuals to overcome learning barriers.

Policies and recruitment opportunities consider equality of opportunity.

Access to ongoing CPD and training are in place to support all members of school staff.

Outcomes for pupils are analysed throughout the year against social identity issues, i.e. gender, ethnicity, disability; and aspects of vulnerability are identified including analysis of end of key stage results and attendance data. This allows necessary adjustments to be made to support all pupils.

Other areas of school data that are used to ensure access for all is exclusion data, participation in extended school activities and outcomes also based on qualitative evidence feedback such as pupil voice surveys, parental surveys and questionnaires.

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

- SENDCo Network meetings
- Restrictive Physical Intervention training
- Behaviour training – Emotion Coaching and Trauma Informed Practice
- Safeguarding updates including Prevent and Child Protection training
- Safer Recruitment training
- PSHE, British Fundamental Values and SMSC Leader network meetings
- Supporting Pupil Premium Children

## **School provision**

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

From September 2012 schools and local authorities have had 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 requested via an application to the local authority.

### **Examples of other adjustments in school to promote inclusivity are:**

- A Relationship Approach to Behaviour – this supports all children from diverse backgrounds in becoming resilient and self-aware. The relationship approach to the behaviour policy and associated 'traffic light' Gold charts work for most children; however, school make reasonable adjustments for children who are unable to access this process.
- Increased diversity throughout the resources in the curriculum, school experiences and visitors is evident. Books that are explored with children in lessons have a range of characters reflective of modern society and children explore BAME Artists, Scientists, Musicians and other influential people. Diversity is reflected in school displays and learning environments across all year groups.
- Children have access to a range of texts and resources that 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 professionals.
- Increased awareness of different communities shown in RE/PSHE assessments.
- Analysis of teacher assessments/annual data demonstrates the gap is narrowing for equality groups.
- Children in all years 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.
- PPPs, EHCPs and / or other learning plans are in place to support children with additional needs; pupils' views are sought for these.
- Pupil Voice plays a vital role in school through School and Class Council meetings, Ambassador and Prefect Roles and Collective Worship collaboration.

## **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 **Goldsborough Sicklinghall Federation's** equality impact evaluation 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.

### **Additional examples include:**

- Evaluating equality as part of the SEF (School Evaluation Form) and actioning next steps on the SDP (School Development Plan)
- Publishing and promoting equality through the school website, twitter, newsletters and staff meetings.
- Monitoring and analyse pupil achievement by race, gender, disability, pupil premium, service pupil, EAL and FSM and respond to any trends or patterns in the data.
- Ensuring 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 the federation's diversity and the diversity in wider society.
- Continuing to replenish library resources addressing a range of issues involving the equalities groups
- Reviewing and develop the curriculum for PSHE in line with NYES curriculum expectations.
- Continuing 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. All incidents will also be reported on CPOMS.
- Subject Leaders analysing achievement data including the statutory assessments and EYFS outcomes to identify any gender gaps in attainment and progress. Performance Management and Pupil progress Meetings wo focus on strategies to narrow the gap.
- Following the NYES curriculum for Sex and Relationship Education and to seek advice from health professionals, school partners and parents to review and develop this to best meet the needs of the children in the **Goldsborough Sicklinghall Federation**.
- Improving access to the curriculum for SEND pupils with support from the **Goldsborough Sicklinghall Federation SENCO**
- Improving access to School communication with a range of accessibility options on the website and by allowing parents to request paper copies in required size / font if required.
- Celebrating cultural events throughout the year to increase pupil awareness and understanding or different communities e.g. Diwali, Eid, Christmas.

### **Our Equalities Objectives, based on the context of the schools is to:**

- Ensure high quality provision with adequate support and challenge for all children.
- Increase the progress made by all groups of children.
- Increase the understanding of different religious groups and cultures by matching topics across the curriculum to BAME Artists, Scientists, Musicians etc. and to ensure that school displays are representative of wider society.
- To prioritise children and adult mental health and to ensure that all children are confident to talk about their feelings – the **Goldsborough Sicklinghall Federation** will continue to work with a Relax Kids Coach.
- To build understanding and acceptance of those with a disability in the federation and wider society.
- To break down stereotypes of boys and girls through books such as 'Pink is for Boys' by Robert Pellman.

We have identified these objectives because of the small village school context, the needs of the curriculum to ensure it represents a diverse spectrum of people and cultures and the progress measures from the previous end of Key Stage 2 Assessments which can be seen here: <https://www.gov.uk/school-performance-tables>

This will be evaluated on the school SEF periodically.

## **Roles and Responsibilities in Implementing the Equality objectives:**

The **Goldsborough Sicklinghall Federation** will

- ensure that staff and parents are informed about the equality objectives;
- ensure that the aims are implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the **Goldsborough Sicklinghall Federation** 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 objectives;
- liaise with external agencies regarding equality so that the school's actions are in line with the best advice available;
- monitor the equality scheme and report to the Governing Body at least annually, on the progress towards the equality objectives;
- ensure that the SLT are kept up to date with any development affecting the objectives and to develop them as necessary;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the equality objectives has direct relevance, with assistance from relevant agencies;
- have general responsibility for supporting other staff in implementing this scheme;
- disseminate information relating to the equalities scheme / objectives;
- identify good quality resources and CPD opportunities;
- provide advice/support for staff members in dealing with any incidents/issues;
- assist in implementing reviews of the objectives as part of 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;
- ensure that School Improvement has a specific focus on developing equality objectives as part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about developing equality;
- discuss and evaluate the action plan annually

**Parents/Carers will:**

- have access to the equalities objectives via the website;
- be encouraged to support the development of the equalities objectives;
- have the opportunity to contribute to these via parent questionnaire;
- have the right to a personalised approach to meeting additional needs and a right to have their views considered in meetings with the SENCo
- have the right to be informed of any incident related to this document which could directly affect their child.

**School Staff will:**

- accept that this is a whole federation issue and support the aims and objectives;
- be encouraged to express their views on diversity and equality 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, seeking support of the Headteacher or Assistant Headteacher;
- 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 aims and objectives in forums such as School and Class Council;
- be made aware of any relevant objectives or whole school aims appropriate to age and ability;
- be expected to act in accordance with any relevant objectives;
- 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 that the federation 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 the equalities objectives, the **Goldsborough Sicklinghall Federation's** 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 **Goldsborough Sicklinghall Federation's** gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. These 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**

In the **Goldsborough Sicklinghall Federation**, the following mechanisms will ensure the views of **pupils** inform the equality objectives and school development plan:

- School Council;
- SENCo meetings when appropriate with focus groups of pupils representing different social identity backgrounds, i.e., gender, disability;
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with pupils and the SENCo 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 objectives and school development plan:

- Exit interviews with staff;
- Regular meetings with union representatives and HR;
- 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 **staff** inform the equality objectives and school development plan:



- Ensuring that all parents know that we value their support for their child's education and that their input is crucial to their child's progress; and that they can inform school if there are any adjustments required to help support their 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 via parents' questionnaires
- Feedback via the PTA and Governors meetings.