




Single Equality Scheme: Slingsby Community Primary School

Reviewed & Updated March 2023

Signed 
Headteacher

Date: 30/03/2023

Signed 
Chair of Governors

Date: 25/05/2023

Review due: May 2024

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 appendix 2 below)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and

proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

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

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

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

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

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

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

What kind of a school are we?

School Vision and Values

Slingsby Community Primary School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation, age or any other condition or requirement which places a person at a disadvantage and cannot be justified.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Slingsby we are committed in creating positive and engaging learning environments for all pupils. Through an exciting curriculum offer that openly encourages active participation, it is our aim to

ensure that all pupils reach their full potential. We recognise that our community is mostly mono-cultural and so our curriculum introduces our children to the diverse nature of our nation and the world through our progressive curriculum; assemblies centred on fundamental British Values (Democracy, Tolerance, Respect, Liberty & law); and the books that are available to our pupils. We are an inclusive school, where each individual child is celebrated and their achievements recognized.

We are all guided by the Slingsby Values for Life: Respect, Honesty, Resilience, Expectations and Caring for Others.

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:-

Slingsby is a small community rural school; mainly serving the village of Slingsby and other surrounding villages. The percentage of pupils and staff that make up our school community are as follows:

- Currently 92 on role.
- The population of minority ethnic pupils and staff is 0%.
- The population of pupils and staff with English as an additional language (EAL) is 3.3% (3 pupils).
- The population of pupils who have Free School Meals (FSM) is 6.6% (6 pupils).
- Special Educational Needs (SEND) pupils: 7.7% (7 pupils)
- The population of disabled pupils and staff is 0%.
- The population of Looked After & Previously Looked After Children (LAC) is 3 (3.3%)
- Gender percentages:
Staff: Male 2 (11.8%) Female: 15 (88.2%)
Pupils: Male 50 (54.3%) Female 42 (45.7%)
- The school maintains staffing, where possible, to secure provision and stability.

- The school has undergone improvements to ensure access for all individual needs; and information would be made available for disabled children and families.
- Languages spoken at Singsby: English.
- Reported racist incidents at the school over the year: 0.
- The Headteacher, School Business Manager and Chair of Governors have undertaken Safer Recruitment Training to ensure recruitment, development and retention of staff against social identity factors such as disability, gender, sexual orientation, faith, age, ethnicity.
- Admission arrangements are undertaken by the LA.
- If we are made aware of any pupils with additional needs who are about to start school, special arrangements are put into place after discussion with parents and where necessary outside agencies.
- We strive to ensure that our building is as accessible for all. We have two sets of disabled toilets – one in the main teaching building (Class 1) and in the adjacent Reading Rooms (Class 4).

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

- On site SENDCo (from September 2022) currently completing the NASENDCO qualification award with York St. Johns University.
- Regular Safeguarding training for all staff and Governors via the Educare online training platform.
- SENDCo Network Meetings & termly updates (NYES).
- PSHE Leader Network Meetings (NYES).
- Staff trained in first aid.
- Nominated staff Paediatric first aid trained.
- SEND updates in weekly staff meetings.
- Intimate care policy.
- Nominated staff and governors have completed safer recruitment training.

School provision

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

Slingsby CP School ensures that our SEND information Report for Parents is up to date and contains the relevant information regarding adaptations the school make/would make to ensure inclusive provision for all - regardless of need.

We ensure that pupils have access to adaptations to paper, reading books and other materials as required; and targeted interventions are planned and delivered to meet individual needs.

Teachers ensure that the work undertaken by children with different needs:

- takes account of their pace of learning and the equipment they may need to use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow, for example, hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- is assessed in ways which reflect children's individual needs and abilities.

In exceptional circumstances, and in liaison with the HT/SENCO, particularly where a child may have SEND, the school behaviour system may be adapted to reflect individual need.

Children with SEND have access to support and intervention above and beyond Quality First teaching and this is outlined within Individual Provision Maps for each child. These documents are discussed with parents at relevant points throughout the school year and pupils are included within the planning process.

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.

End of Key Stage results for pupils of particular groups: SEND, gender, vulnerable pupils, EAL and young carers (if applicable) are analysed to ensure there is a continuing focus on improving outcomes and attainment for all pupils.

Progress for all pupils in all year groups is tracked and regularly reported to the Governing Body. Where progress is not being made, pupils are identified and targeted interventions are implemented. These processes form part of the school equality impact assessment to determine the impact of our provision for identified pupils.

From Summer 2023, pupil voice will be collected each term to assess the extent to which different groups feel safe; for example: incidents of racism, 'hate' and bullying. This information will be collected, collated and analysed by the DSL and deputy DSL/SENDCo and reported to the FGB. Specific and more detailed pupil voice is recorded by the

SENCo which forms part of the school 'Pen-Pic' information profiles for vulnerable pupils and pupils with SEND.

The behaviour of particular groups of pupils is monitored by the DSL. All staff have the responsibility to record any incidents related to racism, 'hate' and any form of bullying via the school digital safeguarding system: CPOMS. In very rare occurrences of incidents linked to bullying, discrimination or racism, this is actioned and recorded on the CPOMS system and reported to the LA.

All pupils are strongly encouraged to attend a range of sporting events throughout the year at Malton Community Sports Centre; and alongside partner Howardian Alliance Schools. As part of the school's wider offer, all pupils have the opportunity to attend extra-curricular clubs (which are not numbers limited) including: games & Lego club, art club, film club, choir; and multi-sports club (which is provided free of charge) to encourage healthy lifestyle choices.

All children are included in educational trips/visits and the Year 5/6 residential to Peat Rigg Outdoor Education Centre. The Head Teacher arranges pre-visits to Peat Rigg to prepare pupils with SEMH and/or disabilities which the parents attend. This alleviates concerns and has resulted in successful participation for all pupils. Pupil Premium funding is utilised to ensure all children can attend these additional curriculum enrichment opportunities.

The school's engagement with parents/carers of all pupils is highly effective. The school has an 'open-door' policy for staff/parents to engage in regular meetings to discuss progress, SEND and any issues of concern promptly and proactively. Parental consultation evenings are held in the Autumn and Spring, and full academic reports are distributed in the Summer term. Additionally, parents/carers are invited to weekly award assemblies, every Friday, to celebrate the achievements of all pupils.

Weekly newsletters inform parents/carers of additional support they can access i.e – family support, local sports opportunities and mental health and well-being support.

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2021-2023 are:

1. To continue to identify and address any gaps in the performance of all groups of children – including SEND – against their cohort; and to ensure all children have high expectations and aspirations; are suitably supported and challenged focussed on their specific individual needs.
2. Develop and increase understanding of differing cultures and lifestyles (including life choices) and ensure there are no discriminatory or bullying incidents, including online activity and dangers of social media/gaming.
3. To further enhance and develop understanding of healthy lifestyle choices for all pupils.
4. To identify and provide for the individual specific needs of children in school, including medical, social and cultural needs.

Indicators of progress towards the objectives are reviewed annually and recoded in the action plan (see appendix 2)

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;

NYCC Single Equality Scheme 2018

- 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 (named):

- The SENCO, C. Jordan, will maintain and share with all the staff the names of vulnerable pupils and how their needs will be met;
- The Headteacher, L Smith, is responsible for ensuring the specific needs of staff members are addressed;
- The Headteacher and SENCO are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- The Headteacher is responsible for recording, reporting and monitoring prejudice based and hate incidents;
- The SENCO – in partnership with the SEN Governor, L. Hayes – 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;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

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

- Discussions with the School Council
- Pupil Voice feedback
- Individual discussions with pupils involved in incidents of a discriminatory nature or bullying related to discrimination
- Individual discussions with pupils experiencing reasonable adjustments as required
- Parent Forum meetings and Parent questionnaire feedback
- 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:

- Weekly staff meetings with specific agenda items
- Individual discussions with staff as part of performance management and appraisals
- Staff questionnaire from Governors
- Meetings with union representatives if required

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 feel part of the school community; and therefore, feel able to support policy development where appropriate
- Feedback from Termly Parent Forum meetings with the Headteacher and other representative staff present
- Feedback from Friends of Slingsby School (FOSS) PTA meetings
- Feedback through Governing Body meetings
- Feedback from Governor visits to school
- Parents encouraged to inform school if there are any adjustments we need to make to help you support their 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 from parent/carer questionnaires

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.

Publication

Equalities objectives will be published and available to anyone requesting a copy. Copies are available from the school admin team and published on the school website.

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

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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 formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: 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>

SLINGSBY CP EQUALITY ACTION PLAN

EQUALITY OBJECTIVE 1:
To continue to identify and address any gaps in the performance of all groups of children – including SEND – against their cohort; and to ensure all children have high expectations and aspirations; are suitably supported and challenged focussed on their specific individual needs.

Success criteria

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Identify performance gaps for all groups termly for each cohort by analysing achievement and performance data.	SLT Subject Leaders	Termly Sept 2021	Termly July 2023	Directed Time	Headteacher termly collation of information and overview of planned actions and impact - presented to FGB in Headteacher report.	Termly Headteacher report submitted to FGB and questions from FGB members and actions noted in meeting minutes.

Identify any specific groups of disadvantaged children.	SLT Subject Leaders	Termly Sept 2021	Termly July 2023	Directed Time	Headteacher termly collation of information and overview of planned actions and impact - presented to FGB in Headteacher report.	Termly Headteacher report submitted to FGB and questions from FGB members and actions noted in meeting minutes.
Termly analysis of identified need, actions and impact demonstrated to the FGB.	SLT Subject Leaders	Termly Sept 2021	Termly July 2023	Directed Time	Headteacher termly collation of information and overview of planned actions and impact - presented to FGB in Headteacher report.	Termly Headteacher report submitted to FGB and questions from FGB members and actions noted in meeting minutes.

EQUALITY OBJECTIVES 2 & 3:

Develop and increase understanding of differing cultures and lifestyles (including life choices) and ensure there are no discriminatory or bullying incidents, including online activity and dangers of social media/gaming.

To further enhance and develop understanding of healthy lifestyle choices for all pupils.

Success criteria

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Continue to implement new curriculum and the Slingsby Values underpinning the curriculum.	HT/ Subject Leaders	Sept 2021	July 2023	Summer term planning and curriculum reflection day (all teaching staff)	HT & SEA: Termly collation of information and overview of planned actions and impact – presented to FGB.	

Introduce CPOMS reporting systems to be used by all staff to record and report any incidents which relate to: discriminatory, bullying, online and social media/gaming.	All staff.	Spring 2022	July 2023	Purchase/subscription of CPOMS secure digital reporting platform.	DSL & Deputy DSL	
The PSHE Curriculum ensures that the children develop a good age-related understanding of the 9 protected characteristics.	PSHE Lead & all staff	Sept 2021	July 2023	Directed time	PSHE Lead termly monitoring	
The curriculum is enhanced by a planned sequence of educational visits and visitors.	Subject Leaders	Sept 2021	July 2023	Weekly staff planning meetings	Headteacher to retain overview of enrichment activities, planned purpose and impact.	

EQUALITY OBJECTIVE 4:

To identify and provide for the individual specific needs of children in school, including medical, social and cultural needs.

Success criteria:

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
<p>Regular communication with parents/carers to identify new needs.</p> <p>Ensure all new and changed situations are continually communicated to all staff.</p>	<p>SENCO</p> <p>Teaching Staff</p>	<p>Sept 2021</p>	<p>July 2023</p>	<p>1 x parent meeting per ½ term</p> <p>SENCO ½ day monitoring per week</p>	<p>SENCO to plan meetings. Teachers to complete reviews. SENCO to evaluate impact/ effectiveness of provision.</p>	

<p>Ensure all staff have access to CPD courses.</p> <p>Curriculum planning – ensure there are opportunities for joint teacher planning and evaluation of lessons focussed on Provision Plans.</p>	<p>SENCO</p>	<p>Sept 2021</p>	<p>July 2023</p>		<p>SENCO – overview of planned and responsive CPD - purpose and impact reported to full GB in termly HT Report</p>	
<p>Ensure all school trips and residentials are accessible to all.</p> <ul style="list-style-type: none"> - Develop guidance for staff on making trips accessible (Summer 2023). 	<p>Headteacher & SENCO</p>	<p>Sept 2021</p>	<p>July 2023</p>		<p>SENCO (Visits lead)</p> <p>Monitoring and approval of NYorks Evolve visits forms</p>	
<p>Review PE Curriculum to make PE accessible to all.</p> <ol style="list-style-type: none"> a. Gather information in accessible PE and Disability Sports b. Invite disabled sports people in for particular sessions. <p>Review PE curriculum to include disability sports.</p>	<p>PE Lead</p>	<p>July 2023</p>				

<p>Review all curriculum areas to include disability issues.</p> <ul style="list-style-type: none"> a. Include specific reference to disability equality in all curriculum reviews. b. Develop Personal, Social, Health and Citizenship Education (PSHCE) curriculum to address disability equality issues. c. Assemble resource box of disability equality for staff room (primary) d. Have section on disability equality and curriculum access planning sheets. 	<p>Headteacher/Subject leaders</p> <p>PSHE Lead</p> <p>Coordinator</p>	<p>July 2023</p>				
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