

# Single Equality Scheme

Signed on behalf of the Governing Body

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Headteacher signature

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Review Date; Spring 2024

Next Review Date; Spring 2028 with annual reviews

Produced by;



using NY Template

Latest Version Date; September 2018

## Links to other policies

This policy links to the Behaviour policy and guidance.

## Notes

Produced by school following DfE guidance 'Use of Reasonable Force' July 2013.

## 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

- Age\*
- Being married or in a civil partnership

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

The impact of this scheme is reported on annually.

## **Aims of the Single Equality Scheme**

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

## **Purpose of the Equality Scheme**

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

## **Planning to eliminate discrimination and promote equality of opportunity**

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

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?**

### **School Vision and Values**

The early years of a child's life are precious and during this time, important foundations are built. Our motto 'learning, caring, sharing' provides the framework within which we carry out our aims.

#### **Learning**

We nurture all of our children in order for them to:

- develop a lifelong love of learning through first hand experiences both in the classroom and beyond
- have the courage to try new things and be brave enough to sometimes get things wrong
- evoke curiosity and an eagerness to learn

#### **Caring**

We help our children to:

- care for themselves, for other people and for the world in which they live
- develop an understanding of their own emotions and feelings and those of others
- feel safe and secure and to have a sense of belonging

#### **Sharing**

We encourage our children to:

- learn independently, with others and within their wider community
- share everyone's achievements, however large or small
- be proud of themselves and others, valuing each and every individual

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**

Pickering Community Infant and Nursery School serves a rural market town and surrounding villages on the edge of the North Yorkshire Moors. The majority of children come from the school's immediate catchment area. This includes a number of outlying farms and villages whose locations are isolated. Children who attend from out of catchment are often from families who have moved but who choose for their children to continue to attend our school.

There is little pupil mobility and there is a stable staffing structure. The community is diverse, with a range of home backgrounds, socio-economic characteristics and family dynamics. Pickering Community Infant and Nursery School is a Local Authority community school. The number on roll fluctuates and in January 2020 was 190.

In Jan 2020;

- Our percentage of FSM is below the national average at 8% (13.6% Jan 2018) despite our feeder school, Pickering Community Junior School, percentage being 24% in September 2019.
- The majority of children and families are white British. Other ethnic groups represented are; white other; mixed backgrounds.
- The school staff includes; 9 teachers, which includes a non-class based head teacher and a 0.2 non-class based SENCo; 12 Teaching Assistants; 6 MSAs; a cook and assistant cook. Many of our staff live locally. They know the local community well and many are actively involved in community activities. Some staff have children who previously attended the school.
- Staff vacancies are advertised on the school website and via the NYCC Jobs & Careers website strictly following the safer recruitment processes, which contribute to effectively safeguarding our children.
- Staff development and CPD have been carefully developed with staff alongside current research and best practice in order to maximise the opportunities available to us for CPD.
- The school site is elevated and the school building is across multiple levels. We work with the Local Authority to look at how and where adaptations can be made to ensure equal access to education on our site.
- The percentage of pupils with an SEN statement or EHC plan is 1%, which is below the national average (3.3% Jan 2020) and the pupils with SEN support, at 10% is below the national average (12.1% Jan 2020).
- There are two current housing developments in the local area. Previous housing developments have not resulted in the calculated expected pupil numbers.

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

Staff CPD is of high priority across the school. We have been able to capitalise on the offer of Compass Buzz training at level one for the whole staff team, level two for a number of staff and level three training for the Head Teacher. De-escalation and physical intervention training is undertaken every three years and, more frequently through specialist support for appropriate members of staff to meet the needs of individual pupils. We work closely with the EMS for SEMH who have provided high levels of bespoke CPD to support staff in meeting the needs of individuals. A range of providers, including Early Help and PAC-UK have supported the school in staff development focusing on Attachment.

There is a common language used throughout school when supporting children, which is especially useful for children facing emotional difficulties. All staff have received training on this. This is the start of a significant review to move towards an emotion coaching approach across the school. This is supported by an educational psychologist.

Some governors and senior leaders have undertaken safer recruitment training.

Our SENDCo works across both Pickering Community Infant and Nursery School and Pickering Community Junior School. They attend the regular SENDCo network meetings and regularly deliver updates and CPD to staff. The most recent CPD was delivered jointly to staff across both schools focused on dyslexia and creating dyslexia friendly classrooms.

Recent focus on the further development of our PSHCE/PSED curriculum across school has supported staff in their understanding of children's emotional development. Our PSHCE Leader attends regular network meetings and has begun a review of our current curriculum in order to work with staff to include the requirements of the relationships and sex education objectives.

This will include CPD from the local authority around the use of age appropriate resources and explanations relating to the Relationships and Sex Curriculum.

We know that the language gap between disadvantaged children and their non-disadvantaged peers can be a significant barrier for some of our children. In order for children to access the wide range of opportunities that we provide, we place high importance on the development of children's communication skills and language. A school based Communication Strategy Group was established, alongside professionals including a Speech and Language Therapist and the Early Help team, to look at how the importance of communication and opportunities to support children with this could be developed across the community. We have staff trained in ELKLAN and ECAT, who have delivered CPD to the wider staff team.

## **School provision**

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

Our SEN information report contains the relevant information regarding adaptations the school makes or would make to ensure inclusive provision for all regardless of need. It sets out how we meet additional needs across the 4 areas of need identified within the Code of Practice and how we meet our duty to supply auxiliary aids.

Our kitchen team liaise well with our teachers and parents about the individual needs of any children with additional dietary requirements. Provision is made for all children through our offer of two diverse menus, with some additional adjustments where necessary. These take account of cultural dietary needs as well as specific dietary needs.

Whilst we are aware that some children with nut allergies may benefit from experiences that teach and support them to manage their allergy, ensuring the safety of anyone with airborne allergies to some nuts means that we are currently a nut free school.

The use of resources in classrooms including loop scissors, sloped writing boards and pencil grips is a matter of course for children who need adjustments to support their development.

Staff have received training in how to use the dyslexia checklist and the types of resources and adaptations to teaching and learning they should make to support children in dyslexia friendly classrooms.

Our Behaviour Policy states that, 'All children will be supported to make changes to their behaviours, learn how to regulate themselves and, recognise that all actions have consequences and that they must take responsibility for those actions. A child's Special Educational Need or Disability will be taken into account and children will not be disadvantaged because of this. In some circumstances, it may be necessary to use individualised measures to support children in developing appropriate behaviours. These arrangements will be made in consultation with classroom staff, parents and the SENDCo and/or Head Teacher. Where appropriate, we make every effort to involve the child in some of the decisions around creating individualised measures. Additional support will also be discussed between classroom staff, parents and the SENDCo and/or Head Teacher to address any learning, social or emotional needs that are causing the behaviour difficulties.' This is reflected in daily practise across the school.

An example of involving children in their own personal plan is the use of the 'Five Point Scale' where children work one to one with a familiar adult to create their own chart to identify for themselves and others any triggers and behaviours displayed at each stage and the personalised actions that support the child in regulating their emotions and resulting behaviours. Some children with a high level of need and difficulty self-regulating will also have a personalised risk

assessment created in consultation between the Head Teacher, Class Teacher, parents and child as appropriate.

### **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.

Pupil voice is recorded at points within the academic year including to understand the extent to which children enjoy and understand their learning experience within school, feel safe in school and understand how to keep themselves and others safe.

As part of the wider school offer, all key stage one children are offered the opportunity to attend extra-curricular clubs. Every effort is also made to make reasonable adjustments to allow all children to be included in educational visits.

Attendance at parent's evenings for all children and groups is high due to the commitment that staff give to being flexible in their arrangements. Attendance at ECAR and All About Me meetings arranged between class teachers and parents of children on the SEND register is also high. Where there is non-attendance, class teachers and the SENDCo work with parents to facilitate alternatives that are supportive of both the parents and the process. This allows us to work closely with all parents to focus on the current needs and next steps for each individual child on the SEND register.

Parental support for educational visits has always been high across all groups. Adaptations to our offer to parents of involvement in day to day teaching and learning experiences in school have also increased attendance at a number of in class events.

Where children have significant SEMH difficulties, we work closely with our Enhanced Mainstream School for SEMH to adapt provision and provide extensive additional and personalised support for each child to best meet their needs. We have worked closely with families and EMS for SEMH to secure alternative provision where we, as a mainstream school, is unable to meet need.

The attainment of and use of Pupil Premium Funding is detailed in our Pupil Premium Report on our school website. This is also available on request from the school office.

### **Equalities objectives**

Our Equalities Objectives, based on needs analysis, for the period 2020-2024 are:

- to create a rolling programme of SEND focused CPD to support staff in their understanding of and ability to cater for a wide range of additional needs through high quality wave one provision
- to increase the representation of diversity of families and different groups in the resources used in classrooms across school
- to organise focused assemblies, workshops and other events to broaden both staff and children's perspectives and understanding of religious diversity
- to increase attendance of girls at physical activity after school clubs

We have identified these objectives for the following reasons

SEND CPD – We provide excellent provision for our high need children and high standards of first quality teaching across the school. We believe that this could be further enhanced by a more strategic approach to staff CPD around specific additional needs.

SRE resources – A review of our current resources show that many represent only a small proportion of ethnic groups, a limited structure of family units and show very little diversity of people with a range of additional needs. Our children live in a mostly monocultural society and we need to provide greater support and learning opportunities that reflect the diversity across our nation.

Equality events – As we begin teaching and learning in RE within a new syllabus, there has been a school led change in the two religions taught in Key Stage One. We want to support staff, parents and children in developing their understanding of Islam and to use our own school community to support the development in their understanding of a range of denominations within Christianity.

Physical activity – We use our Sports Funding to be able to offer free after school sports clubs for all children in Key Stage One. For all sports clubs except gymnastics, attendance is predominantly boys. We know that, currently, once children reach secondary school age girls are less likely to participate in sports activities. We want to promote an interest for all of our children in a wide range of physical activity that will provide good foundations for future involvement in physical activity.

Indicators of progress towards the objectives are reviewed annually and recoded in the appropriate and relevant subject leader action plans.

## **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 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:**

- The SENDCo and DSL are responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- The Head Teacher is responsible for ensuring the specific needs of staff members are addressed;
- Core Subject Leaders are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- The Head Teacher is responsible for recording, reporting and monitoring prejudice based and hate incidents;
- The SEND Governor is 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 contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- have the right to be informed of any incident related to this scheme which could directly affect their child.

**School Staff will:**

- accept that this is a whole school issue and support the Single Equality Scheme and equalities objectives;
- be aware of the Single Equality Scheme and how it relates to them;
- be encouraged to express their views through a staff survey;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting prejudice based and hate incidents;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

## **Pupils will:**

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

## **Involvement Processes**

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme and the equalities objectives, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme and equalities objectives will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

## **Mechanisms for involvement**

At this school the following mechanisms will ensure the views of **pupils** inform the equality objectives and action plan:

- Exit interviews with Year Two children;
- School council;
- Individual interviews with children involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with pupils experiencing reasonable adjustments;
- Pupil discussions on a variety of themes;
- Growing Up in North Yorkshire Pupil Survey

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

- Regular staff meetings and CPD opportunities with specific agenda items;
- Individual discussions with staff as a part of performance management
- Regular subject leader meetings

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

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- The following text is included on every school newsletter: “Your support for your child’s education is crucial to their progress. Please tell us if there is 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 FoS meetings;
- Regular forums with parents focusing on 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 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**

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 (schools could use the Inclusion Quality Mark) has:

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

The effectiveness of this Scheme 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. Copies will be available on the school website and it will be referenced in school newsletters and in the school’s prospectus.

### **Publication**

Equalities objectives will be published and available to anyone requesting a copy. Copies will be available on the school website and it will be referenced in school newsletters and in the school’s 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.

This document relates to the The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools
- independent 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*

## Contact us

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

Our Customer Service Centre is open: Monday - Friday 8.30am - 6.00pm and Saturday 9.00am - 12.00pm Tel: **0845 8727374** email: **customer.services@northyorks.gov.uk**

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

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

Tel: 01609 532917

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

如欲索取以另一語言印製或另一格式製作的資料，請與我們聯絡。

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

Aby otrzymać te informacje w innym języku lub formie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: [communications@northyorks.gov.uk](mailto:communications@northyorks.gov.uk)



## Appendix 1: Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a. To harmonise discrimination law;
- b. To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

### Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000  
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007  
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007

The Act sets out that it is unlawful for schools to discriminate against a person:

- a) in the terms on which it offers to admit him/her as a pupil:
  - b) by refusing to accept an application to admit him/her as a pupil, or
  - c) where he/she is a pupil of the establishment:
    - i) in the way in which it affords him/her access to any benefit, facility or service,
    - ii) by refusing him/her access to a benefit, facility or service,
    - iii) by excluding him/her from the establishment,
    - iv) by subjecting him/her to any other detriment.

- Disability Discrimination Act (DDA) 1995/2005

statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;

- Education and Inspections Act 2006, duty to promote community cohesion.

By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:

"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

### **Essential Further Guidance**

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014, updated June 2018)

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

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools and settings.

<http://cyps.northyorks.gov.uk/equalities-and-diversity>