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GLUSBURN COMMUNITY PRIMARY AND NURSERY SCHOOL

# Single Equality Scheme September 2024-2027

***Article 2 (non-discrimination)*** *The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background*
***Article 23 (children with a disability)*** *A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.*

## Introduction

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014 https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.

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 (previously known as equality strands) will be protected in our school from harassment and discrimination:-

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

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

constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

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

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

- Age*
- Being married or in a civil partnership

*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The impact of this scheme is reported on annually via the school development plan.

**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)

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 through government minutes. 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.)

OFSTED inspection may include the school's accessibility plan as part of their review.

## School Aims Statements

**Equality Objectives 2024-2027**

- To reduce the number of insults/derogatory language communicated through online platforms outside the school domain amongst our pupils e.g. in whatsapp groups
- to raise attainment for all vulnerable pupils
- all staff to have a greater understanding of the needs of children with mental health and the impact of interventions and bespoke curriculums
- to become a trauma informed school

School Vision and Values

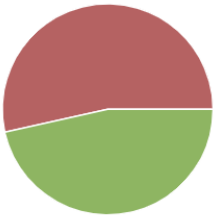
The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; 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. The school is committed to achieving the requirements of Inclusion Quality Mark and to addressing any actions which are identified to improve our inclusive practice.

School Context

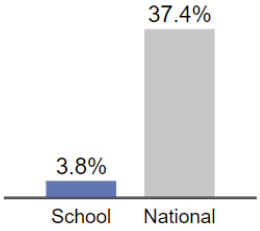
The nature of the school population and context to inform action planning for the equality scheme

### Gender

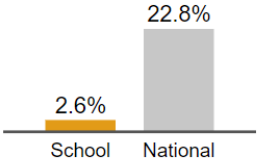


53.5% Boys
46.5% Girls

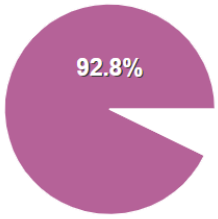
### Minority Ethnic Background




### EAL

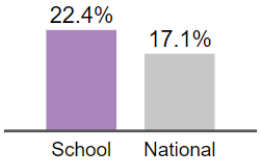



### Homegrown Pupils



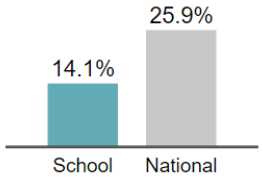

Only includes pupils in Reception and above.

### Pupils with SEND



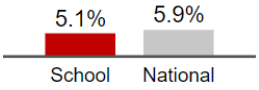

| | # Pupils | % Pupils | National |
|---|---|---|---|
| SEN Support | 71 | 20.6% | 14.1% |
| EHC Plan | 6 | 1.7% | 3.0% |

### Ever 6 FSM




Only includes pupils in Reception and above.

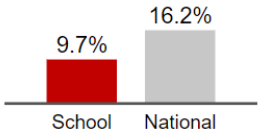
### Absence Rates




| | School | National |
|---|---|---|
| Overall absence rate | 5.1% | 5.9% |
| - Authorised absence rate | 3.9% | 4.2% |
| - Unauthorised absence rate | 1.3% | 1.6% |

School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

### Persistent Absence




Percentage of Y1 to Y6 pupils who miss 10% or more sessions

### Year Groups

| | Pupils | Boys | Girls | EAL | Summer Born | Ever 6 FSM | SEN Support | EHC Plan | Absence Rate |
|---|---|---|---|---|---|---|---|---|---|
| Nursery 2 | 24 | 8 | 16 | 0 | 10 | 2 | 2 | 0 | 6.8% |
| Reception | 53 | 30 | 23 | 1 | 19 | 8 | 9 | 0 | 5.4% |
| Year 1 | 50 | 27 | 23 | 1 | 24 | 3 | 9 | 2 | 5.3% |
| Year 2 | 48 | 25 | 23 | 0 | 20 | 10 | 8 | 0 | 5.7% |
| Year 3 | 58 | 35 | 23 | 3 | 26 | 8 | 12 | 1 | 4.6% |
| Year 4 | 56 | 28 | 28 | 1 | 19 | 9 | 16 | 0 | 4.8% |
| Year 5 | 55 | 31 | 24 | 3 | 21 | 7 | 15 | 3 | 5.4% |

### Ethnicities

| | # Pupils | % Pupils |
|---|---|---|
| White - British | 330 | 95.9% |
| Any Other White Background | 4 | 1.2% |
| NOBT | 4 | 1.2% |
| Any Other Mixed Background | 2 | 0.6% |
| Indian | 2 | 0.6% |
| White - English | 1 | 0.3% |
| White and Black African | 1 | 0.3% |

### SEND Specific Needs

| | # Pupils | % Pupils |
|---|---|---|
| Speech, Language and Communication Needs | 21 | 6.1% |
| Specific Learning Difficulty | 8 | 2.3% |
| Moderate Learning Difficulty | 7 | 2.0% |
| Social, Emotional and Mental Health | 6 | 1.7% |
| Other Difficulty/Disability | 3 | 0.9% |
| Autistic Spectrum Disorder | 1 | 0.3% |
| Hearing Impairment | 1 | 0.3% |
| Physical Disability | 1 | 0.3% |

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

Ongoing safeguarding training and updates
Meeting the medical needs of pupils through first aid training, asthma training, diabetes training, epilepsy training, tourettes training, brain injury training and down syndrome awareness training.
De-escalation and physical intervention training
Staff meetings to update on pupil needs
Staff and governor training on safer recruitment
Mental health training
Makaton training

**Reasonable adjustments the school makes as a matter of course:**

- all areas in school are communication friendly/dyslexia friendly environments;
- the school operates a differentiated behaviour policy; adapted for individuals that need additional or different support.
- the school has created provision maps for different areas of need
- the school records adaptations to provision in individual/personalised provision maps
- school involves pupils in planning provision; through their IPM and EHCPs
- one to one / One to two provision is provided for all children if the need arises to ensure inclusion within school
- school works with outside agencies to improve the inclusive nature of the school.

- brain breaks are provided for all children with additional breaks for SEND pupils showing anxiety
- school has developed a nurture team to tackle issues immediately and long term.
- Changing the colour of interactive whiteboards
- Visual timetable in each classroom that is updated daily
- Providing coloured overlays
- Chewellery
- Social stories
- Use of ear defenders
- Use of ICT to record ideas/work
- Access to our nurture room

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, 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).

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.

**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 and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- 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 action every three years;
- evaluate the action plan annually
- publish information at least annually.
- publish equality objectives every four years

**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.

**Parents/Carers will:**

- have access to the scheme;
- 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;
- 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, including bullying 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 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, 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 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 action plan:

- School council
- Ambassadors
- Focus groups of pupils on a nurture basis
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with pupils experiencing reasonable adjustments;
- Growing Up in North Yorkshire Pupil Survey

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

- 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 action plan:

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- Feedback in meetings
- Feedback through the Governing Body meetings;
- Feedback through the 'Friends' meetings;
- Feedback at parent consultations

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 via the school development plan and headteacher reports.

The action plan that identifies the equality objectives for the school arising from this scheme
- 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;
- feedback e.g. Parentview
- questionnaires

**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. Copies will be available from the school reception and it will be referenced in school newsletters and in the school's prospectus, school website.

**Publication**

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be available from the school reception.

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.

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 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) https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Equality and Human Rights Commission Guidance for schools http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Action Plan

| KEY ISSUE |
|---|
| To reduce the number of insults communicated through online platforms outside the school domain amongst our pupils<br><br>Success criteria<br>- Children educated to not use throw away insults of a homophobic / racist nature or to comment on body imagine in a negative way online<br>- For all children to accept the difference amonst their peers<br>- For all children to understand the written text is as hurtful as the spoken word |
| |

| Actions to achieve the success criteria | Persons responsible for delivering the action | Start date | Costs borne by the school | Monitoring Person and Method | Notes on progress |
|---|---|---|---|---|---|
| Assembly cycle including picture news to cover topics to allow tolerance and understanding of difference, including gender and | SLT | Ongoing | | HT | Picture news assemblies increased in 26 27 |

| | | | | | |
|---|---|---|---|---|---|
| race, body image and difference sin families | | | | | |
| September assembly for Y5/6 delivered by Police Liason Officer | NBi | Sept each year | | HT | In place |
| Events to promote difference and understanding of vocabulary children may hear and try to use | LA | At least Annually | Part of V&E budget | HT | In place |
| Restorative practice to take place in school when an outside of school online incident has been reported | all staff | Ongoing | | Behaviour records | Restorative practice now in place during reflection sessions at lunchtime staffed by teachers |
| Monitoring online reported incidents | SLT | Ongoing | | | In place |

| **KEY ISSUE** |
|---|
| • to raise attainment for all vulnerable pupils - See whole school development plan and individual subject action plans for details |

| **KEY ISSUE** |
|---|
| • all staff to have a greater understanding of the needs of children with mental health and the impact of interventions and bespoke curriculums |

| **Actions to achieve the success criteria** | **Persons responsible for delivering the action** | **Start date** | **Costs borne by the school** | **Monitoring Person and Method** | **Notes on progress** |
|---|---|---|---|---|---|
| Working with Trailblazers Mental Health practitioner e.g. emotion coaching | SLT | Ongoing | | HT | In place |
| Work to become a trauma informed school | SLT | Sept 2024 | | HT | Training delivered – in progress to become accredited as trauma informed though |

| | | | | | |
|---|---|---|---|---|---|
| To achieve the RRSA Gold Award.. The rights respecting ethos is key to developing children who will be well rounded and effective citizens. | LA | In process | | HT | Achieved |