

Single Equality Scheme

Signed on behalf of the Governing Body

----- Date -----

Governor signature

----- Date -----

Review Date; Autumn 2025

Next Review Date; Autumn 2029 with annual reviews

Produced by;



Latest Version Date;

Links to other policies

This policy links to the Behaviour policy and guidance, our Accessibility Plan, Educational Visits, SEND Policy, School Medical Policy and Recruitment and selection policy and procedures. This scheme though equally feeds into aspects of all elements of school life and, therefore, a large number of our school policies and procedures.

Notes

Introduction

This Single Equality Scheme addresses the statutory duties of the Equality Act 2010 and The Children and Families Act 2014.

The scheme highlights how our school has worked with and listened to the staff, children, 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 members of our school community, 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 children more favourably than non-disabled children, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with children without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled children 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. children 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.

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 children) 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.

The associated action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them

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

Our School Community

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 children 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 children's diverse learning needs; overcoming potential barriers to learning and assessment, for individuals and groups of children.

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

School Context

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.

The school site is elevated and the school building is across multiple levels. We give consideration to making improvements to accessibility when undertaking any building work or premises development on our site.

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 October 2025 was 196.

Our data;

	October 2023	October 2024	October 2025
Number on Roll	176	181	196
Free School Meals	22	20	29
Disadvantaged*	23	21	30
First Language – English	173	178	192
First Language - Bengali	2	2	2
First Language - Romanian	1	1	1
First Language – Polish	0	0	1
SEN – SEN support	19	20	18
SEN - EHCP	1	2	3

* Disadvantaged includes all children who are Free School Meal but also takes into account other socioeconomic factors and so children are considered disadvantaged if they have been eligible for FSM within the last six years (Ever 6 FSM) or are a Looked After Child.

The majority of children and families are white British. Other ethnic groups represented are; white other; mixed backgrounds.

The majority of children are recorded as 'No religion' with the next largest group being recorded as 'Christian'. Other religious groups represented are; Muslim; Other Faith.

We aim to ensure equity of opportunities for all members of our school community by;

- identifying associated factors that impact on our school community and use our action planning process to prioritise and take action to address each
- our behaviour policy and anti-bullying policy identify the values which will be promoted to educate our school community around discrimination and the support offered and actions taken to promote equity across the school community
- monitoring, responding to and reporting on all prejudice-based incidents across the school
- regularly monitoring and developing, where needed, the school curriculum to ensure that it promotes respect for diversity and challenges negative stereotyping
- ensuring that teaching standards are high to ensure all children have the opportunity to reach their full potential and are given equitable access to opportunities
- tracking progress of all children to identify any who are at risk of not achieving that potential and putting in provision to address this
- listening to and monitoring views and experiences of children and adults to evaluate the effectiveness of our policies and procedures and to take action accordingly to improve

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2025-2029 are:

- 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 ensure that children from all listed groups have equity of access to provision beyond the school day, including after school clubs, wraparound provision and Friends of School events.

We have identified these objectives for the following reasons

Diversity in 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, 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.

Out of school provision – From anecdotal evidence, we feel that some groups are underrepresented in provision outside of the school day. Further investigation to fully understand which groups this affects most, the reasons for this and what can be done to address this are needed. Reflecting the high levels of support, resources and provision in school during out of school experiences will be a part of this.

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

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.

Children 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 children, 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 children themselves from different social identity backgrounds;
- the views and aspirations of parents of children 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 school's action plan will focus on developing the involvement of children, 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.

Reporting and Publication

The equalities action plan 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. This scheme will be reviewed and published every four years.

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.

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>