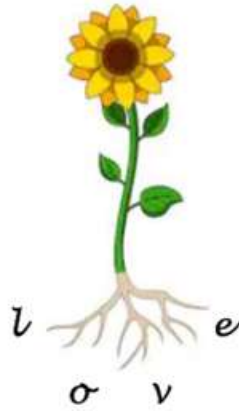


# North Stainley CE Primary School

*We are our school, we have our roots and foundation in  
love*



*Our school is us, we will grow, blossom and flourish.*

Single Equality Scheme  
Autumn 2020 – Autumn 2024

## 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.

Signed

Louise Wallen



Date 25 November 2020

Headteacher

Signed

Nathaniel Potts



Date 25 November 2020

Chair of Governors

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

- 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.

## School Vision and Values

**North Stainley CE Primary School:**

We are our school, we have our roots and foundation in love

Our school is us, we will grow, blossom and flourish.

Love is the rich soil in which all our Christian values take root.

Friendship	Respect	Resilience
Empathy	Independence	Aspiration

Living out these values will enable us all to grow, blossom and flourish and become caring, confident, successful and responsible citizens of our amazing 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

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

Overview

North Stainley CE Primary is a small village primary school in rural North Yorkshire with 51 pupils on roll. The roll is increasing with larger more stable cohort numbers lower down the school. (R=7 Y1=6 Y2=7 Y3=8 Y4=4 Y5=8 Y6=10, 2020 intake is 7)

The school has 3 classes EYFS/Y1, Y2/3 and Y4/5/6. Dividing the classes into smaller teaching cohorts has had a positive impact on the teaching and learning, parent perceptions and behaviour within school.

Currently the teaching staff consists of a Headteacher with 0.3 teaching commitment, 2 full time teachers, 1x 0.8 teacher on UPS2.

The school is voluntary controlled and has strong links with the church and Ripon Cathedral and is supported by a minister at St Mary's Church in the village.

### **Group Context**

The percentage of pupils eligible for FSM is currently 15% (8 children). This is indicative of the mixed catchment of the school. There are 8 children receiving pupil premium.

There is one child in school from a service family.

6% of our pupils are BME pupils.

For its size the school has a high percentage mobility This is due largely to families moving into or out of the area, not due to parents moving their children. There are currently a lot of houses for sale in the village.

Currently 18% are on the SEN register

Attendance levels are 94.36% (attendance figures are from September 2<sup>nd</sup> 2019- March 20<sup>th</sup> 2020 due to covid-19 lockdown).

Figures are below national average due to absences preceding lockdown; a virus that affected a number of pupils in December; unauthorised holiday and a small percentage of pupils with individual low attendance. This is being addressed as part of our school development plan and there are a number of actions to increase attendance from September 2020.

Gender proportions: 40 boys and 11 girls. This is a below average proportion of girls- 21.5 %. As a boy- heavy school this has implications for ensuring good progress for our girls and providing a relevant curriculum to engage our boys.

### **Socio Economic Context**

The social and economic nature of catchment is reflected in the diversity of the school community. The housing ranges from council and housing association houses to large privately owned houses and farms.

### **Attainment on Entry**

Attainment on entry varies from year to year according to the varied cohorts but children generally enter school with skills typical for their age. That said in some year groups there are children with significant learning difficulties.

Breakfast Club and After School Club provided by school staff. The formal curriculum is vastly supported by an extensive range of extra -curricular provision (art, drama, dance, science, football, running, rounders, sports club, gymnastics, hockey, gardening club etc) Sports Crew Young

Leaders organize and run lunchtime clubs offering cricket, rounders, rugby, parachute fun, sports skills

School works highly effectively with Ripon Rural Cluster and Dale Alliance

Staffing is stable

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

Schedule of training in place Staff trained in:

First aid @work EFAW and Paediatric First Aid

Epi-pen training

Restrictive Physical Intervention

Manual Handling

Working at Heights

Fire Awareness

Safer Recruitment

Basic Awareness in Child Protection Prevent Child Protection

Administration of emergency epilepsy medication

Food Safety Awareness

Awareness and Management of Common Health Conditions in Children and Young People

Child Sexual Exploitation FGM

EVC leader and visit leader theory

Restrictive Physical Intervention

Keeping children safe online NSPCC

**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.

steps are taken to create communication friendly/dyslexia friendly environments;

school operates a differentiated behaviour policy;

regular SENCo updates to all staff on current recommendations from EMS visits and guidance given on how to deliver recommendations as appropriate

training on interventions as needed to benefit individual pupils e.g precision teaching, Lego Therapy, socially speaking  
provision maps for areas of need e.g behaviour and whole school blueprint  
specialist equipment purchased on needs basis  
individual/personalised provision maps record adaptations for pupils  
pupils are involved in planning provision,  
conducting learning walks,  
pupil voice embedded practice

## 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.

### Examples

- pupils' attainment - analysis of end of key stage results for pupils of particular groups
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- the extent to which different groups of pupils feel safe (e.g. *Incidents of racism, 'hate' and bullying involving particular groups of pupils*)
- the behaviour of particular groups of pupils (e.g. *exclusion data for particular groups of pupils*)
- the extent to which pupils from particular groups adopt healthy lifestyles
- the extent to which pupils from particular groups contribute to the school and the wider community (e.g. *participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils*)
- attendance data for all pupils and for particular groups (e.g. *extended leave/mobility issues for particular groups of pupils*)
- the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. *attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback*)
- *impact of the use of specific individual budgets e.g. Pupil Premium report SEN information report*
- *the number of hate incidents reported and action taken to address any concerns*
- *the impact of the use and impact of specific individual budgets, e.g. Pupil Premium Strategy Report*

## Equalities objectives

Our Equalities Objectives, based on needs analysis: 2020-24



- to increase participation by disadvantaged pupils in after school activities
- to narrow the gap in performance of SEND pupils;
- to increase understanding of different religious groups;
- to increase understanding of different cultures;
- to raise awareness of homophobic behaviours;
- to raise attainment in English writing for boys;
- to encourage girls to consider non-stereotyped career options;
- to anticipate the needs of incoming pupils from a new group.

**We have identified these objectives because:**

Disadvantaged children tend not to take part in the clubs we have in school and extended schools. Many other children benefit from these clubs.

We have a high number of school SEN level 2 children who require a differentiated curriculum in order to access all learning.

We are a predominantly white, rural school and the children need first-hand experience of other cultures and religions.

We have an unusually high number of boys in school and this has been identified as having an impact on our writing outcomes.

Indicators of progress towards the objectives are reviewed annually and recorded 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;

## NYCC Single Equality Scheme 2018

- 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**

- details of the person responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met; Louise Wallen
- details of the person responsible for ensuring the specific needs of staff members are addressed; Louise Wallen
- details of the person responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff; Louise Wallen
- details of the person responsible for recording, reporting and monitoring prejudice based and hate incidents; Louise Wallen
- details of the governor responsible for publishing the SEN information report: Kate Khan

### **Parents/Carers will:**

- have access to the scheme and equalities objectives;

## NYCC Single Equality Scheme 2018

- 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;
- School council;
- Twice yearly focus groups of pupils representing different social identity backgrounds, i.e., gender forum, disability forum;
- E-forums;
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with pupils experiencing reasonable adjustments;
- Yearly open meetings representing a particular theme shared with the community and cluster of schools.
- 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;
- Individual meetings regarding Pupil Progress each term;
- 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, objectives and action plan:

Welcoming parents and the community into school so that they are critical drivers in policy development.

- Feedback through the Governing Body meetings;
- Feedback through the parent forums;

- Feedback from adults in the village community, church community;
- Yearly open meetings with parents and local groups representing a particular theme.
- Regular parent teacher meetings and open evenings

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**

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 of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

### **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

### **Publication**

Equalities objectives will be published on the school website 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.



## Contact us

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

Our Customer Service Centre is open: Monday - Friday 8.30am - 6.00pm and Saturday

9.00am - 12.00pm Tel: **0845 8727374** email: **customer.services@northyorks.gov.uk**

Or visit our website at: **www.northyorks.gov.uk**

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

Tel: 01609 532917

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو براۓ مہربانی ہم سے پوچھیے۔

如欲索取以另一語言或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Aby otrzymać te informacje w innym języku lub formie, 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.





Example Equality Action Plans

<p><b>EQUALITY OBJECTIVE 1: To achieve better outcomes for our disadvantaged pupils both academically and socially</b></p> <p><b>Link this to our SEND action plan and PP strategy.</b></p>
<p>We have identified an increase in disadvantaged children across the school. There is an increase in the number of children receiving PP 18% and a high number of SEN and SEMH children 15%. We are also anticipating an increase in SEMH due to COVID 19 and lock down.</p>

Success criteria

- Support for SEMH pupils is further improved by addressing training needs of staff.
- Provision to meet the needs of vulnerable pupils is targeted more effectively to improve outcomes.
- Progress for vulnerable groups is in line with national expectations.
- TA’s support ensures all children can access all areas of the curriculum.
- Barriers to learning are reduced or removed enabling children to achieve their full potential.
- Children will develop independent learning skills.
- Increased proportion of disadvantaged pupils meeting and exceeding national
- Children are able to access and encouraged to access clubs, trips and residential.

<b>Actions to achieve the success criteria</b>	<b>Persons responsible for delivering the action</b>	<b>Start date</b>	<b>Finish date</b>	<b>Costs borne by the school</b>	<b>Monitoring Person and Method</b>	<b>Notes on progress</b>

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<p>To continue to train staff to enable them to meet the needs of children with a range of SEMH needs. Ensure that all staff continue to update their Compass Buzz training to ensure everyone is level 3 trained. Delivery of interventions by TA's when and where required.</p>	<p>HT Mrs Thomson</p>	<p>Sept 2020</p>	<p>On going</p>	<p>Supply cover</p>	<p><b>HT and SENCo SEN governor</b> Documented evidence of interventions and outcomes Pupil voice Parental response.</p>	
<p>To have a whole school approach to Wellbeing (5 ways to wellbeing), that promotes mental and physical wellbeing and includes a whole school community approach (staff, children and parents).</p>	<p>Ms Wilson Miss Williamson</p>	<p>Oct 2020</p>	<p>Jul 2021</p>	<p>To be identified in separate action plan.</p>	<p>A/A</p>	
<p>Strong leadership in English &amp; Maths impacts positively on outcomes for disadvantaged groups – regular analysis of data to identify pupil needs &amp; areas to develop. Feedback at Staff Meetings/ Pupil Progress meetings.</p>	<p>L Wallen (maths lead) S Williamson (literacy lead)  All staff members</p>			<p>Termly pupil progress meetings. Staff training and supply cover.</p>	<p><b>School improvement committee</b> <b>HT</b> Action plans Tracking the PEAS (progress, effort, attainment)</p>	

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<p>To continue to train staff to enable them to meet the needs of children with a range of SEN through identifying training needs and ensuring all training is completed and where possible cascaded to other members of the team.</p>	<p>SENCo</p>	<p>Sept 2020</p>	<p>On going</p>	<p>Staff training and supply cover</p>	<p><b>School improvement committee</b> <b>HT</b> Training log monitored termly.</p>	
<p>To ensure that barriers to learning are reduced or removed To ensure that members of the school community can access information. Staff are aware of &amp; use different ways of producing &amp; presenting information for adults &amp; children. Focus on needs of pupils and ensure there is a range of visual cues/prompts in classrooms/environment. Produce/offer written information in a range of formats.</p>	<p>SENCo Class Teachers Support staff Admin staff</p>	<p>Sept 2020</p>	<p>On-going</p>		<p><b>HT and SENCo</b> <b>SEN governor</b>  Learning walk to identify what resources are being used across the school <b>DQM/IQM</b></p>	
<p>To meet the needs of all individuals during the statutory end of KS2 tests. Identify these needs early in the school year and work with SENCo to evidence the needs and the requirements from the beginning of KS2 in preparation for end of KS2 tests.</p>	<p>S.Williamson (Y4/5/6 class teacher)</p>	<p>Oct 2020 Pupil progress meeting</p>	<p>July 2020 Pupil progress and transition meeting</p>	<p>Time for SENCo and class teacher to meet termly to agree requirements.</p>	<p><b>HT and SENCo</b> <b>SEN governor</b> Documented evidence of interventions and outcomes</p>	

<p>To promote independence of thoughts, actions and learning across the school by increasing individual self- esteem and self- confidence. Using our schools Christian values, Vision and our positive reward system to promote this in CW and across the school setting. To show rigour and fidelity in this, across the staff team including playtimes and lunchtimes when promoting this.</p>	<p>All staff</p>	<p>Sept</p>		<p>CW planning time. Rewards and certificates. Promotional displays.</p>	<p><b>HT &amp;School improvement committee.</b> Book scrutiny show independent work. Purple ribbon book and HT reward log highlighted to show independence</p>	
<p>To ensure that all children are able to access out-of-school activities e.g. clubs, trips, residential visits. Use PP for the more disadvantaged children to access these resources. Promote and encourage these children to take part in at least one club a term clubs (meet with parents to discuss and promote this idea).</p>	<p>HT and SENCo Club lead N Lewis KBB Admin</p>	<p>Sept 2020</p>	<p>July 2021</p>	<p>PP used to subsidise club attendance and residential visits. FONSS to support club activities.</p>	<p><b>HT SEN governor</b> Registers and pupil/parent voice</p>	

<p>Longterm</p> <p>To apply for and work towards renewing our <b>DQM and IQM</b></p>	<p>SENCO HT</p>	<p>2020</p>	<p>2023</p>	<p>Release time allocated to SENCo and staff meeting time allocated to plan and apply necessary procedures and resources for these quality marks.</p>	<p><b>HT</b> <b>SEN governor</b></p> <p>Progress and being awarded the DQM and IQM.</p>	
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