



# Newby and Scalby Primary School

( An Academy within Coast and Vale Learning Trust )

## Academy Policy

# Single Equality Scheme

Approver: HT  
Review Cycle: Annual

Revision History			
Date	Version	Short Description of Changes	Approved by:
Jan 2011	V1.00	Approved	SLT
Oct 2014	V1.01	Changes to dates covered by policy	HT
January 2018	V1.02	Changes to reflect updates by NYCC and governors' meeting	HT
Jan 2019	V1.03	Updated to reflect NYCC Sept 2018 Scheme. Reference to GDPR added	HT
Nov 2020	V1.04	Equality figures updated. Minor amends to text	HT
March 2021	V1.05	Review taken by NYCC legal. Minor amends made	HT
Sept 2022	V1.06	Equality figures updated. Minor amends to text	HT

The School will adhere to the Data Protection Principles and other legislative requirements set out in the Data Protection Act 2018, General Data Protection Regulation, and related information governance legislation.

## Introduction

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

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

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

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

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

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

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

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- 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

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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.

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.

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

<b>School Mission Statement</b>			
<b><u>Working to learn together</u></b> by			
<ul style="list-style-type: none"><li>• <b>encouraging everyone to have high expectations of their own performance and behaviour</b></li><li>• <b>providing a stimulating and balanced curriculum that reinforces skills for life within the local, national and global context</b></li></ul>			
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- **securing a positive relationship between all those involved in the education of the pupils**

**in a friendly, supportive and caring environment**

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 school serves a varied community which is mainly White British with representation from a wide range of backgrounds September 2022:-

% minority ethnic;		
Indian – 1.19%	White & Asian - 1.43%	Any other ethnic group – 0.48%
Any other white background – 0.48%	Black-African – 1.19%	Bangladeshi – 0.24%
Any other mixed background – 0.95%	Chinese - 0.71%	Hong Kong Chinese – 0.24%
Pakistani - 0.24%	White and Black African - 0.48%	White and Black Caribbean – 0.48%

% religions and belief;  
 Christian – 28.64% Muslim – 1.43% Other religion – 0.72% No religion – 24.34% Hindu – 0.24%  
 Church of England – 0.48% Jehovah’s Witness – 0.24% Roman Catholic – 0.24%

% languages spoken;  
 Arabic – 0.72% Chinese (Cantonese) - 0.24% Malayalam – 0.72% Urdu - 0.24% Hindi - 0.24% Yoruba – 0.48%

% Free School Meals (FSM) – eligibility and uptake;  
 13.6% - 9.3% meals taken today

% Special Educational needs;  
 14.28%

% Disabled;  
 14

% New Arrivals (since September 2022);  
 15.3% (Including 60 new EYFS ) 4 other children

0% Asylum Seekers

% gender  
 46.78% females 53.22% boys

- The turnover of pupils and staff is low. As places at school become vacant they are quickly filled from the NYCC waiting list. Induction for both staff and pupils is managed by a school leader and any accessibility issues that arise are addressed within the established process.
- The school was built in the 1950’s and has had adaptations made to the site since that time. There are no separate buildings. The school is split level with the hall and dining

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room on a different level to classrooms and the administration area on a further level. The hall and dining room are accessible via stairs and a stair lift. The administration area is only accessible via stairs but facilities for pupils and parent/carers/carers are provided in the lower areas as necessary.

- School has access to support for pupils who enter with English as an additional language and school will access a translation facility for parent/carers/carers who need that service.
- All pupils and staff who would benefit from adjustments in order for them to access all aspects of school life agree an accessibility plan with the Inclusion Manager or other senior member of staff which is circulated and signed by anyone who needs to know the detail.
- School is an equal opportunities employer and applies appropriate procedures for recruitment.

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

- CPD opportunities are routinely provided to update staff on changing priorities and emerging needs.
- Procedures are established for staff to inform senior leaders of training needs in all aspects of their work.
- Health and social care staff as well as specialist providers of educational support for pupils provide regular updates and training for staff involved in meeting the specific needs of pupils eg. EAL, Diabetes care, physical and emotional needs

## **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 Education Health and Care Plans or from other sources. Additional high needs funding may be available on application to the local authority.

We supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Education Health and Care Plans or from other sources. Additional high needs funding may be available on application to the local authority.

Some examples of adjustments currently being provided:

- A small number of pupils receive one-to-one teaching assistant support despite not having a EHCP that includes the provision
- The school operates a differentiated behaviour policy for pupils with accessibility plans to meet identified needs
- Provision maps for different areas of need are provided (e.g. dyslexia, behaviour, autism, English as an additional language...)
- The school records adaptations to provision in individual provision maps;
- The school involves pupils and parent/carers in planning provision through meetings and discussion with pupils (where applicable) and parent/carers signing accessibility plans when agreed;
- Some pupils train staff in how they meet their own medical needs. (eg. diabetes)

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## 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 parent/carers/carers/carers of particular groups of pupils (e.g. *attendance at parent/carers/carers' meetings, involvement in planning provision, consultation with, results of parent/carer feedback*)
- impact of the use of specific individual budgets e.g. Pupil Premium report, SEN information report

## Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2018-2022 are:

- to narrow the gap in performance for pupils from disadvantaged backgrounds
- to ensure that sex and relationships education is sensitively revised to reflect the religious and other needs of pupils
- to revise the school's curriculum with regard to improving its provision for Personal, Social, Health and Citizenship Education thus enabling pupils and staff to be more aware of equalities' issues
- to raise awareness of mental health needs throughout school

Indicators of progress towards the objectives are reviewed annually and recoded in the action plan.

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## 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 and Inclusion 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:

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the person responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met	Inclusion Manager
the person responsible for ensuring the specific needs of staff members are addressed	Deputy Headteacher
the person responsible for gathering and analysing the information on outcomes of vulnerable pupils	Assistant Headteachers
the person responsible for monitoring the response to reported incidents of a discriminatory nature	Headteacher

### Parents/Carers will:

- have access to the scheme and equalities objectives;
- be encouraged to support the scheme;
- have the opportunity to 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;
- 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.

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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:

- |   |
|---|
| <ul style="list-style-type: none"><li>• Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;</li><li>• Individual interviews with pupils experiencing reasonable adjustments;</li><li>• Growing Up in North Yorkshire Pupil Survey</li></ul> |
|---|

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme, objectives and action plan:

- |   |
|---|
| <ul style="list-style-type: none"><li>• Meetings with union representatives;</li><li>• Regular staff meetings</li><li>• Individual discussions with staff as a part of performance management, as necessary</li><li>• Meetings with staff to inform accessibility plans and their reviews</li></ul> |
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At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme, objectives and action plan:

- |  |
|--|
| <ul style="list-style-type: none"><li>• Welcoming parents/carers and the community into school so that they are critical drivers in policy development</li><li>• School staff agree with all parents the best means of communicating important information</li></ul> |
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- |   |
|---|
| <ul style="list-style-type: none"> <li>• Feedback through the Governing Body meetings</li> <li>• Feedback from adults using the school beyond the school day</li> </ul> |
|---|

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**

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 has:

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

The effectiveness of this Scheme and progress with the equalities objectives will be evaluated and reflected in:

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

### **Reporting**

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

### **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.

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## 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,

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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>

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