

OUR VISION

Growing, believing, achieving together

Our Christian values of community, compassion, friendship and trust support the spiritual and moral development of our children as we grow and learn together.



Single Equality Scheme with Accessibility and Equalities Action Plan

Three year period covered by this scheme:
2015- 2018

Introduction

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010. 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, governors, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

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

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

This scheme is reviewed every three years and is reported on annually.

Signed _____ Headteacher	Date _____
Signed _____ Chair of Governors	Date _____

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. An action plan accompanies this Equality Scheme which 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 1)

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 environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The action plan is renewed annually and progress towards the equality and accessibility objectives within it is reported on regularly to governors. It is available in different formats and in different languages on request to the school office.

School Aims Statements:

Our school is committed to providing a safe, healthy, cheerful and respectful Learning Environment. We aim to stimulate, inspire and challenge pupils to achieve their full potential.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well irrespective of their abilities, gender, race, religion and beliefs, sexual orientation or gender reassignment.

We are a caring community, whose values are built on mutual trust and respect for all. We aim to promote an environment where everyone feels happy, safe and secure.

Equality Objectives 2015-18

- To continue to ensure that all rights are respected.
- Any concerns or worries will be dealt with efficiently, appropriately and confidentially.
- Ensure that the policy is made available to all.
- To ensure that all areas of the school are accessible to everyone.
- Eliminate discrimination by ensuring all members of the school community are able to speak openly about any concerns or worries.
- 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.

Indicators of progress towards meeting objectives

- All groups, including Vulnerable are tracked termly using the School's Tracking System.
- The School Development and Improvement Plan includes a priority objective relating to faith and cultural diversity
- Actively encouraging people of all abilities into school.
- Installing ramp in Foundation Stage.
- Installing a Hygiene Room.
- School website where policies are posted.
- Designing more reader friendly policies, e.g. School Child Protection Policy.

What kind of a school are we?

School Vision and Values

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement.

School Context

The nature of the school population and context to inform action planning for the equality scheme (derived from section 1 of school Self Evaluation Form):

Factors of the geographical location of the school:-

The school is much smaller than the average size primary school. It serves a village and its surrounding rural area. It also serves several mobile families who regularly move into and out of the area. Very few pupils are known to be eligible for free school meals. Almost all pupils are of White British heritage and no pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is a little below the national average. There is an independent playgroup on site.

4.7% minority ethnic;

83.2% Christian

16.8% no religion;

100% speak English.

0% Free School Meals (FSM) – eligibility and uptake;

8.5% Special Educational needs (SEN);

0% Disabled;

0% New Arrivals;

0% Asylum Seekers;

46.7% Female;

53.3% Male;

The school is accessible to all, except for the staff room and Class 4.

There is an accessible toilet which is available to all members of the school community.

Languages spoken at the school - French in KS1 and KS2.

The school operates a safer recruitment policy and follows the guidelines set out by North Yorkshire County Council regarding inclusion.

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

The school holds a record of all training courses attended by all staff and governors. This includes Speech & Language Training, Dyslexia Training, First Aid requirements, Medical Training, Safer Recruitment Training, SENCO Update Network Meetings, Child Protection Training.

School provision

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

We disseminate information in a variety of ways and have designed a new website and leaflet display board in the school reception area.

The school has a Differentiated Behaviour Policy.

Provision Maps are completed and personalised as well as Inclusion Passports and Case Studies.

The school involves pupils in planning, through consultation, pupil conferencing and school council.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, ie gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self Evaluation Form (SEF).

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

- All pupils attainment (including Vulnerable Groups) is tracked and monitored through the schools tracking system at termly points, Governor meetings and staff meetings.
- Incidents of racism, 'hate' and bullying involving particular groups of pupils are recorded and the school has a 'Worry Box'. School Council meetings address any concerns. This is reported back to and from each class.
- Behaviour is monitored constantly by staff, pupils, headteacher and governors.
- The school adopts a Healthy Schools policy and a group of parents, governors and pupils monitor this.
- The extent to which pupils from particular groups contribute to the school and the wider community (please see SEF and Ofsted Report).
- Attendance is monitored fastidiously and the school has no issues with this.

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities duties;
- designate a governor with specific responsibility for Equalities monitoring and promotion;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the actions every three years;
- evaluate the action plan yearly.

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: Headteacher

- responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- responsible for ensuring the specific needs of staff members are addressed;
- responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- responsible for monitoring the response to reported incidents of a discriminatory nature.

Parents/Carers will:

- have access to the scheme;
- be encouraged to support the scheme;
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme;
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;

- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be 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

This Scheme has been informed by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

At this school the following mechanisms will ensure the involvement of stakeholders:

- *School council meetings.*
- *Pupil voice surveys*
- *Individual interviews with pupils involved in incidents of a discriminatory nature.*
- *Individual interviews with pupils experiencing reasonable adjustments.*
- *School communicates through the Link Book and weekly letters and has an 'Open Door' policy.*
- *Chair of the Governing Body sends out termly newsletters.*
- *There are opportunities for discussion through Parent Forum and PTA meetings*
- *Regular staff meetings with specific agenda items.*
- *Individual discussions with staff as a part of performance management.*

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

Making it happen

Action Planning

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment through the Inclusion Quality Mark has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-Evaluation Form;
- Governing Board minutes
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Publication

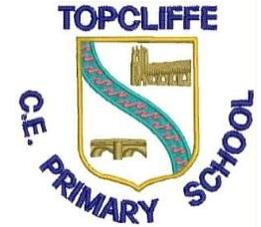
This Equality Scheme will be published on the school website and available to anyone requesting a copy.

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed.

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**Equalities and Accessibility Action plans
2016-2018**

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Curriculum promotes and supports equality across all protected characteristics	<ul style="list-style-type: none"> ▪ Monitor medium term planning as it develops to ensure opportunities are being developed across the curriculum. ▪ Monitor resources and displays across school to ensure good representation of different characteristics ▪ Purchase new resources as indicated by monitoring ▪ Pupil voice work to establish impact and attitudes 	<p>Annual and whenever additional resources are being sourced</p> <p>Autumn 2016</p> <p>Autumn 2016</p> <p>As part of annual monitoring.</p>	<p>Monitoring time</p> <p>£250 est. annual</p>	HT	Governors
Access to Curriculum Ensure ICT appropriate for pupils with disabilities.	<ul style="list-style-type: none"> ▪ Review accessibility of information retrieval resources (including books tablets & whiteboards) ▪ Prioritise purchase of ICT 	Summer Term 2016	£2,000	ICT Co-ord & SENCo	Leadership Team

	resources to enable internet and electronic access to information in different formats and print sizes				
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> ▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. ▪ Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus in 15/16 on Foetal Alcohol syndrome and ASD. ▪ Consult with any children with disabilities, minimum annually and on admission. 	Ongoing	<p>Circulation of checklist Spring 2016</p> <p>Summer term 2016 and annual focus each year</p>	All staff	<p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p>

<p>Access to wider curriculum</p> <p>Increase participation in school activities by children with any protected characteristic and their families.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible to all students and appeal, for example, to boys and girls. ▪ Investigate TA flexibility to cover extra-curricular activities if needed. 	<p>Annual starting summer 2016</p>	<p>Governors to identify contingency budget for TA cover for extra curricular activities if needed.</p> <p>Training needed on risk assessments for trips and extra curricular activities.</p>	<p>Headteacher Governors</p>	<p>Leadership Team Governors</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, policy for meeting medical needs in relation to pupils with disabilities. Involve School Council in all reviews. ▪ Consult pupils and staff on any proposed changes. ▪ Introduce new policies 	<p>Autumn Term 2016</p> <p>Autumn 2016 or spring 2017 Summer 2017</p>	<p>Leadership Team and SENCo time to review policies.</p>	<p>Leadership Team and SENCo</p>	<p>Governors</p>
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Look into feasibility of a low arousal space. ▪ Improve signage of evacuation procedures, access to buildings ▪ Review new signage of room functions. 	<p>Annual in Autumn term Spring 2016</p> <p>Ongoing</p>	<p>Improvements to reflection garden £250 plus FOTS fundraising</p>	<p>HANDS SLA HT</p>	<p>SLT</p>
<p>Attitudes</p>	<ul style="list-style-type: none"> ▪ Review PSHE Curriculum ▪ Review collective worship: widen 	<p>Spring / summer Term 16 and on-</p>	<p>£150 for any new resources</p>	<p>PSHE Co-ord</p>	<p>Leadership Team and Governors</p>

<p>To promote positive attitudes towards disability and other protected characteristics</p>	<p>focus of Different/Same theme</p> <ul style="list-style-type: none"> ▪ Involve local disability / faith/ and other representative groups in assemblies and visits to school ▪ Establish links with people / establishments representing other races/ cultures (see SDIP 2015/16) 	<p>going</p>			
<p>Newsletters and Information, including website</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Ensure publications from school and school website celebrate and promote diversity and equality 	<p>Summer Term 16 and on-going according to identified need.</p>	<p>£150 est.</p>	<p>Admin. Manager</p>	<p>HT</p>