

Barwic Parade Community Primary School

Single Equality Scheme

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Headteacher

Miss Sarah Dixon

April 2017	Amended to fit Barwic Parade Community Primary School	Miss Becky Kirkland
April 2017	Reviewed on behalf of Governors	Mrs Hardy, Mrs Fargus, Mrs Olliman & Mrs Snowdon
22nd May 2017	Ratified	FGB
5 th May 2023	Reviewed.	Miss Becky Kirkland
4 th March 2026	Reviewed.	Miss Becky Kirkland

Signed:

Position:

Date: March 2026

Next Review Date: March 2029

Signed _____

Headteacher

Date _____

Signed _____

Chair of Governors

Date _____

Barwic Parade Community Primary School

Single Equality Scheme

INTRODUCTION

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

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

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

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

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

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 & PROMOTE EQUALITY OF OPPORTUNITY

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (See Appendix 2 below).

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the School Office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at: <http://cyps.northyorks.gov.uk/equalities-and-diversity>. Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.

WHAT KIND OF A SCHOOL ARE WE?

A school where everybody matters and every moment counts.

School Aims Statements

Our **main aims** are that **all** our school community have the right to:

- To deliver teaching that captivates, challenges and inspires children through a stimulating curriculum that nurtures a lifelong love of learning.
- To develop resilient, independent, confident and motivated children who aspire to success and are proud of their achievements and demonstrate skills to succeed in life.
- To offer a passionate, aspirational and cohesive team who have high expectations and who work together to drive forward school improvement, through support, challenge and a commitment to securing the best outcomes for all.
- To ensure pupils are encouraged to be respectful of others and their community. Their social and emotional skills are nurtured and developed to encourage children to be resilient, confident, self-respecting individuals who have a positive attitude towards learning.
- To ensure pupils are safe and feel safe in school. We ensure that all children are taught to understand how to keep themselves safe and to work restoratively to resolve concerns and conflict.

Our **school aims** in relation to the **Single Equality Scheme** are:

- To ensure all student groups identified within the Single Equality Scheme (SES), have the same access, provision and opportunity as all other students and they are successful in all aspects of attainment
- To ensure in all aspects of its work, Barwic Parade Community Primary School celebrates diversity and challenges discrimination and in doing so, has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion.

SCHOOL VISION AND VALUES

At Barwic Parade Community Primary School we put our children at the heart of everything we do. We believe that every child can do amazing things and it's our job to help make this potential a reality. We aim to deliver an outstanding education and unlock doors to learning so that every child is empowered to choose their own future.

Our children develop a love of learning in a nurturing, inspiring environment which develops their resilience, confidence and independence. They thrive from the tailored support they are given from our highly skilled, dedicated and passionate staff. Our children enjoy the challenges that learning and striving for excellence bring. They are inquisitive and courageous; they enjoy asking questions and finding answers to expand their own learning. Our children are reflective learners, taking part in daily 'reflection time' discussions in class where they can share their thoughts and feelings about anything.

At Barwic Parade Community Primary School we all aim to achieve excellence and share excellence within our community. We have high expectations of all and expect everyone to follow our inclusive school rules which are designed to keep us all happy and safe. We deliver a bespoke curriculum, designed especially for our school, and all staff use restorative behaviour practices which strengthen relationships and enhance our climate of care within our community.

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school is committed to addressing any actions which are identified to improve our inclusive practice.

SCHOOL CONTEXT

The nature of the school population and context to inform action planning for the equality scheme

Factors of the geographical location of the school:-

The community served:

23% minority ethnic;
12 languages spoken (7 countries)
44% Free School Meals (FSM)
PP 54%
14% Special Educational needs (SEN);
49% girls - gender;
8.7% New Arrivals;
Turnover – 16 new arrivals and 6 leavers (in year)

Fully accessible school and site, ramp access at all doors.

Languages spoken at the school; Polish, Persian and Kurdish (Iranian) Dari, Pashto and Uzbek (Afghanistan), Arabic, Turkish, Chinese, Indian, Shona, Malayalam

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

Staff are trained to:

- *Use the Thrive Approach and Restorative Practices*
- *meet the medical needs of pupils*
- *use Restrictive Physical Intervention*
- *training on the SEND Code of Practice 2015*
- *staff training on supporting pupils eligible for pupil premium*

Termly training for ALL staff includes SENCO updates, medical, faith and belief, language needs; staff meetings include updates on pupil needs and training opportunities;

School Governors have had training on fair recruitment practices and received training on the SEND Code of Practice 2015;

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) EHCPs or from other sources. Additional high needs funding may be available on application to the local authority.

- Classrooms are communication friendly/dyslexia friendly environments;
- The school operates a behaviour policy which accounts for the differing needs of the children in school;
- The school has SEN Support Plans in place supporting children across the different areas of need
- The school records adaptations to provision in SEN Support Plans;
- The school involves pupils in planning their personalised provision, capturing their voices;
- The school makes adaptations to curriculum to support MEA children including Refugees.

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.

- 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*

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2022-2026 are:

- to increase understanding between religious groups;
- to anticipate the needs of incoming pupils from different countries;
- to ensure the gap between PP and non PP children begins to close

We have identified these objectives because:

- We recognise that in order to support our children to have a strong tolerance and respect; we need to ensure that they have a good understanding of the religious groups that exist in our community and help children to be supportive of other's beliefs.
- We have several families whom have joined us from a range of countries and anticipate that we may have more families from further countries in the future. We want to ensure that the families feel immediately, welcomed and supported within our community. Ensuring there is a strong understanding of the diversity of the community will ensure our commitment to tolerance and respect is ever present.
- We recognise that our children from lower income families do not have the same access to the experiences of some non PP children and we are committed to building the cultural capital by providing them with rich, worldly experiences as often as possible.

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

ROLES AND RESPONSIBILITIES IN IMPLEMENTING THE SINGLE EQUALITY SCHEME AND EQUALITIES OBJECTIVES

The Headteacher will:

- ensure that staff and parents are informed about the Single Equality Scheme and equalities 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 equalities objectives that 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 (Miss Becky Kirkland):

- Miss Becky Kirkland is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Miss Becky Kirkland is responsible for ensuring the specific needs of staff members are addressed;
- Miss Becky Kirkland is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- Miss Sarah Dixon is responsible for recording, reporting and monitoring prejudice based and hate incidents;
- Mrs Becky Kirkland responsible for publishing the SEN information report

Parents/Carers will:

- have access to the scheme and equalities objectives;
- be encouraged to support the scheme;
- have the opportunity to attend and 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 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 Scheme and equalities objectives and action plan:

- School council;
- Restorative Practice with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Discussions with pupils with SEND or accessing Thrive;
- Growing Up in North Yorkshire Pupil Survey
- Restorative Practices
- Thrive Approach
- Bespoke PSCHE Curriculum

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

- Meetings with Union Representatives as the need arises.
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management.
- Staff Survey

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme and equalities objectives and action plan:

e.g.

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

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

MAKING IT HAPPEN - ACTION PLANNING

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty.(5.27 DfE Equalities Guidance May 2014)

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

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment 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 the progress with the equalities objectives will be evaluated and reflected in:

- the School Self-evaluation;
- pupil progress, outcomes and engagement;
- feedback e.g. Parentview, pupil voice

REPORTING

This Scheme and equalities objectives will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be displayed in the school reception area and the school website and it will be referenced in the school newsletter and the school prospectus.

PUBLICATION

Equalities objectives will be published and available to anyone requesting a copy. This will also be available on the school's website. Copies will be displayed in the school reception area and the school website and it will be referenced in the school newsletter and the school prospectus.

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.

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."

Equality Legislation and Guidance

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