

Friarage School

Document status

Date of Policy Adoption by Governing Body

**September 2016
Review September 2019**

Signed:

Chair of Governors:

Method of Communication

School Office, School Website.

Single Equality Scheme

**Three year period covered by this scheme:
2016-2019**

Introduction

This Single Equality Scheme for schools in North Yorkshire brings together action plans for Race, Gender and Disability Equality, and Community Cohesion, thus meeting the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties.

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

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- Disability.
- Gender.
- Race.
- Religion and belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways, in particular, it works in only one direction – it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favorably 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.

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 legal challenge.*

This scheme is reviewed every three years and is reported on annually.

Aims of the single equality scheme

- 1 To articulate the school's commitment to equality which permeates all school policies and practices
- 2 To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- 3 To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- 4 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. 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:

- 1 eliminate discrimination
- 2 eliminate harassment or victimisation related to any aspect of social identity or diversity;
- 3 promote equality of opportunity;
- 4 promote positive attitudes to all aspects of social identity and diversity;
- 5 encourage participation by disabled people and people representing different aspects of social identity in public life;
- 6 take steps to take account of difference even where that involves treating some people more favourably than others;
- 7 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. An action plan accompanies this Equality Scheme which 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 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. 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.

School Vision and Values

At Friarage School we believe that each child is unique. Every child no matter what their race, culture or background has a right to belong and feel valued and safe. Friarage School is a family and a team where everyone is given the challenge and support to be the best they can possibly be in a safe, welcoming and positive environment.

Children and staff will work and play together developing skills so that we all become ambitious and reflective lifelong learners as well as being respectful and respected members of the community

The school's vision and values statement reflects the school's ambitions for all its pupils and has been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges;

responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

School Context to help inform action planning

Founded in 1896, Friarage School has a strong history of serving its local community. The school underwent a major building project, completed in 2010. The project reduced both the number of pupil admissions and the number of classrooms. The school is situated within the Castle Ward area of Scarborough, an area with a deprivation indicator significantly higher than the national average and local authority.

- We have effective procedures to welcome new children into school
- The training available to staff on equality issues includes gender stereotyping inclusion etc.
- Children come to school with a variety of needs. We work with partner agencies to try to overcome the barriers to learning and participation. E.g. TA support for EAL children, access to LA support services, access to EMS provision, based at Barrowcliff, Kirkbymoorside and St. Augustine's Schools.
- Reasonable adjustments the school makes as a matter of course include differentiated learning activities; support for individuals to overcome barriers, provision of medical procedures eg. giving of insulin, asthma inhalers; positive role models, resources which do not reinforce stereotypes or present social identities negatively.
- Site access is good for disabled children and adults.
- Decoration of rooms and corridors aids those with visual impairment.
- Information is currently provided for disabled pupils in pictorial form e.g. Visual timetables; translation verbally and in writing for EAL pupils, large print and the use of coloured paper and overlays can be provided for children with visual impairment or specific learning difficulties.
- The school is predominantly white British but with a growing population of children from ethnic minorities and English as an additional language.
- Very low Racist incidents at the school and in the local area.
- Languages spoken at the school – Polish, Bangladeshi Russian
- Recruitment, development and retention of staff against social identity factors such as disability, gender, sexual orientation, faith, age, ethnicity.
- Outcomes for pupils analysed against social identity issues, ie gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school including: - analysis of end of key stage results; - achievements in extra-curricular activities; - attendance data; - exclusion data; - participation on school trips; - participation in extended school activities; - outcomes also based on qualitative evidence such as pupil voice surveys, parental questionnaires.
- Monitor progress through the school council.

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

Involvement Processes

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

This Scheme will be informed, therefore, by:

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

Mechanisms for involvement

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

- The principles of Restorative Practice
- Y2 / Y6 pupil survey of well-being (formerly the HRBQ)
- School council;
- Individual interviews with pupils involved in incidents of a discriminatory nature;
- Individual interviews with pupils experiencing reasonable adjustments;
- Pupil contributions to reviews of their progress. (Can Do forms for those with SEND)
- At this school the following mechanisms will ensure the views of parents and the community inform the Equality Scheme and action plan:
- 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 Governing Body meetings;

- Feedback through annual parent/carer questionnaires
- Provision of a drop in for parents of pupils with EAL

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

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- 1 Ensure that staff and parents are informed about the Single Equality Scheme;
- 2 Ensure that the scheme is implemented effectively;
- 3 manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- 4 Ensure staff have access to training which helps to implement the scheme;
- 5 Liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- 6 Monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- 7 Ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- 8 Provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- 1 Ensure that the school complies with all relevant equalities legislation;
- 2 Recommend all governors receive up to date training in all the equalities and SEND duties;
- 3 Designate a governor with specific responsibility for the Single Equality Scheme;
- 4 Establish that the action plans arising from the scheme are part of the School Development Plan;
- 5 Support the Head teacher in implementing any actions necessary;
- 6 Inform and consult with parents about the scheme;
- 7 Evaluate and review the action every three years;
- 8 Evaluate the action plan annually,
- 9 Publish information at least annually
- 10 Publish equality objectives every four years

The Senior Leadership Team will:

- 1 Have general responsibility for supporting other staff in implementing this scheme;
- 2 Provide a lead in the dissemination of information relating to the scheme;
- 3 Identify good quality resources and CPD opportunities to support the scheme;
- 4 With the Headteacher, provide advice/support in dealing with any incidents/issues;
- 5 Assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities (named):

- 1 The assistant head teacher Kate Woodward Hay is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- 2 The Co-head teacher Mrs Cappleman is responsible for ensuring the specific needs of staff members are addressed;
- 3 The Co-head teacher Ruth Blamires and Adrian Vipond are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- 4 The Co-head teachers are responsible for monitoring the response to reported incidents of a discriminatory nature.

Parents/Carers will:

- 1 Have access to the scheme;
- 2 Be encouraged to support the scheme;
- 3 Have the opportunity to attend and contribute to the development of the scheme;
- 4 Have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- 5 Have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- 1 Accept that this is a whole school issue and support the Single Equality Scheme;
- 2 Be aware of the Single Equality Scheme and how it relates to them;
- 3 Make known any queries or training requirements
- 4 Know how to deal with incidents of concern, including bullying, and how to identify and challenge bias and stereotyping;

- 5 Know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- 6 Not discriminate on racial, disability or other grounds;
- 7 Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- 8 Ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- 9 Promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- 1 Be encouraged to express their views and contribute, where possible, to the formulation of policies
- 2 Be made aware of any relevant part of the scheme, appropriate to age and ability;
- 3 Be expected to act in accordance with any relevant part of the scheme
- 4 Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- 5 Understand the importance of reporting discriminatory bullying and racially motivated incidents;
- 6 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 Head-teacher.

Involvement Processes

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

- 1 The views and aspirations of pupils themselves from different social identity backgrounds;
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- 3 The views and aspirations of staff from different social identity backgrounds;
- 4 The views and aspirations of members of the community and other

- agencies, including voluntary organisations, representing different social identity backgrounds;
- 5 The priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

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

- School Council meetings
- Restorative Practice principles
- HUB support team
- Circle time and PSHCE lessons

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

- Staff meetings
- Working parties
- Feedback from staff

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

- Parent governors views
- Parents evenings
- Questionnaires
- Open access to Senior staff

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

Making it happen

Action Planning

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

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment through the Inclusion Quality Mark has:

Clear allocation of resources, human and financial;

- 1 Clear allocation of responsibility;
- 2 Clear timescales;
- 3 Expected outcomes and performance criteria;
- 4 Specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- 1 The School Self-evaluation Form;
- 2 The level achieved in the Inclusion Quality Mark;
- 3 Discussions with the School Improvement Partner.

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school and 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.

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed.

