



North Yorkshire  
County Council

# Single Equality Scheme

Federation of Beckwithshaw & Kettleasing  
Felliscliffe Schools & Ripley Endowed CE School

## Updated September 2020

Signed \_\_\_\_\_

Date \_\_\_\_\_

Headteacher

Signed \_\_\_\_\_

Date \_\_\_\_\_

Chair of Governors

Review due: Date \_\_\_\_\_

### 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 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 accessibility 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 reviewed 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**

Across our federation we wish to provide a vibrant and exciting education which will prepare our children for their lives ahead of them. We believe in enriching the children's learning through a variety of additional experiences such as taking part in charitable events or attending music festivals with other schools; competing in sporting competitions or meeting visiting authors.

We will:

- Always put our children at the centre of our decision making at each school as well as at a federation level.
- Provide experiences for all our children that enable them to embrace their transition to secondary school with confidence, independence and positivity.
- Encompass the distinctiveness of our small schools whilst increasing opportunities for both staff and children.
- Maximising the opportunity for staff to work as a larger team across our three schools to increase their prospects for leadership and challenge offered.
- Recognising that our schools represent distinct communities that are unique in their own right but that share a core moral purpose, similar values and aims and a shared approach to learning.
- Celebrating the Christian values that guide the work of Ripley Endowed CE School and the community values that guide the work of Beckwithshaw and Kettlethorpe Schools and sharing best practice arising from these core values across the federation.

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.

#### **Factors of the geographical location of the school: -**

The community served (pupils, staff, parents/carers, wider community):

- 1.40% (B), 0% (KF), 4.08% (R) minority ethnic;
- 1.40% (B) 0% (KF), 0% (R) other religions and belief;
- 2.81% (B) 0% (KF), 0% (R) other languages spoken;
- 4.22% (B), 6.25% (KF), 2.04% (R) Free School Meals (FSM) – eligibility and uptake;
- 8.45%, Special Educational needs (SEN);
- 0% (B) 1.56% (KF), 0% (R) Disabled;
- 0% (B) 0% (KF), 8.88% (R) New Arrivals;
- 0% (all) Asylum Seekers
- 53.52% boys; 46.47% girls (B) 43.75% boys; 56.25% girls (KF), 57.14%% boys; 42.85% girls (R)
- 0% (all) sexual orientation
- 2.81%, 0% (KF), 0% (R) looked after and previously looked after children
- 7.04% (B), 3.07% (KF), 0% (R) Service Children

*Beckwithshaw has 3 entrances to the building. One has several steep steps; one a single step with controlled self-opening door and one has a long ramp leading into the Reception/Y1 classroom.*

The school is moderately stable with service children entering and leaving approximately every two years.

Kettlesing Felliscliffe has three entrances, all are accessible. The school is moderately stable.

Ripley Endowed has two buildings and five entrances. All but one is accessible. The school is stable.

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

Staff have undertaken training in LBGQT with Barnados. They have had training around Restrictive Physical Intervention and, where significant, training around the medical needs of specific children. Staff have undertaken training on adopted children and ASD. They have looked at the use of language within this. Every staff member is trained in Child Protection.

The SENCo meets regularly with staff to discuss needs and training opportunities and children's welfare is a weekly agenda item.

The federation works closely with the Harrogate and Rural Teaching School Alliance partnership to improve opportunities for all learners and support transition.

## 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.

Parents have the opportunity to discuss their child(ren)s education with the class teacher at two parental consultation meetings. There is an end of year report and parents can meet and discuss this too. Early Years children have their progress recorded on Tapestry – a program which parents can interact with. Additionally, as an extension of this, Seesaw is used specifically in years 1-6 as a continuation of this. Seesaw is an on line learning platform.

Schools have a dyslexia friendly environment, with Kettlesing Felliscliffe having secured the dyslexia quality mark twice now. Our classes use visual timetables daily. Special resources are used where necessary e.g. coloured overlays and writing books.

The schools, being small, have one provision map and this highlights all the interventions that have been bought to help children.

When children require intervention, the class teacher meets with the SENCo and discusses need and then the parents. If further action is required, e.g. an EHCP process needs to be put in place, then the SENCo will meet with parents too. Children can attend these meetings too to input into their plan.

## 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.

## Equalities objectives

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

- To increase the understanding of different kinds of families;
- To raise awareness of different types of sexuality and so decrease prejudice.

**We have identified these objectives because:** our children, being in small village schools, are generally unaware of gender issues and how family units can be organised. This education is essential for secondary ready preparation

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:**

- Kate Layfield, SEND Governor;
- School administrators are responsible for monitoring prejudice and hate based crimes;
- The Executive Head Teacher is responsible for ensuring the specific needs of staff members are addressed and for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- Rebecca Foy (SENCo) is the person responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;

### **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:

- *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 our schools the following mechanisms will ensure the views of **staff** inform the Equality Scheme, objectives and action plan:

- *Regular meetings with union representatives;*
- *E-forums;*
- *Regular staff meetings with specific agenda items;*
- *Individual discussions with staff as a part of performance management*

At our schools 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 to discuss the schools' provision;
- *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;*

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.

### **Publication**

Equalities objectives will be published and available to anyone requesting a copy.

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 <http://cyps.northyorks.gov.uk/equalities-and-diversity> for an example of an 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*

## Contact us

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

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

Email: [communications@northyorks.gov.uk](mailto:communications@northyorks.gov.uk)



## 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>

