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**Darley & Summerbridge Community Primary Federation**

**Single Equality Scheme 2019 - 2022**

**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.

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)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school’s Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

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

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. 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.

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.

**Vision and Aims – Summerbridge Community Primary School**

**Aims and Values Statements**

School embraces the NY Inclusion Statement in identifying individuals and groups of learners vulnerable to exclusion, marginalisation and under achievement. School is committed to providing the requirements of the National Curriculum Inclusion Statement and has achieved the Inclusion Quality Mark (November 2012)

**We will:**

* Provide a safe environment for our pupils, staff and visitors.
* Provide a broad and balanced curriculum, which matches the needs of all our children.
* Ensure all pupils are taught the basic skills in Literacy and Numeracy.
* Promote independent attitudes towards learning.
* Maintain effective partnerships between teachers, governors, parents and the community.

**So that our pupils will:**

* Feel safe and happy at school.
* Feel special and enjoy their primary education.
* Develop their full potential
* Be inspired to be self motivated and self disciplined as they mature.
* Have a commitment towards lifelong learning.
* Become caring, creative, confident and co-operative members of the local and wider community

**Vision and Aims – Darley Community Primary School**

**Aims and Values Statements**

Our fundamental aim in school is to develop an environment where all our children are happy, determined, friendly, co-operative and excited by their learning. We hope to inspire our children and develop in them a love of life-long learning that prepare them for what the future may hold

* We believe there should be continuous learning for everyone.
* We believe in focusing on the individual needs of the children.
* We believe in providing an environment where children want to learn.
* We believe in providing a creative, innovative and exciting learning experience for all.
* We believe in a meaningful, relevant, coherent and fully rounded curriculum.
* We believe we are an inclusive school and that all children have a right to achieve their potential.
* We believe in the pursuit of excellence and will endeavour to maximise academic ability.
* We believe pupils, staff and governors are separate teams and one whole team.
* We believe in working in partnership with parents and the community.
* We believe in tolerance of differences and respect for the individual.
* We believe everyone should feel free to be themselves, and feel safe to express their beliefs and opinions.
* We believe in commitment to social justice.
* Although we believe there is value in diversity we also celebrate being British.  This is done through acknowledging patron saint days, celebrating national holidays and events and taking part in unique and somewhat quirky British traditions.
* We believe in an appreciation for different cultures and religions.
* We believe in developing the children's curiosity about people, places and things of the world.
* We believe in promoting a safe and secure environment where children feel happy in their learning and play

**Darley & Summerbridge Community Primary Schools**

**Equality Objectives 2017- 2020**

* to increase participation by pupil premium pupils in after school activities;
* to narrow the gap in performance of pupil premium pupils
* to anticipate the needs of incoming pupils

**Indicators of progress towards meeting objectives**

* Provision map highlights programmes of support. Tracking progress.
* Range of opportunities for writing in planning and teaching. Tracking progress.
* Progress of children is monitored rigorously. Children are aware of their levels and targets.

**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.

**School Context**

The nature of the school population and context to inform action planning for the equality scheme. Factors of the geographical location and the community served by the school:

**Factors of the geographical location of Darley Community Primary School**

Darley Community Primary School is a small rural Community School (45 pupils) serving the village of Darley and Menwith. The school can take children from outside the catchment providing that it is not oversubscribed. The school also has an on-site Early Years Unit that takes children from 2 years old. The turnover of the staff is very low.

The present pupil population includes:

* 7% pupils are from minority ethnic backgrounds
* 2% English as an Additional Language (Polish)
* 2% Free School Meals (FSM)
* 16% pupils on Special Educational Needs (SEN) Register for Learning
* 0% Disabled
* 0% Asylum Seekers
* 51% Girls, 49% Boys

**Factors of the geographical location of Summerbridge Community Primary School**

Summerbridge Community Primary School is a small rural Community School (56 pupils) serving the village of Summerbridge and the surrounding area including Wilsill, Hartwith and Dacre Banks. The school can take children from outside the catchment providing that it is not oversubscribed. The school also has an on-site Early Years Unit that takes children from 2 years old.

The turnover of the staff is very low. There is a low turnover of pupils due to families relocating with work commitments. There is disabled access provision to most of the building and a disabled toilet.

The present pupil population includes:

* 7% pupils are from minority ethnic backgrounds
* 4% English as an Additional Language (Polish, Filipino)
* 9% Free School Meals (FSM)
* 14% pupils on Special Educational Needs (SEN) Register for Learning
* 0% Disabled
* 0% Asylum Seekers
* 43% Girls, 57% Boys

Both schools plan all on-site and off site events as well as day-to-day provision bearing in mind a range of reasonable adjustments. When developing the site, the governors plan carefully for the future, ensuring full access to all areas.

The ethnic composition of pupils at both schools is mainly white British heritage. At Darley 10% of pupils are from other Countries – Poland & USA. At Summerbridge 7% are from other Countries – Philippines, Poland, Turkey & USA . There have been no reports of racist incidents or no fixed-term exclusions in the past 3 years at either school.

Darley & Summerbridge Community Primary Schools are committed to equality of opportunity for all – this is clearly defined in the staff handbook and integral to all appointments, pay, performance management, induction and professional development, and disciplinary processes.

Extra-curricular provision is good and fully inclusive. All pupils, whatever their needs are included in visits, residential and cluster extended schools activities.

Performance data is analysed at termly. Current results indicate no trends in performance to raise concern through gender, ethnicity, faith background or other aspects of vulnerability.

Any recruitment and selection process would be based upon the person specification and job description.

**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.

**At Darley & Summerbridge Community Primary Schools**

* All classrooms have a dyslexia friendly and supportive learning environment: ‘Letters and Sounds’ displays, maths facts, punctuation & grammar support.
* All information is made available both electronically on the school website and in paper form.
* The school’s behaviour policy can be differentiated to meet the specific needs of individual children and advice from outside agencies will be sought if necessary.
* The school has created provision maps for different areas of need: autism, dyslexia, sensory & physical, cognition & learning.
* Provision maps record adaptations to provision for individual children and are updated termly.
* Support programmes are regularly analysed and progress monitored to ensure that they meet need.

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

Staff meetings regularly allow time to discuss individual pupil needs. Training takes place to ensure that the needs of children with specific medical issues are met eg epi pen training, asthma training, epilepsy, diabetes. Further training would be sought should a child require additional and different care.

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.

The SEN policy, the access to education policy, positive behaviour policy outlines our approach to providing education for all.

Provision maps are created and followed for all children who have been identified as having a special education need. The provision map identifies adaptations that have been made to provision for the child.

The SENCO covers both schools attends termly network meetings.

**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 tracking system.

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.

Both schools comprehensively analyse data relating to pupil outcomes and uses this information to inform school improvement priorities. For example:-

* pupils’ attainment - analysis of end of key stage results for pupils of particular groups
* Termly reports to Governors as to the outcomes of all pupils and disadvantaged pupils.
* 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 through Governor of the half term interviews and pupil questionnaires
* the behaviour of particular groups of pupils through the behaviour log
* 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 though parent questionnaires and opportunities to feedback.
* Pupil premium strategy published on the website and SEN reports to Governors show impact of the use of specific individual budgets

**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 teaching staff 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**:

* details of the person responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met – Mrs K. Ward SENCO;
* details of the person responsible for ensuring the specific needs of staff members are addressed – Mr N. Coates, Headteacher;
* details of the person responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff – Mr N. Coates, Headteacher and Mrs K Ward, SENCO;
* details of the person responsible for monitoring the response to reported incidents of a discriminatory nature – Mr N. Coates, Headteacher;
* details of the governors responsible for publishing the SEN information report – Mrs E. Fazal & Miss L. Bennion

**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 and action plan:

* Pupil questionnaires at the end of Year 6
* 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

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 management.
* All staff are made aware of how they can contribute to the Aims and Values of the school through the School Development Plan.

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

* Parents welcome meetings in school
* Feedback through the Governing Body meetings.
* Feedback through the PTA meetings.
* Annual parent surveys.
* Feedback from adults using the school beyond the school day.
* Termly open forum meetings with parents.
* Termly meetings with the SENCO, class teacher and parents of children on the SEN Register.
* Autumn and Spring term parent consultations with class teachers.
* The school operates an end of the day ‘open-door’ policy to address any queries.
* All statutory policies are available on the school website.
* The SEND Information report and Pupil Premium analysis report are available on the school website.

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)

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. Parentview

**Reporting**

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the school’s prospectus, school website.

**Publication**

This Equality Scheme 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

**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:

1. To harmonise discrimination law;
2. 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 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.”

**Monitoring**

This policy will be kept in the school office. This policy will be reviewed every two years by the Federated Governing Body of both Darley & Summerbridge Community Primary Schools.

Signed­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­ Chair of Governors

Signed Head teacher

Date adopted by Governing Body