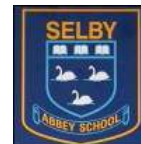




Selby Abbey CE (VC) Primary School **Single Equality Scheme 2020 - 2023**



Selby Abbey School Statement on equality

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we trust each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

Introduction

Our Single Equality Scheme 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.

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

This document sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:-

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

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

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, our 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 our 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 our Equality Scheme

This equality scheme is Selby Abbey 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 Selby Abbey 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

Our 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 and 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. 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 improvement plan.)

Our school records all prejudice-based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at: <http://cyph.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 prejudice-based incidents.

What kind of school are we?

School Vision and Values



We aim to achieve this through our core drivers:

	<u>Living Faith</u>: giving children confidence to question, understand and care
	<u>Performance & Action</u>: giving children opportunities to shine, to love learning and to be successful
	<u>Enterprise</u>: giving children purposeful challenges so they can develop their knowledge and skills in the real world

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment, for individuals and groups of pupils. The school is committed to addressing any actions which are identified to improve our inclusive practice.

School Context

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

Selby Abbey School is an inclusive and diverse school benefitting from drawing learners from a wide variety of cultures and backgrounds. Our context is currently as follows:

- 342 pupils in main school and 47 in pre-school
- 30% Free School Meals (FSM6) which is above average
- 16.7% SEN support which is above average with the most prevalent needs being speech, language and communication; social, emotional and mental health; specific learning difficulties; moderate learning difficulties and physical disability
- 17% English as an additional language which is above average – although the majority of these are Polish, we also welcome pupils from Italy, Lithuania, Latvia, Romania and Vietnam
- 4 service children
- 3 looked after children
- 70% children are on our vulnerability database

The school's location deprivation indicator is in quintile 5 (most deprived of all schools) and the pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation. We have high levels of pupil mobility largely arising due to changes in family circumstances. Our staffing is stable and turnover is low.

Children enter our pre-school and reception at a level lower than that typically expected for their age and increasing numbers of children present with speech and language needs. Recent expansion and refurbishment has improved the accessibility of our school.

Recent training taken to position the school well for the equality and diversity agenda:

- Valuing All God's Children
- Dyslexia-friendly schools
- Emotion Coaching
- Circle of adults
- Developmental trauma
- Youth Mental Health First Aid
- Adverse Childhood Experiences
- Positive handling
- Compass Buzz Resilience Framework
- Adrenaline auto injectors
- Safer recruitment
- Hearing impairment
- Equalities networks

School provision

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

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

- Information is available in different formats for parents/carers
- The Home School Support Worker and bilingual support worker frequently help parents with funding applications, letters, housing, visits, finance etc.
- The SEN information report is updated regularly.
- Individual needs are catered for within classrooms with different ways of recording learning as needed.
- The school behaviour policy is a relational policy based on:
Ready - Being ready to learn and work hard every day
Respectful - Being honest, kind and polite
Safe - Looking after each other and property
- Provision maps are in place and used for all areas of provision within school.
- Parents are consulted and adaptations for pupils acted upon.
- The inclusion team support pupils, families and staff in overcoming barriers to learning and coping with specific learning difficulties and SEMH needs.

Outcomes for pupils

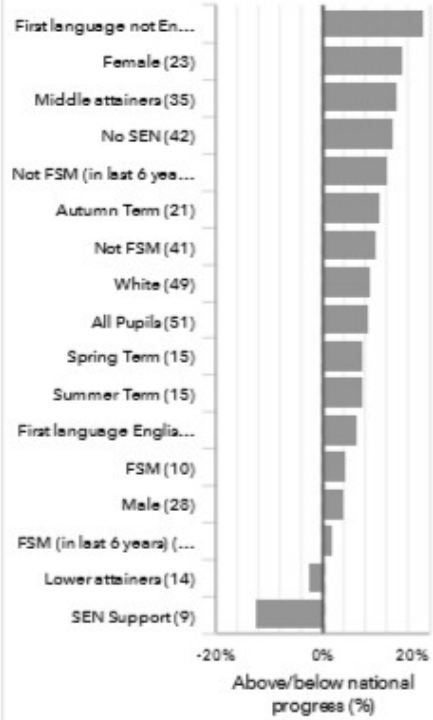
Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils.

These processes form part of the school's equality impact assessment, to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

- EYFS positive trend with 74.1% achieving a Good Level of Development in 2019 which was above average
- Year 1 Phonics screening check rising trend with 82.7% in 2019 at the expected standard; gap with national closed
- KS1 at expected standard or above in Reading, Writing and Maths combined was 66.7% in 2019 and slightly above average
- KS2 at expected standard or above in Reading, Writing and Maths all well above average in 2019; combined RWM at or above the expected standard significantly above average at 87%
- KS2 Progress Measures all well above average with Reading +3.2, Writing +4.8 and Maths +2.8 and all up on previous year

Pupil groups

KS1 Pupil groups performance 2019

			Actual results	Pupil progress	High-to-low chart
Pupils			% Expected Standard + (Re, Wr, Ma)	% Expected Standard + (Re, Wr, Ma)	
Summary	All Pupils	51	67%	+9%	High-to-low chart Pupil progress in % Expected Standard + (Re, Wr, Ma) visually from high to low 
Gender	Male	28	57%	+4%	
	Female	23	78%	+15% ↑	
Prior Attainment	Higher attainers	2	100%	+2%	
	Middle attainers	35	89%	+14%	
	Lower attainers	14	7%	-2%	
Pupil Premium	FSM (in last 6 years)	16	44%	+2%	
	Not FSM (in last 6 years)	35	77%	+12%	
FSM	FSM	10	50%	+4%	
	Not FSM	41	71%	+10%	
Term of Birth	Summer Term	15	60%	+7%	
	Spring Term	15	53%	+8%	
	Autumn Term	21	81%	+11%	
SEN Group	SEN Support	9	11%	-12%	
	No SEN	42	79%	+13% ↑	
EAL	First language not English	10	80%	+19%	
	First language English	41	63%	+6%	
Ethnicity	White	49	67%	+9%	
	Any Other	1	100%	+25%	
	Unknown	1	0%	-15%	

KS2 Attainment 2019 · Actual results

46 pupils

Average Scaled Score (Re, Ma)

108.8⁺



Significantly above the national average (104.7) ⬇

% Expected standard+ (Re, Wr, Ma)

87%⁺



Significantly above the national average (65%) ⬇

KS2 Progress 2019 · Value Added

43 matched pupils

Average Scaled Score (Re, Ma)

+3.0⁺



Significantly above the national average (0) ⬇

% Expected standard+ (Re, Wr, Ma)

+17%⁺



Significantly above the national average (0%) ⬇

KS2 higher and lower performing pupil groups 2019

	Higher performing	Lower performing
Overall achievement pupil progress	FSM (ever) (18) ⁺ FSM (in last 6 years) (17) ⁺ Middle attainers (22) ⁺	SEN Support (5)
KS2 reading achievement pupil progress	Spring Term (13) ⁺ Female (22) ⁺ Middle attainers (22) ⁺	
KS2 writing achievement pupil progress	Female (22) ⁺ [↑] FSM (ever) (18) ⁺ FSM (in last 6 years) (17) ⁺	
KS2 mathematics achievement pupil progress	First language not English (10) ⁺ FSM (ever) (18) ⁺ [↑] FSM (in last 6 years) (17) ⁺ [↑]	

Selby Abbey School Pupil Questionnaire Summary July 2019

Statement	Strongly agree or agree	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am usually happy when I am in school.	97%	64%	33%	3%	0%
2. Staff and children have good relationships.	99%	79%	20%	1%	0%
3. I can get help if I am upset at school.	99%	73%	26%	1%	0%
4. Children in my class care about each other.	96%	48%	48%	4%	0%
5. School tries to help all children.	98%	70%	28%	2%	0%
6. Children in my class are usually well behaved.	93%	32%	61%	5%	2%
7. Any bad behaviour is dealt with effectively.	98%	66%	32%	2%	0%
8. Good work is praised or rewarded.	99%	83%	16%	1%	0%
9. My teacher makes sure that I always do my best.	100%	90%	10%	0%	0%
10. I have formed good relationships in school, and I can discuss any problems.	96%	53%	43%	3%	1%
11. People who look after me are told what is happening at the school.	97%	53%	44%	2%	1%
12. I am helped to do my best and make good progress.	99%	67%	32%	1%	0%
13. At school I am taught the right and wrong way to treat others.	99%	80%	19%	1%	0%
14. My teacher makes sure that children are not bullied.	98%	69%	29%	2%	0%
15. School encourages me to drink water regularly.	95%	73%	22%	4%	1%
16. School encourages healthy eating at lunchtimes.	96%	71%	25%	3%	1%
17. I am taught how to be healthy and deal with problems.	98%	64%	34%	2%	0%
18. School makes the inside attractive and welcoming.	99%	70%	29%	1%	0%
19. My teacher usually makes lessons fun and interesting.	100%	84%	15%	0%	0%
20. My teacher has enough time to talk to every pupil about their work.	97%	68%	31%	3%	0%
21. There are lots of activities or clubs outside lesson time.	94%	56%	38%	4%	2%
22. I enjoy PE at school.	99%	72%	27%	1%	0%
23. I normally walk to school.	68%	27%	41%	18%	14%
24. The school is welcoming to parents/carers and other visitors.	100%	61%	38%	0%	0%
25. I am taught not to tease children because they have a different coloured skin or are from a different country.	98%	74%	24%	1%	1%
26. If the people who look after me complained school would listen to them and put things right.	94%	63%	31%	5%	1%
27. My work is marked quickly by my teacher.	98%	65%	33%	2%	0%
28. I think our classroom rules are fair.	98%	84%	14%	1%	1%
29. I have a computer to use at home.	76%	50%	26%	13%	11%
30. I can go on the internet at home.	79%	59%	20%	19%	2%

Selby Abbey School Parent Questionnaire Summary July 2019

Statement	Strongly agree or agree	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My child is usually happy at school	100%	59%	41%	0%	0%
2. Staff and pupils have good relationships	100%	55%	45%	0%	0%
3. I am confident my child would receive support if s/he were upset at school.	98%	53%	45%	2%	0%
4. The school is good at teaching my child to manage his/her personal life, health & wellbeing	97%	47%	50%	3%	0%
5. The school is inclusive and makes good provision for all children	98%	50%	48%	2%	0%
6. Pupils usually behave well	97%	40%	57%	2%	1%
7. Anti-social behaviour is dealt with effectively	95%	54%	41%	4%	1%
8. Good work is praised/rewarded	95%	57%	38%	5%	0%
9. The school has high expectations of my child	96%	49%	47%	4%	0%
10. My child has formed good relationships in school and my child has had the opportunity to discuss any problems	98%	52%	45%	2%	0%
11. I am provided with relevant information about what my child is learning in school	90%	45%	45%	7%	3%
12. I know how I can best help my child at home with their schoolwork.	93%	50%	43%	6%	1%
13. I feel confident about the teaching and learning in the school	99%	54%	45%	1%	0%
14. I feel confident about how the school is led and managed	99%	45%	54%	1%	0%
15. The school encourages my child to drink water regularly	87%	33%	55%	12%	1%
16. The school encourages healthy eating at lunchtimes	97%	45%	52%	3%	0%
17. The school encourages children to adopt a healthy lifestyle	98%	50%	48%	2%	0%
18. The school makes the interior attractive and welcoming	99%	55%	45%	1%	0%
19. The school is kept free of litter	100%	47%	53%	0%	0%
20. The school is 'eco-friendly' e.g. recycles, minimises energy use etc.	98%	38%	60%	2%	0%
21. I am pleased with the range & quality of after-school/lunchtime clubs	96%	47%	49%	4%	0%
22. My child enjoys PE in school	97%	65%	33%	3%	0%
23. My child normally walks to school	72%	47%	25%	21%	7%
24. The school is welcoming to parents/carers and other visitors	99%	55%	44%	1%	0%
25. The school keeps me well informed about my child's progress	92%	47%	45%	7%	1%
26. The school keeps me well informed about what is happening in the school	98%	48%	50%	2%	0%
27. I feel comfortable about approaching the school with questions or a problem or a complaint	98%	62%	38%	2%	0%
28. The school asks for parents'/carers' views about school issues	98%	47%	51%	1%	1%
29. The school takes account of parents' suggestions or concerns	98%	38%	60%	2%	0%
30. The school has a good reputation in the community	100%	56%	44%	0%	0%

- Last academic year 23.5 days were lost due to 20 exclusions, two of which were permanent. These involved six pupils with highly complex needs and challenging home circumstances who regularly exhibited unacceptably high levels of aggression and violence towards staff and pupils.
- Since September 2019 there have been no exclusions.
- Overall attendance was 96.1% up from 95.2% the previous year
- Attendance of children in receipt of FSM has risen from 93.5% to 94.2%
- Attendance for children from White British background was up from 95.6% to 96%
- Attendance for children who identify as any other white background was up from 93.2% to 95.9%
- Attendance of children in receipt of pupil premium was up from 93.9% to 94%
- The number of late sessions improved slightly from 0.6% to 0.5%.
- Attendance of children who have a medical conditions flag rose from 94.8% to 95.9%

Equality objectives

Our Equalities objectives for the period 2020-2023 are:

- Raise awareness of potential bullying and the need to ensure everyone is welcome and sees examples of families that positively promote this
- Ensure all pupils feel welcome and able to attend enrichment activities
- Promote well-being and positive social, emotional and mental health
- Reduce exclusion rates
- Ensure pupils are given opportunities to discuss and debate a variety of issues and views using 'Picture News'
- Ensure the curriculum promotes role models and heroes that reflect a diverse community
- Ensure a variety of opportunities are available that enable pupils to feel successful and monitor to ensure those with protected characteristics are represented
- Ensure pupil premium funding is used effectively to ensure the progress of vulnerable pupils
- Broaden pupils' understanding of and respect for difference

Indicators of progress towards the objectives are reviewed annually and recorded in the action plan which accompanies this scheme and is published on the school website.

Roles and Responsibilities in Implementing the Single Equality Scheme and Equalities Objectives

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
- ensure that 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 and equalities objectives;
- establish that the action plans arising from the scheme are part of the School Improvement Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- publish equality objectives every four years;
- evaluate the action plan annually;
- publish information at least annually;.

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 Improvement Plan.

People with specific responsibilities:

- Lucy Saunders will maintain and share with all the staff those vulnerable pupils and how their needs will be met;
- Jo Jennings will ensure the specific needs of staff members are addressed;
- The inclusion team will gather and analyse information on outcomes of vulnerable pupils;
- Lisa Beaston will record, report and monitor prejudice-based and hate incidents;
- John Weetman is the governor responsible for publishing the SEN information report.

Parents/Carers will:

- have access to the scheme and equalities objectives;
- be encouraged to support the scheme;
- have the opportunity to attend meetings 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 and equalities objectives;
- be aware of the Single Equality Scheme and how it relates to them;
- be encouraged to express their views through a staff survey;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting prejudice-based and hate incidents;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

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

- Restorative practice;
- School council;
- Emotion coaching approach;
- PSHE curriculum;
- Disability walks with pupils;
- Annual pupil questionnaires;
- 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:

- Staff surveys and feedback;
- Provision of exit interviews on request;
- Disability walks with staff;
- 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 and action plan:

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

- Welcoming parents and the community into school so that they are critical drivers in policy development;
- Daily networking;
- Feedback from annual parent questionnaires and Parent View;
- Use of Facebook to feedback ideas;
- Feedback through Governing Body meetings;
- Feedback from adults using the school beyond the school day.

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 (schools could use 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 and progress with the equalities objectives will be evaluated and reflected in:

- school self-evaluation;
- pupil progress, outcomes and engagement;
- feedback e.g. Parentview, pupil voice

Reporting

This Scheme and equalities objectives 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 on the school website.

Publication

Equalities objectives will be published and available to anyone requesting a copy. Copies will be on the school website

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

Schools' duties around accessibility for disabled pupils

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

4.29 Schools must implement accessibility plans which are aimed at:

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

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

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

APPENDIX 1: Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

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

The act serves two main purposes:

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

The act supersedes or strengthens the following acts and regulations:

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

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

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful 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, updated June 2018)

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

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

Equality and Human Rights Commission Guidance for schools

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

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools and settings.

<http://cyps.northyorks.gov.uk/equalities-and-diversity>