



YCAT


Yorkshire Collaborative
Academy Trust

SINGLE EQUALITY SCHEME

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| Statutory Policy: | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| School Level tailoring required: | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Policy to be published on the YCAT website: | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Policy to be published on School website: | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |


This Policy was adopted by

**Yorkshire Collaborative Academy Trust
on 10/10/2017**

Chair of Trustees: Mr Ian Moore	
Signature:	 IAN MOORE
Frequency of review:	4 years
To be reviewed by:	SILG

REVIEW RECORD

Date of review	Reason for review	Date of next review
Oct 2017	Creation of policy	Oct 2021
Date of review	Reason for review	Date of next review
September 2021	Policy Review Cycle	September 2021

Name:	Ian Moore	Signature:	 IAN MOORE
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on behalf of YCAT Full Board

YCAT has adopted the NYCC model Single Equality Scheme.

Introduction

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This 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 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 below)

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. 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.)

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://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

- Our children aspire to be 'fluent learners broadening their horizons'.
- We support all aspects of our children's health and well-being.
- Our children know how to keep safe in our every-changing world.
- Our curriculum ensures children systematically build important knowledge and skills in all subjects.
- Deliberate practice and planned recalls ensure our children remember more, becoming fluent learners.
- We foster children's creativity across all areas of the curriculum.
- We help children develop strong communication skills.
- We help children develop the key skills to work collaboratively and independently.
- We prepare our children to 'meet the world' locally, nationally and globally, as active participants.
- We prepare our children to meet the challenges and issues faced in the modern world.
- We nurture our children to be kind and empathetic providing help to those in need.
- Fluency and automaticity ensure children have the ability to 'draw on' remembered knowledge and this is the key building block that broadens our children's horizons.

The school's vision and values statement reflect 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

Factors of the geographical location of the school: -

91.25% white British
8.75% minority ethnic;
2.81% religions and belief;
1.8% first language not believed to be English
15.63% eligible for Free School Meals (FSM) – 100% uptake;
14.69% Special Educational needs (SEN);
0% Disabled;
2% New Arrivals;
46.9% girls;
0% sexual orientation
0.9% looked after and previously looked after

The school has an admission limit of 48. Most of the school is situated on the ground floor although there is a mezzanine level containing the library (selections of books for topic work can be brought downstairs and books are also available on bookshelves in corridors and classrooms on the ground floor). The computer suite is also located on the first floor, accessible by stairs only. Access to computers for pupils unable to access the computer suite is available at ground floor level – a bank of iPads has been purchased to enable all pupils (including wheelchair users and those with physical disabilities that prevent them being able to climb stairs) to access the ICT curriculum. Ramps are available for wheelchair access into the school building and canteen which also houses an out of school club which operates before and after school and in the holidays. There is a disabled toilet complete with hoist for the specific use of disabled pupils.

We have six children in school whose first language is not English, including Russian, Chinese and Polish. All children access teaching through the English language and additional support is given as required and advice given by MEA. Parents are given information in order to access translation and interpreting services. Details of these services are displayed in the reception area.

Disability, gender, sexual orientation, faith, age and ethnicity are not factors which are taken into consideration when employing staff. Members of SLT have undertaken Safer Recruitment training. We are an inclusive school and welcome all.

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

Weekly SLT meeting includes SEN, child protection and Health and Safety updates
Weekly staff meeting includes relevant SEN, child protection and Health and Safety updates
All classrooms have Medi Alert booklets in their classroom for all children
All staff have termly SENCO updates
Regular SEND training for SENDco- through local SEND network meetings
All staff have restorative practice cards
All staff have undertaken PREVENT online training 2019
Team Teach training January 2020
First Aid and Defib training for individual staff when in need of renewal
All staff have read Part one of the Safeguarding document 2021
All staff have undertaken Child Protection online training 2021

School provision

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 for pupils with SEND and their parents is readily available on the school website. All parents are also regularly invited into school to 'information evenings' which include sections on SEND
- Following training and advice from specialist teachers, we offer dyslexia-friendly and communication-friendly classrooms where possible (e.g. use of: coloured overlays, word webs, visual timetables, timers, now and then boards etc.)
- Provision maps in place for different areas of need – these are regularly updated and evaluated within school and with specialists from NYCC SEND Hub
- Inclusion passports that incorporate reasonable adjustments, pupils' personalised provision maps and IEPs are created for each child on the SEND register. Parents and pupils are asked to give their views on provision as part of the termly, Inclusion Passport reviews.
- Case Studies for vulnerable pupils are produced and updated regularly, with input from staff, parents and children
- Identification of personalised learning styles and strengths
- EAL intervention
- Keyworkers communicate directly with parents and agencies for SEND and vulnerable children
- Disabled toilet with hoist system
- Use of NESSY programme for pupils with dyslexia
- Differentiation in text size and background colour for targeted pupils
- Overlays available for pupil use as needed
- Small groups to aid social interaction during lunchtime
- Nurture/support groups
- Daily phonics and reading interventions
- Intervention work for vulnerable groups
- Liaison with external agencies to enhance provision in school
- Personalised behaviour contracts with rewards and consequences- discussed with pupil and parents
- Personalised approach to incidents of behaviour with recommendations from specialists (specialist teachers/educational psychologists)
- Restorative practice training and printed cards given for all staff to ensure consistent approach to challenging behaviour

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.

- Analysis of school data is evidenced through: monthly pupil progress meetings which involve a general discussion on the progress of individual pupils and different groups of pupils using academic data on tracking system - ScholarPack - and general conversations about their well-being/attitude etc. SLT conduct a termly analysis of summative data to understand the progress rates of individual pupils and all staff draw up an action plan to ensure all pupils are making at least expected progress.
- Intervention programmes are evaluated regularly using formative and summative data. SAT results are also analysed at a local and national level against different social identity issues. Results from this analysis informs the SIP.
- All incidents of racism, hate and bullying are recorded on the school's MIS and reported and dealt with immediately. Restorative practice methods are used by all staff. Opinions of children, staff and parents are collected at least annually and analysed as a SLT. Any actions are communicated to all staff through the School Development Plan. The Health-Related Behaviour Questionnaire is used on a two-yearly cycle to analyse and inform future planning and priorities on things such as the extent to which different groups of pupils feel safe.
- Behaviour is monitored regularly by all staff. Weekly SLT meetings discuss the behaviour and welfare of pupils from particular groups of pupils. Serious incidents of behaviour are logged in a 'Major Incident Report Form' book with parents informed. Other incidents of behaviour are logged on the school's MIS. Current exclusion rates for the year are 0.01% of total absences. Exclusion data is analysed through ScholarPack on a termly basis.
- Healthy lifestyles are taught: through the curriculum; assemblies; visitors; school trips; regular sports events and whole day events. Health Related Behaviour Questionnaire in Year 2 and Year 6 provide data for analysis to monitor the extent to which pupils from particular groups adopt healthy lifestyles. Data is analysed by the SLT and actions are drawn up for areas of improvement and communicated through the School Development Plan.
- Measures are taken to ensure all groups of children can access school trips, extra-curricular/extended school activities on an individual basis. This may include a 1:1 adult; additional mobility transport; altering/adapting venues or activities to ensure all groups of children have access to provision.
- Detailed attendance records are monitored, tracked and reported through the school's MIS. It is noted when pupils arrive late to school. Parents are contacted if a child is absent. If a pattern of lateness or absence emerges, parents are contacted. Lateness and regular absence issues are dealt with quickly and communicated to parents. Any issues with attendance are discussed with parents and measures are taken to ensure regular child attendance in school on an individual basis. This could be organising a taxi to take children to school if parents are having difficulty.
- We hold two parent consultation evenings a year, provide termly reports and an annual report, hold induction evenings for new starters, transition evenings for Year one and 'Meet the teacher' evenings in KS2 at the start of the Autumn term. Intake mornings are provided for new EYFS children in the term prior to their start date and 'Stay and Play' sessions are an integral part of EYFS provision. Parent's Evenings occur in the first half of Autumn term and the first half of Spring Term. End of Term Reports are released in the Autumn and Spring Term and End of Year Reports are released in the Summer with the option of a further parents meeting. These will give information on progress

and effort in English and Maths and general attitude and behaviour grades. We have an up-to-date website offering a wealth of current information: latest news, live calendar, letters and important documents to keep parents/carers updated. Our MIS enables us to provide a text and email service to parents and staff. We have an active PTA who organise events and fund-raising. These are always well attended and supported and have provided resources throughout the school to benefit all children.

• Annual reports are drawn up to show the impact of the use of specific individual budgets: Pupil Premium and Sports Grant report. Each report is published on the school website.

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2021-2025 are:

- To ensure all pupils are able to access the curriculum, including pupils with SEND and those in 'disadvantaged' groups.
- To increase children's understanding of different cultures around the world.

We have identified these objectives because:

- Nearly a fifth of the school population are on the school's special needs register and/or in receipt of the Pupil Premium funding.
- Over 90% of the school are White British.

Indicators of progress towards the objectives are reviewed annually and recoded in the action plan (see appendix 2)

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 and equality objectives 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 Development 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 Development Plan.

People with specific responsibilities:

- The deputy head is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- The headteacher is responsible for ensuring the specific needs of staff members are addressed;
- The deputy head is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- All teachers are responsible for recording, reporting and monitoring prejudice based and hate incidents;
- The SEND governor is 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 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 the 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, 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 objectives and action plan:

- Exit interviews with pupils conducted by Y5/6 Staff
- School council;
- Twice yearly focus groups of pupils representing different social identity backgrounds, i.e., gender forum, disability forum;
- 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, objectives and action plan:

- Exit interviews with staff;
- Meetings with union representatives;
- 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 the Equality Scheme, objectives and action plan:

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

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.

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 displayed in the school reception area and the school website and it will be referenced in school newsletters and in the school's prospectus.

Publication

Equalities objectives 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 and on the school's 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 development plan.

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

See www.biltongrangerharrogate.co.uk for a copy of our accessibility plan.

This document relates to the The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools
- independent 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

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>

Bilton Grange Primary School Action Plan

KEY ISSUE
Improving access to the curriculum: (short term)

Success criteria

- Raised confidence of staff in strategies for meeting individual need: autism.
- Impact of interventions during curriculum time and lunchtime support strong progress in all pupils.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Increase confidence of staff in meeting individual need for autism: a. Undertake audit of needs to support autism in school b. Action any support required c. Staff to receive Level 1 AET training	SENCo	September 2021	June 2022	Training and supply Costs	HT Designated Governor	
Impact of interventions during curriculum time and lunchtime continue to be monitored. a. TA's delivering intervention feedback provision needs to key staff. b. Weekly SLT meetings and staff meetings to discuss any changes to provision.	SENCo	September 2021	June 2022	Cost of adult required for intervention plus any resources needed	HT Designated Governor	

KEY ISSUE
Improving access to the curriculum (medium term)

Success criteria:

- All children in school able to access all school trips and take part in range of activities.
- All staff to receive dyslexia and low working memory training.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Ensure all school trips and camps are accessible to all. a. Develop guidance for staff on making trips accessible.	SENCo	September 2021	July 2022	Cost of trip	HT Designated Governor	
All staff to receive dyslexia and low working memory training. a. SENCO to liaise with SEND hub b. Provide staff with Provision Map Update	SENCo	September 2019	July 2022	Training and supply Costs	Designated Governor and HT	

KEY ISSUE
Improving access to the curriculum (long term)

Success criteria:

- All to staff to have up-to-date knowledge of provision for the four areas of need and how to support children in all subjects.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
a. To review current inclusion practice in light of changes to a knowledge-rich curriculum. Ensure that all children can access new curriculum and all needs are being met, including those with SEND and disadvantaged.	HT & DHT SENCo	May 2021	July 2022	Training and supply Costs	Designated Governor and HT	