

SELBY COMMUNITY PRIMARY SCHOOL

Single Equality Scheme 2015

Introduction

DfE The Equality Act 2010 and schools: Departmental advice for school leader, school staff, governing bodies and local authorities May 2014

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

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014 This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

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

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

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

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

The impact of this scheme is reported on annually.

Signed _____ Headteacher	Date _____
Signed _____	Date _____

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 (see appendix 2);
- 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 3)

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 environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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 using the **Inclusion Quality Mark** audit tool. 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 **main aims** are that **all** our school community have the right to:

- * **Be the best that we can be**
- * **Inspiring learning experiences**
- * **Be valued and to value others**

Equality Objectives 2015- 2019

- To ensure all student groups identified within the Single Equality Scheme (SES), have the same access, provision and opportunity as all other students and they are successful in all aspects of attainment and other outcomes.
- To ensure in all aspects of its work, Selby Community Primary School celebrates diversity and challenges discrimination and in doing so, has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion.

These objectives feed directly into the school's Single Equality Scheme Action Plan

Indicators of progress towards meeting objectives

- Lesson observations and feedback by teachers;
- Work scrutinies
- Pupil conferencing;
- Monitoring of incidents involving both pupils and staff relating to equality issues (e.g. sexual harassment, sexist, homophobic and transgender bullying, racist incidents etc.)
- Subject monitoring procedures
- Surveying pupil, parent and staff experiences and perceptions every year through School Council and annual questionnaires
- Pupil performance and participation data, including attainment, attendance, exclusion, participation in extended services and extra-curricular activities etc;
- Staff perceptions of gender issues related to career progression, access to training

What kind of a school are we?

School Vision and Values

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school is committed to achieving the **Inclusion Quality Mark** and to addressing any actions which are identified to improve our inclusive practice.

School Context

The nature of the school population and context to inform action planning for the equality scheme (derived from section 1 of school Self Evaluation Form):

Factors of the geographical location of the school:-

The school serves a community with a high level of social deprivation. The deprivation indicator is significantly higher than the national average. The school is currently ranked 9th out of 328 schools in North Yorkshire and the highest ranked in Selby according to the Index of Social Deprivation. This level of deprivation has an impact on many aspects of school life including attainment, achievement, behaviour and the personal development of learners. We take pride in improving our effectiveness in breaking through these barriers to learning and opportunity.

- The percentage of pupils eligible for free school meals is higher than the national average. It is currently approximately 37%, with 52% on every 6.
- The majority of pupils (79.4%) are White British, though for a further 13.6% ethnicity are any other white background reflecting a big increase in EAL learners in EYFS & Key Stage 1 (*RaiseOnline 2014*)
- On entry to Nursery a significant majority of children are assessed as **being below or significantly below** national expectations in September 2013. 7% of children are assessed as being on track (Secure 22-36 or beginning 30-50 months) in both speaking and reading, 28% on track for writing, 3% for number and 5% for shape, space and measure. Similarly only 6% of children are at the expected level for making relationships and 9% for managing feelings and behaviour. Given our outcomes at the end of EYFS (*65% good level of development- June 2014*) we can judge progress as being outstanding in the Early Years Foundation Stage (see *EYFS Leader*).
- The % of pupils currently with SEN is approximately 16%. This is still higher than the national average. (see *Leader for Inclusion*).
- The % of pupils with a statement of SEN is 1%.
- The % of pupils at School Action is approximately 10% and at School Action + is 5%. Whilst the high percentage of SEN represents a significant characteristic of the school and has an impact on standards, organisation and resources, provision is significantly improving and pupils are making mostly good progress (see *Analysis of Pupil Performance Reports for Vulnerable Pupils*).
- The % of authorised and unauthorised absence is higher than the national average, and there is a pro-active action plan in place to reduce absence of all learners, which happened in the 2013/2014 year (still awaiting final Raise comparisons).
- In the Selby North ward from where the vast majority of the pupils come from the percentage of adults in higher education (9.8%) and high social class households (9.7%) is significantly lower than the national average.
- The rate of under 18 conception in Selby North ward is among the highest 20% in England (*Locality Needs Assessment 2007*)

- The percentage of lone parent households in the area of the school is 5.2% compared with 6.4% nationally (*Locality Needs Assessment 2007*)
- Well over 70% of the children have been identified as having some kind of vulnerability (see *vulnerability data*) and a good number of those families are involved with Social Services and the NSPCC
- There are 28.4% of children living in poverty, in families where unemployment is becoming a pattern between generations (*Job Centre Plus data*)
- The Selby North Ward has higher than national rates for obesity, smoking, cancers and other forms of illness, with a life expectancy 10 years less than the national average (*Joint Needs Analysis NYCC Health Sept 2013*)
- There are currently 4 pupils that are classed as Children In Need, 1 child classed as CLA and 11 children on the Child Protection Register.
- Currently there are 57 pupils with English as an Additional Language, along with 6 pupils from the local traveller community(excluding nursery).
- The school is at the heart of the Selby North Children's Centre. Local Authority agencies, CAMHS, Children's Centre and the school Breakfast / After school club all operate from within the school site. The Children's Centre partnership is rapidly becoming a vibrant campus for educational opportunities and enrichment in support of children, families and the community. As a result, a wide range of initiatives and activities have begun including Jabadao, Family Learning Programmes and a range of extra curricular activities (see *action plans, Children's Centre Programme of events, Children's centre Manager Reports*). The ethos of the school is a real strength and this SEF summarises evidence that demonstrates the school is making good progress. Many visitors, supply staff, advisers, parents and carers comment on the improved behaviour and attitudes of the pupils, the calm and purposeful atmosphere, highly stimulating learning environment and an improving learning culture and ethos that increasingly supports good relationships between pupils and adults (see *parent questionnaire responses, Local Authority notes of visit, the quality of relationships between pupils and adults, the quality of pupils' attitudes, values and behaviour*)
- The school employs a part time Home/School Worker, her work has been instrumental in improving attendance, reducing the number of children arriving late for school and improving communication between home and school thus breaking down barriers. Overall the percentage of absence and the number of pupils arriving late has fallen significantly since January 2006 (see *data in latest Headteacher's Report*)
- Historically standards and achievement at the end of Key Stage 1 and 2 had been inadequate prior to 2007, even taking account of social deprivation indicators and the fact that a significant minority of pupils presented challenging behaviour. Standards of behaviour, attainment and achievement of all learners have rapidly improved (see *exclusion data, pupil tracking and termly analysis of progress and achievement*).
- The level of **social deprivation** continues to be a significant barrier to pupils' learning and personal development. A high number of children come from **vulnerable families** with issues and problems that impact on pupils' aspirations, progress, achievement, attendance, behaviour and self-esteem. School is situated in one of the 20% most deprived wards in the UK (see *vulnerability data , Selby District Council Report and Leader for Inclusion log of incidents indicating time spent supporting vulnerable children and families*).
- Some **parents/carers lack confidence and ability** in supporting their children's education.
- The school has a **high level of pupil mobility (24.1%)**. This includes children who have been evicted from their homes and spend time away before eventually returning to our school(*RaiseOnline 2014*).
- A **strong and dynamic Senior Leadership & Management Team** with a clear focus on school improvement centred around five Key Priorities rooted in the outcomes of the Children's Act (see *Development Plan & OfSTED report 2009/2011*)
- Excellent systems for **rigorous self-evaluation and development planning** involving the whole school team leading to improved standards and achievement (see self-evaluation, Development Plan, Local Authority reviews & OfSTED report)
- In April 2010 the school became one of North Yorkshire's five hub schools for minority ethnic achievement, focusing on developing staff capabilities to enhance learning for all pupils. The hub works across the whole area for both primary and secondary.
- Along with being a North Yorkshire Leading School for Inclusion, Dyslexia Quality Mark, becoming a Healthy School and achieved level 2 of the UNICEF Rights Respecting Award.

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

- North Yorkshire advice on Restrictive Physical Intervention – September 2014.
- Training is provided as required from a variety of agencies e.g. use of an Epipen by school health, ABI training from the physical and sensory team.
- School in house training from our Minority Ethnic Achievement Team.
- Induction of new staff provides training and support from the Leader for Inclusion.
- All children reviewed termly and intervention provided.
- Safer recruitment training has been undertaken by Governors.
- School pro-actively seeks training for different areas, seeking appropriate personnel to provide high quality training.
- Support in class from Captain Richard Cooke, from the Edge Project, promoting Christian beliefs and understanding.
- Expect respect training delivered July 2014
- New SEND CoP training delivered July 2014

School provision

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

- Information is available in different formats for parents/carers, for example children reading newsletters on the website.
- The SEN information report is updated regularly and is available in audio on the website.
- Individual needs catered for within classrooms and different ways of recording learning.
- School achieved the Dyslexia Quality Mark and level 5 for the Inclusion Quality Mark.
- The school behaviour policy is based around Children's Rights and is differentiated according to different children and different year groups.
- Provision maps are in place and used for all areas of provision within school.
- Termly intervention maps are completed for all children.
- All statemented children have a communication book, so that all school staff understand what works well between different children and the adults which work with them.
- Parents are consulted and adaptations for pupils acted upon.

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. This is recorded in the School Self evaluation Form (SEF).

These processes form part of the school's equality impact assessment processes through the Inclusion Quality Mark, 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.

KEY STAGE 2

- While the outcomes in reading in 2014 were not as predicted or reflected the day to day performance of the children, outcomes in writing and maths were favourably compared to national averages. As this was a small cohort and a few children missed reading outcomes by only 1 or 2 marks this significantly affected value added and the overall Level 4s. Of the cohort 15/18 were in receipt of Pupil Premium and outperformed the national measures (see *analysis of data 2014*). 2013 added consistency to previous improved results for the school in terms of progress and levels of attainment in Key Stage 2. Across EYFS and Key Stage 1 outcomes from 2008 onwards have shown a strongly upward trend in all three core subjects and become more stable year on year (*Ofsted 2009/2011*). 2012 saw the school achieve higher than national results for English, Maths and English and Maths combined, reflecting an upward trend over time in results across the whole school (see *analysis of data 2012*). This pattern was reflected again in the 2013 data with the level 4 national results being surpassed and a year on year improvement in Level 5 outcomes (see *analysis of data 2013*).
- At level 4+, the results in **maths** are now **slightly above national average by 3%** (2014). The results in **writing** are **above the national average** results in 2011 by 19% and in **reading slightly below national** at 6%.
- The percentage of children **attaining level 5 had closed year on year and is still below** the national average (2014) **in reading (by 16%) and in maths (by 12%)**. **Writing was in line with national averages at 33% and L5+ in reading**, writing and maths was in line with the national figures for the first time ever. Achieving a greater number of Level 5s and also level 6s is now an area for development in 2014/2015, with a particular focus on reading. Historically the school never achieved floor standards of 60% for Level 4 in English & Maths, this is the third year that the school has been above the national measure for L4+.
- Average Points Score in 2013 was 1.1 below the national, although for the first time in the school's history this has risen above 27.0+, having remained around 26 for 3 years and 23 before that. In 2014 APS was still above the 28 at 28.2 (*RaiseOnline and LA School Profile*).

KEY STAGE 1

- The results in **maths at level 2c are below the national average by 4%** (92% 2014) The results in **maths at level 2b are above the national average by 4%**
- The results in **reading at level 2c and above are above the national average by 1%** (90% 2014). The results in **reading at level 2b and above are below the national average by 4%** (81% 2014)
- The results in **writing at level 2c and above are below the national average by 7%** (86% 2014). The results in **writing at level 2b and above are below the national average by 5%** (70% 2014)
- The results in **science at level 2 are 10% below the national average of 91%** (2014)
- The percentage of children **attaining level 3 is below in reading by 1% and 12% above in writing**.
- The percentage of children **attaining level 3 is above the national average (2014) in maths (by 2%)**
- The percentage of children **attaining level 3 is above the national average (2014) in science (by 3%)**
- **Overall standards and attainment are more secure than in previous years, particularly based on their starting points being well below age related expectations. Results now from EYFS and Year 1 are more solid than in previous years despite the high mobility of pupils.**

SPAG needs to be a focus during 2014/2015 ahead of new national tests, along with handwriting too.

- Over time with us or from starting points in nursery we deem **outstanding progress as the children are in line or nearly in line with National and LA averages, even though we have seen a % increase in EAL pupils from 3% to 26% in the last 3 years**.
- Overall scores 2014
%Good level of development = 65%. 52% of pupil premium pupils achieved a good level of development.
- Using OFSTED criteria a very large majority of children achieved a good level of development as a result attainment for the Foundation stage as a whole can be judged as being outstanding (*given the very low on entry standards*) and progress for Reception can also be judged as being outstanding, based on in house tracking (*Ofsted 2011*).
- Reading and writing needs to be a focus for next year. Careful analysis of EYFS boys needs to take place in order to narrow the gaps between girls and boys with regard to good levels of development.

- Over the last 3 years progress has improved significantly, even though the progress in 2011 was not as good as expected, as this related to a minority of children. While over time attainment at KS1 has risen in line or above national averages it would be expected that the margin for progress in KS2 is now harder to achieve than in 2009 where Year 2 results were on average Level 1. Expected progress figures were good overall, but better than expected progress needs to be a focus for this academic year.

Year	Overall	English	Maths	
2008	99.4	98.7	100.6	DATA USED LAST
OFSTED				
2009	101.4 SIG+ 7 th percentile	101.7 SIG+	101.9 SIG+	
2010	100.8 29 th percentile	100.4	100.9	
2011	99.9 59 th percentile	100.1	99.5	
2012	100.2	100.4	100.1	
2013	100.3	100.1 & 100.7	100.2	

- Progress in Early Years is judged as outstanding and progress at the end of Key Stage 1 is good based on their starting points or entry into the school (see data analysis 2013)

• **Current Year 5 over 2 years: Maths: 3.5 sub levels 7.0 APS – above expected progress. Reading: 4.4 sub levels 8.8 APS – above average. Writing: 3.6 sub levels 7.2 APS – above average progress.**

• **Current Year 6 over 3 years: Maths 5.7 sub levels 11.4 APS– above expected progress. Reading: 6.25 sub levels 12.5 APS– above average. Writing: 5.6 sub levels 11.2 APS above average.**

- In 2014 children who were at or below level 1 of the National Curriculum at Key Stage 1 achieved well compared to national figures, with the exception of reading where on the day the children did not perform as well as the evidence suggested. with value added being significantly higher. In reading 50% achieved expected progress. In writing 100% achieved expected progress, with 100% exceeding this figure In maths 100% achieved expected progress..

- In 2013 children who were below level 1 of the National Curriculum at Key Stage 1 all achieved well compared to national figures, with value added being significantly higher. In reading 100% achieved expected progress, with 100% exceeding this figure. In writing 100% achieved expected progress, with 100% exceeding this figure In maths 100% achieved expected progress with 66 % exceeding progress.

- Year on year different groups of pupils perform differently and there is no consistent correlation between different groups, therefore all the data is shared with staff to make them aware of year on year fluctuations. Areas of focus this year are level 5s at the end of KS2, boys in EYFS, girls across Key Stage 2 and all children achieving expected progress in each curriculum year.

- Free school meal children performed slightly lower than national average with 99.3, compared to progress being 99.7 nationally. (see RaiseOnline 2014)

- Disabled & SEN pupils – SEN with a statement performed **significantly** above national average for value added in 2014. It was school action and other SEN groups that did not perform as well and these children were also pupil premium.

- Boys – They were above national comparisons in all areas except reading.

- Girls – They were slightly behind in all year groups.

- Highest and Lowest attainers – Low attainers performed **higher** across all areas (except reading), whereas higher attainers performed **slightly lower** than expected, with an upward trend in reading.

- Pupil Premium –Last year's cohort of 15/18 children entitled to PP placed us in the top 98% schools nationally for pupil premium and while the value added was not as good as previous years and the outcomes were slightly down, overall the L4 was above national outcomes for Pupil premium. Level 5 outcomes were also in line. (Raiseonline 2014)

- The APS for 2014 was -0.7 on the national compared to their starting point at the end of year 2 where this cohort of children were below the national average. Over KS2 they made 13.2 APS.

- Floor standards were achieved in 2009 & 2010 for the first time in the school's history, with results in 2011 falling slightly below due to writing outcomes affecting the final results. In 2012 and 2013 floor standards were consistently achieved with figures in the mid 80s compared to the previous low results. In 2014 school was still above 65%.

EYFS Foundation Stage = Outstanding outcomes and year on year improvement on gap between lowest performing and the median.

- Nursery = **Good Outcomes** from starting points.
- Reception = **Good Outcomes** from starting points.

Key Stage 1 – from low starting points to average in EYFS, this leads to average outcomes in line with the national in KS1. Looking at groups this is **good progress** and APS for all groups is above national for 2012. All groups are close to national average on APS too.

Phonics Screening Check – From low starting points in EYFS, children in Year 1 achieved above average pass rate by **12% at 86%**. All groups outperformed national, in many cases by a significant margin. This result within the context of the school can be judged as **outstanding**.

Key Stage 2 – (see progress judgements in earlier report)			
YEAR GROUP End of previous year's %.	Exactly in line with / above age related standards in July 2014 in <u>READING</u>	Exactly in line with age related / above standards in July 2014 in <u>WRITING</u>	Exactly in line with age related / above standards in July 2014 in <u>MATHS</u>
Year 5 (Now Y6)	91% 3A+	68% 3A+	88% 3A+
Year 4 (Now Y5)	92% 3B+	72% 3B+	92% 3B+
Year 3 (Now Y4)	82% 2A+	79% 2A+	94% 2A+
Year 2 (Now Y3)	79% 2B+	65% 2B+	81% 2B+

- 80% say that pupils behave well, which is good based on a legacy of less than expected behaviour. We have worked with UNICEF to re-write the behaviour rules for all pupils. Year on year this marks an improvement in perception of behaviour from the children's perspective and does not take account of sometimes which for children was tricky to analyse and grade. 100% of adults believe that there is a good standard of behaviour (*see pupil and parent questionnaires April 2014*). At times this negative reflection on behaviour is founded in the outside school behaviour of a minority of pupils, rather than parents/carers observing them following our school rules and demonstrated good behaviour (*see letter in response to parent questionnaire 2014*).
- 85% of pupils feel that adults listen to their views most or all of the time, with 93% feeling safe in school (*see pupil questionnaire April 2014*).
- 100% of parents/carers feel that their children are taught well and 100% feel that school supports them in their child's learning (*see analysis of parents questionnaire April 2014*)
- In nearly all lessons observed the behaviour grading is always outstanding or good, with children inspired by the learning experience, which result in on task and appropriate behaviour. Good behaviour manifests itself in children helping one another to achieve success and through modelling and coaching different skills in lessons too (*see lesson evaluation file*).
- The school has a very positive and forward thinking ethos which has been commented upon by visitors and adults. The children are 'fiercely proud' of the school and have developed a strong sense of society and have high values. (*Ofsted 2009*). A very strong ethos of care permeates the entire school. Parents and carers show a high level of confidence in the school to keep their children safe and pupils are confident that help is always at hand should they need it (*Ofsted 2011*)
- The work the school has done and continues to do with regard to the UNICEF Rights Respecting Award focuses the whole school towards developing rights for all children. The report recognised the whole school approach to behaviour and ethos, evaluating the policy as a 'consistent whole school approach to charters that allows for flexibility for each class (*UNICEF report July 2011/ July 2014*). This ethos and approach to behaviour allows all groups to understand and value their place within the school, no matter what their background, culture or beliefs. The work towards UNICEF level 2 developed a stronger ethos around school with children in a far better position of understanding the needs of others.
- Behaviour in small intervention groups, led by teaching assistants and class teachers commands the same respect as whole class teaching and the expectations are the same across the whole school (*see lesson evaluations of interventions/teaching assistants*).
- Teacher and other adults have high expectations for all pupils, using assessment data and other indicators to ensure that everyone has learning experiences that are differentiated, relevant and enjoyable in order to achieve success. The school constantly reflects on data and staff and pupils set new targets for learning based on previous outcomes (*see assessment analysis and target setting information*).
- An area of focus is midday supervisor staff. Lunchtime have changed to increase learning time, but more staff have been employed and also some teaching assistants have taken on the role of MSA to build relationships with children who would struggle. Provision at lunchtime has increased to offer inside options such as ipads/ICT suite, which has a pupil premium focus too.
- Children are encouraged to share problems and know appropriate adults through restorative practice and group work from our inclusion team. Having good quality relationships between pupils and adults within school allows an open door policy and the school has been proactive in reminding children about adults they can speak to in school. Regularly reminders are given to children regarding their safety and that of others. All pupils are encouraged to take responsibility for their own actions and safety along with that of other members of the school community.
- During educational visits and through the curriculum the children are encouraged to make risk assessments of different situations. On the Year 6 residential visit the children are asked before each activity about the risks and how they will minimise these. The curriculum has been developed around inviting in key visitors or discussing a variety of safety issues with children (*see long term plans*) and our

learning platform work has promoted the use of e-safety in school and at home. Information is shared regularly with the children and parents to ensure that there is a good understanding of internet safety.

- In the EYFS staff have encouraged children to take part in active risk assessment when accessing freeflow. Through children accessing learning in this way, the EYFS staff have commented that the number of accidents and minor bumps has reduced since EYFS implementation. Staff within EYFS and across the school, are also appropriately first-aid trained to be able to deal with needs immediately. All school accidents are recorded, analysed and reported to parents should this action be necessary (*see accident books/Governor minutes*).

- The overwhelming majority of children come to school regularly and on time, with the minority of children actioned.
- Arising from the joint working with the Home/School Support Worker and the Education Social Worker (*see Headteacher's Report and minutes of meetings*). Persistent absence is targeted through action planning which will involve parents and pupil views. Attendance is celebrated weekly in assemblies and rewarded with extra golden time. Certificates for attendance are handed out on a termly basis.
- Our attendance is broadly the same as other schools in the area and when compared with schools in a similar context. The circumstances and chaotic lifestyles of many of our families results in children not attending school on a regular basis. Analysis of 2011/2012 data suggests that while attendance and punctuality of the vast majority of learners is improving, attendance in Key Stage 1 and the Foundation Stage still need to be supported by the school. Action plans are being written for any child whose attendance is below 85% or likely to be below 85% before the end of the year. Overall absence was 5.99%, though the free school meal median for this year was 6.12%. This demonstrates that our proactive approach was working and that our future targets will continue to be challenging. Despite our proactive approaches to attendance, we have judged the school to be **good** when compared to the criteria due to the fact that pupils influence their own attendance and only a small minority have poor attendance patterns.
- Persistent absence has reduced from 6.8% in 2007/2008, 2.86% in 2008/2009, 2.2% in 2009/2010 to 1.7% in 2010/2011 (*see North Yorkshire School Profile 2012*). In 2012 there was an increase due to the % decreasing from 20 to 15%, therefore 6.15% were persistent absentees. There was a further reduction in 2013 to 4.1%. Some of these families have children with complex medical needs where the children have had extended periods of time in hospital. Support is given to families where there are high rates of absence due to illness and other circumstances which involve home tuition and external agency support.
- School has worked proactively in 2013/14 to raise levels of attendance and the Autumn and Spring data indicates a rise to nearly 96% from a previous 94% on average.
- When families encounter issues (due to the issues of living in a socially deprived area) the school works alongside the families to offer continuity for the children, so that they can continue their education in a safe and stable environment.

- Behaviour, relationships and general school ethos have improved over time and the majority of pupils behave well. The number of fixed term exclusions has significantly fallen since the Autumn term 2008, resulting in no exclusions in 2012/2013/2014. (*see serious behaviour files, class ABC sheets, staff questionnaires, behaviour policy, class charters displaying rules, rewards and consequences, class reward/raffle ticket system, pupil questionnaires, discussions with pupils themselves, record of detentions and exclusion data*). As a result most learners show a good level of concern for the safety and well-being of others and many have a very good level of concern.
- The behaviour of only a very few children now give cause for concern. This has significantly reduced. - Detailed records are kept regarding behavioural incidents and fixed term exclusions and the support that is in place for these pupils (*see Incident book, Exclusions file and PSPs*).
- There have been a number of successes with integrating pupils at risk of permanent exclusion back into classes including two pupils who were unsuccessful at other schools (*see behaviour records, Leader for Inclusion, Ofsted 2009 & 2011*).
- Incidents of children significantly disrupting the learning of others are rare because of the school's rigorous policy on behaviour which includes clear rules, sanctions and rewards. When significant disruptions do occur there are effective systems in place to ensure disruption is kept to an absolute minimum.
- Behaviour outside of lessons during breaktimes and in the corridors has improved over the last year with few recorded incidents and incidents of less severity. Activities available during break and lunch times has resulted in children playing cooperatively and having the option to be active during lunchtimes.
- The school inclusion team works tirelessly to provide support to parents/carers, pupils and other agencies with some of the most vulnerable and dysfunctional families where there is a history of multi-agency involvement. However, the team is also on hand to support all families (*see inclusion team*).
- Clear whole school policies have been adopted that develop the whole school community, whether through the behaviour policy, single equality scheme or more general policies, they are written to reflect the children, but also involve adults respecting the same rationale too. The school aims were written for the whole school community and give a unified approach to how we can all be the best that we can be (*behaviour, single equality scheme, aims and other policies*).

- There are low numbers of racist and serious behaviour incidents (*see logs*). Where racial incidents have taken place, the vast majority of these are down to lack of understanding rather than being targeted attacks or bullying.
- Any bullying incidents are followed up and monitored by Headteacher and staff (*see parent log and playground books*) Some issues result from what is happening outside school hours and wherever possible school works closely with parents about any such issues. Logging issues allows active responses to be made and reactions can be noted to any consequences issued.
- SEAL based anti bullying weeks in November have raised the awareness of bullying. The anti-bullying policy has been drawn up and shared with parents/carers. Incidents of potential bullying brought to the school's attention either by parents/carers, children or staff are dealt with as a matter of priority ,although these incidents are exceptionally rare (*see parent/carer logs and pupil incident logs*). As a result behaviour has improved significantly since September 2008 (*see exclusion data, pupil incident logs, behaviour records, PSP data held by Leader for Inclusion and staff and governor questionnaires*). In HRBQ 2012 there had been a decrease of children being afraid to come to school because of bullying from 25 to 17% over time. 71% of children think school dealt with bullying 'quite well or very well.' (*HRBQ 2011*)In the pupil questionnaire 2014 children 93% of children felt that the school dealt effectively with bullying and parents agreed with this too. (*See parent/Child questionnaires 2014*)

The school curriculum is developed with the whole school community working together in order to plan and provide meaningful experiences which promote creativity, independence, participation, but ultimately to improve outcomes and progress from each child's starting point. The curriculum promotes mutual respect between all pupils and staff; promoting British values, developing teamwork and co-operation which are key life skills our children need in order to develop their own confidence and self-esteem. The curriculum work is enriched with a large variety of different clubs on offer, providing a whole range of opportunities from cultural, to cooking to sport (*see clubs lists*).

SEAL, circle time and small group work occurs throughout the whole school, with an inclusion team working with vulnerable children and families to develop confidence, self-esteem and/or strategies to cope with their own home and life circumstances. The impact of this work can be seen in lessons where children are now more focused and can deal with emotions and issues that they are bringing into school from home (*see inclusion and SEBs groups, alongside SEAL topics and views of pupils, parents and carers*),

Different opportunities are provided to all children to experience and hear about different people's values and feelings in order for them to make choices and understand the world in which they live. Christianity is promoted through assemblies and the work of Edge Project within the school and the surrounding community (*see Edge workers, events in school, curriculum, RE curriculum plus quests and work*).

Our children come from a variety of different backgrounds and the understanding of right and wrong is very strong, however, sometimes the actions taken in the community are not the right ones in order to develop appropriate moral understanding. Therefore, school provides opportunities through discussion, assemblies, the curriculum and focused groups to ensure that the children know right and wrong and apply this to their own lives. Through developing the UNICEF Rights Respecting work the children can appreciate how their rights have consequences and responsibilities which ultimately lie with them in order to achieve success (*see UNICEF work and report*).

The school is very resilient to cultures and different family backgrounds. They show empathy in a variety of different situations and are keen to discover more about different cultures and communities, including our traveller and EAL communities, using local agencies and parents/children in order to facilitate this discussion. The school Minority Ethnic Achievement team promotes good links between different communities, but also specialist support and resources in order to secure cultural understanding and diversity (*see MEA team action plans, wider community involvement in school, visits to and from different cultures*). Through effective partnership working schools work with sporting, lead of other subjects in secondary schools, local artists and musicians from around the world in order to provide a rich and diverse curriculum for all pupils (*see display boards & newsletters*).

All groups within school work together effectively within school and this is key to the children getting along with one another. The children still need to develop confidence when speaking in different settings or with unfamiliar adults when they can be shy and not reflect the work or their experiences as fully as possible. The school works hard to provide different situations with a variety of different speakers and agencies in order to build upon this reluctance and make them feel valued (*see SMSC overview document*).

Key headline data from annual parent/carer questionnaire April 2014:

- Parents/carers believe that the school responds well to their concerns (100%)
- Parents/carers feel their child likes school and is making good progress (100%)
- 100% feel that they are kept well-informed about their child's progress and explain how they can help their child at home.
- A letter sent to parents and carers providing feedback and also links to the new school action plan was sent in June 2014 to address areas of concern.

- All parents and carers are given the opportunity annually to complete evaluation questionnaires (see *questionnaires including evaluation of collective worship*). The results of these questionnaires feeds into the school development plan and is shared with different key priority leaders (see *School Development Plan*). Parents and carers are invited to attend meetings to review their children's progress with their Pastoral Support Plan (fortnightly/monthly) or Individual Education Plan (termly) (see *PSPs and IEPs*)
- Parents and carers have the opportunity to discuss their child's progress at twice yearly parent consultations. The most recent in Autumn 2013 achieved 92% parental / carer attendance, Spring 2014 90% attendance.
- Parents are kept up to date with monthly newsletters which promote future events and dates and ensure that all parents/carers are kept informed. The school also sends out separate letters and texts to remind parents of events in school. Parents have welcomed text reminders and attendance at assemblies has improved as more parents receive the texts than relying on letters arriving to each home in time.
- We have also developed a Facebook & Twitter page, where hard to reach and other parents/carers are commenting and being involved in school life (see *Facebook Page /Twitter and comments log*).
- Parents and carers are encouraged to come into school to share their concerns either at the beginning or at the end of the school day (see *newsletter "In Touch"*). When this invitation has been accepted a brief record of the main discussion points and future action is recorded (see *parent/carers log*). The school works in partnership with the Home/School Support Worker and the Educational Social Worker in finding ways to work with families who are hard to reach. This has had some success (see *Home/School Support Worker case files, minutes of fortnightly attendance meetings, contracts, Inclusion Team's logs of meeting with parents*)
- Close liaison with Social Services, Health Services and Pupil & Parent Services (see *Inclusion Team's logs*). Support and help for parents/carers can then be brokered through school rather than a parent/carers needing to contact an unknown agency. The inclusion team work closely with all parents/carers to set up CAFs or meetings with other agencies. Through our weekly drop in sessions parent/carers have the chance to ask for advice and from these groups adult learning and parenting classes have been set up at school. Courses have also been signposted through the Children's Centre which has benefitted parents/carers in tackling home life issues, which the school subsequently hopes will improve confidence and self-esteem in the children if their home life is better (see *inclusion team*).

The improvements in teaching and learning across the school has given the pupils increased opportunities to talk about learning. Over time staff have reported greater involvement from parents/carers, through volunteering or asking for additional support materials to improve learning at home. Parents are now keen to support learning and also attend Learn Together events at school. Some parents are now interested in setting up a PTA and this is now being facilitated by our Deputy Headteacher.

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

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

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;

- evaluate and review the action every three years;
- evaluate the action plan annually
- publish information at least annually.
- publish equality objectives every four years

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

Inclusion Team has specific responsibilities for:

- maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- ensuring the specific needs of staff members are addressed;
- gathering and analysing the information on outcomes of vulnerable pupils and staff (see section 4);
- monitoring the response to reported incidents of a discriminatory nature.
- Providing information to the governor responsible for publishing the SEN information report

Parents/Carers will:

- have access to the scheme;
- 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;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme

- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

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

Involvement Processes

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

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

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

- | |
|---|
| <ul style="list-style-type: none"> • Disability walks with staff, governors and pupils • School council • Annual questionnaires with pupils which feed into the School Development Plan • Feedback from children in agency review meetings. <ul style="list-style-type: none"> • Growing Up in North Yorkshire Pupil Survey |
|---|

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

- | |
|---|
| <ul style="list-style-type: none"> • Disability walks with staff, governors and pupils • Annual questionnaires with parents which feed into the School Development Plan • Feedback from parents in agency review meetings • Discussion through performance management • Equalities is part of every Senior Leadership Meeting • Input into annual school development plan |
|---|

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

- Disability walks
- Use of Facebook to feedback ideas
- Parent Questionnaires
- Parent Drop ins.
- Feedback from school lettings is held by the School Business Manager
- Liaising with partners on site
- Feedback at community events

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

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

- the School Self-evaluation Form;
- the level achieved in the Inclusion Quality Mark;
- feedback e.g. Parentview

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the school's prospectus, school website.

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters, the school prospectus and on the school's 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 is for schools to decide in what format they will publish equality information. The information must be accessible to those members of the school community and the public who wish to see it. It may, for example may be on an equalities page on the school website where all the information is present or links to it are available.

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 براۓ مہربانی ہم سے پوچھئے۔

如欲索取以另一语言或另一格式制作的资料，请与我们联络。

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



Equality Legislation

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.”

What is discrimination?

The Equality Act 2010 consolidates existing law into a single legal framework and while many of the concepts of discrimination remain the same as in previous equality legislation there are some areas that were not previously covered. This appendix describes the various types of discrimination and how they apply to the schools provisions.

Direct discrimination

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic. So a very basic example would be refusing to admit a child to a school as a pupil because of their race, for example because they are Roma. It is not possible to justify direct discrimination, so it will always be unlawful. There are however exceptions to the schools provisions that allow, for example, single-sex schools to only admit pupils of one sex without this being unlawful direct discrimination.

In order for someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. So a gay pupil cannot claim that excluding them for fighting is direct discrimination on grounds of sexual orientation unless they can show that a heterosexual or bisexual pupil would not be excluded for fighting. A pupil does not need to find an actual person to compare their treatment with but can rely on a hypothetical person if they can show there is evidence that such a person would be treated differently.

There is no need for someone claiming direct discrimination because of racial segregation or pregnancy or maternity to find a person to compare themselves to:

- Racial segregation is deliberately separating people by race or colour or ethnic or national origin and will always be unlawful direct discrimination.
- To claim pregnancy or maternity discrimination a female pupil must show that she has been treated unfavourably because of her pregnancy or maternity and does not have to compare her treatment to the treatment of someone who was not pregnant or a new mother.

It is not direct discrimination against a male pupil to offer a female pupil special treatment in connection with her pregnancy or childbirth.

It is not direct discrimination against a non-disabled pupil to treat a disabled pupil more favourably. For example:

- A female pupil is actively discouraged from undertaking a course in engineering by a teacher who tells her this is an unsuitable area of study for a female. This would be direct discrimination on the grounds of sex.
- A pupil with Asperger's Syndrome can sometimes act in a disruptive manner in class. The school does not take disciplinary action, but uses agreed strategies to manage his behaviour. A non-disabled pupil who is also disruptive in class is punished for his behaviour. This difference in treatment would not be direct discrimination against the non-disabled pupil.

Discrimination based on association

Direct discrimination also occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity).

This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination based on perception

Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic.

Discrimination because of pregnancy and maternity

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Indirect discrimination

Indirect discrimination occurs when you apply a provision, criterion or practice in the same way for all pupils or a particular pupil group, such as A-level physics students, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage. It doesn't matter that you did not intend to disadvantage the pupils with a particular protected characteristic in this way. What does matter is whether your action does or would disadvantage such pupils compared with pupils who do not share that characteristic.

'Disadvantage' is not defined in the Act but a rule of thumb is that a reasonable person would consider that disadvantage has occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion.

'Provision', 'criterion' or 'practice' are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit)
- the way that education, or access to any benefit, service or facility is offered or provided
- one-off decisions
- proposals or directions to do something in a particular way.

They may be written out formally or they may just have developed as the school worked out the best way of achieving what it wanted to do.

Indirect discrimination will occur if the following four conditions are met:

1. You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
2. The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
3. The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
4. You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.

For example:

A school requires male pupils to wear a cap as part of the school uniform. Although this requirement is applied equally to all pupils, it has the effect of excluding Sikh boys whose religion requires them to wear a turban. This would be indirect discrimination based on religion and belief as it is unlikely that the school would be able to justify this action.

What is a 'proportionate means of achieving a legitimate aim'?

To be legitimate the aim of the provision, criterion or practice must be legal and non-discriminatory and represent a real objective consideration. In the context of school education, examples of legitimate aims might include:

- Maintaining academic and other standards.
- Ensuring the health and safety and welfare of pupils.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim.

Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into account as part of the school's justification, if there are other good reasons for adopting the chosen practice.

The more serious the disadvantage caused by the discriminatory provision, criterion or practice, the more convincing the justification must be.

In a case involving disability, if you have not complied with your duty to make relevant reasonable adjustments it will be difficult for you to show that the treatment was proportionate.

Discrimination arising from disability

Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment.

Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.

Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else.

Discrimination arising from disability will occur if the following three conditions are met:

- you treat a disabled pupil unfavourably, that is putting them at a disadvantage, even if this was not your intention, and
- this treatment is because of something connected with the disabled pupil's disability (which could be the result, effect or outcome of that disability) such as an inability to walk unaided or disability-related behaviour, and
- you cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim'. This is explained above.

For example:

A pupil with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre putting on a production of a play she is currently studying in English, because the building is not wheelchair accessible. The pupil and her parents are aware that the play is also on at a theatre in a neighbouring city which is accessible but the school does not investigate this option. This is likely to be discrimination arising from a disability.

Knowledge of disability

If you can show that you

- did not know that the disabled pupil had the disability in question, and
- could not reasonably have been expected to know that the disabled pupil had the disability

then the unfavourable treatment would not amount to unlawful discrimination arising from disability. If your agent (someone who undertakes tasks on your behalf) or employee knows of a pupil's disability, you will not usually be able to claim that you do not know of the disability.

For example:

A pupil tells the school secretary that she has diabetes and that she needs to carry biscuits to eat when her blood sugar levels fall. A teacher has no information about her disability and refuses to allow pupils to bring food into the classroom. The pupil has a hypoglycaemic attack. In this case, the school is unlikely to be able to argue that it did not know about her condition.

Relevance of reasonable adjustments

By acting quickly to identify and put in place reasonable adjustments for disabled pupils, you can often avoid discrimination arising from disability, although there may be cases where an adjustment is unrelated to the unfavourable treatment in question.

If you fail to make an appropriate reasonable adjustment, it is likely to be very difficult for you to argue that unfavourable treatment is justified.

Reasonable adjustments

You should be familiar with the reasonable adjustments duty as this was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however this element of the duty will not come into force until a later date yet to be confirmed. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability.

This duty sits alongside your duties and those of local authorities under Part 4 of the Education Act 1996. In some cases the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage (see below) and so there is no need for additional reasonable adjustments to be made for them. In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them. The level of support a pupil is receiving under Part 4 of the Education Act 1996 is one of the factors to be taken into account when you consider what it would be reasonable for you to have to do.

What is the reasonable adjustments duty?

You are required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage

You owe this duty to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:

- deciding who is offered admission as a pupil
- the provision of education
- access to any benefit, service or facility.

The duty does not require you to make reasonable adjustments to avoid the disadvantage caused by physical features as this is covered by the planning duties.

You cannot justify a failure to make a reasonable adjustment; where the duty arises, the issue will be whether or not to make the adjustment is 'reasonable' and this is an objective question for the tribunals to ultimately determine.

The duty is an anticipatory and continuing one that you owe to disabled pupils generally, regardless of whether you know that a particular pupil is disabled or whether you currently have any disabled pupils. You should not wait until an individual disabled pupil approaches you before you consider how to meet the duty. Instead you should plan ahead for the reasonable adjustments you may need to make, regardless of whether you currently have any disabled pupils. By anticipating the need for an adjustment you will be best placed to help disabled pupils who come to your school. You are not expected to anticipate the needs of every prospective pupil but you are required to think about and

take reasonable and proportionate steps to overcome barriers that may impede pupils with different kinds of disabilities. For example, while it may be appropriate for you to provide large print for a pupil with a visual impairment, you would not be expected to have Braille devices standing ready.

What is a substantial disadvantage?

A disadvantage that is more than minor or trivial is called a 'substantial disadvantage'. The level of disadvantage created by a lack of reasonable adjustments is measured in comparison with what the position would be if the disabled pupil in question did not have a disability.

You will need to take into account a number of factors when considering whether or not the disadvantage is substantial such as:

- the time and effort that might need to be expended by a disabled child
- the inconvenience, indignity or discomfort a disabled child might suffer
- the loss of opportunity, or the diminished progress a disabled child might make in comparison with his or her peers who are not disabled.

For example:

A deaf pupil is advised by the work experience coordinator that it would be better for her to remain at school rather than go on work experience as it might be 'too difficult' for her to manage. The school does not take any steps to help her find a placement and she misses the opportunity taken by the rest of her classmates. This would be a substantial disadvantage.

The duty to change a provision, criterion or practice

These terms are not defined but in general they relate to how the education and other benefits, facilities and services are provided and cover all of your arrangements, policies, procedures and activities.

Where a provision, criterion or practice places disabled pupils at a substantial disadvantage in accessing education and any benefit, facility or service, you must take such steps as it is reasonable to take in all the circumstances to ensure the provision, criterion or practice no longer has such an effect. This might mean waiving a criterion or abandoning a practice altogether but often will involve just an extension of the flexibility and individual approach that most schools already show to their pupils.

For example:

A school has been allocated three places for students to represent the school at a national youth conference on the environment. The school decides to hold a debate on the topic to select the three pupils who will attend the conference. This places a pupil with a nervous system disorder at a significant disadvantage as he has trouble communicating verbally. The school modifies the criteria to enable that pupil to submit his views and ideas on the issue in writing. This is likely to be a reasonable adjustment to the school's practice.

When is it reasonable for a school to have to make adjustments?

A useful starting point when determining what a reasonable adjustment might be is to consider how to ensure that disabled pupils can be involved in every aspect of school life. Often effective and practical adjustments involve little or no cost or disruption.

For example:

- A teacher always addresses the class facing forward to ensure that a pupil with hearing difficulties is able to lip-read. This is an example of a simple reasonable adjustment.
- A primary school introduces a playground buddy system and a friendship bench which creates a supportive and friendly place for disabled pupils during breaks. This is an example of an effective but easy reasonable adjustment.

Where disabled pupils are placed at a substantial disadvantage by a provision, criterion or practice or the absence of an auxiliary aid, you must consider whether any reasonable adjustment can be made to overcome that disadvantage.

You should not expect disabled pupils to suggest adjustments but if they do you should consider whether those adjustments would help to overcome the disadvantage and whether the suggestions are reasonable. It is good practice for schools to work with pupils and their parents in determining what reasonable adjustments can be made.

2.2 Harassment

There are three types of harassment which are unlawful under the Equality Act:

- Harassment related to a relevant protected characteristic.
- Sexual harassment.
- Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex.

The relevant protected characteristics for the schools provisions are:

- Disability.
- Race.
- Sex.

Pregnancy and maternity are not protected directly under the harassment provisions, however, unwanted behaviour (as described below) will amount to harassment related to sex.

Harassment related to a protected characteristic

Harassment occurs when you engage in unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- violating a pupil's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil.

The word 'unwanted' means 'unwelcome' or 'uninvited'. It is not necessary for the pupil to say that they object to the behaviour for it to be unwanted.

In this context 'related to' has a broad meaning and includes situations where the pupil who is on the receiving end of the unwanted behaviour does not have the protected characteristic himself or herself, provided there is a connection between the behaviour and a protected characteristic. This would also include situations where the pupil is associated with someone who has a protected characteristic, or is wrongly perceived as having a particular protected characteristic.

For example:

A pupil from an Irish Traveller background overhears a teacher making racial slurs about gypsy and traveller people stating their site should be shut down and they were 'trouble'. This would constitute harassment related to a protected characteristic (race).

The definition of harassment as described above does not apply to the protected characteristics of gender reassignment, sexual orientation or religion or belief in relation to schools. However, where unwanted conduct related to any of these protected characteristics results in a pupil suffering disadvantage that would constitute direct discrimination.

For example:

During a PSHE (personal, social, health and economic education) lesson, a teacher describes homosexuality as 'unnatural' and 'depraved' and states he will only be covering heterosexual relationships in the lesson. A bisexual pupil in the class is upset and offended by these comments. This may be unlawful direct discrimination on the grounds of sexual orientation.

Sexual harassment

Sexual harassment occurs when you engage in unwanted behaviour which is of a sexual nature and which has the purpose or effect of:

- violating a pupil's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil.

'Of a sexual nature' can cover verbal, non-verbal or physical conduct including unwelcome sexual advances, inappropriate touching, forms of sexual assault, sexual jokes, displaying pornographic photographs or drawings, or sending emails with material of a sexual nature.

For example:

A sixth form female pupil is asked intimate questions about her personal life and subjected to sexual innuendos by her teacher. This would be sexual harassment.

Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex

It is unlawful to treat a pupil less favourably because they either submit to, or reject, sexual harassment or harassment related to their sex.

2.3 Victimization

Victimization is defined in the Act as:

Treating someone badly because they have done a 'protected act' (or because the school believes that a person has done or is going to do a protected act).

There are additional victimisation provisions for schools which extend the protection to pupils who are victimised because their parent or sibling has carried out a protected act.

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

If you do treat a pupil less favourably because they have taken such action then this will be unlawful victimisation. There must be a link between what the pupil (or parent or sibling) did and your treatment of them.

The less favourable treatment does not need to be linked to a protected characteristic.

For example:

A teacher shouts at a pupil because he thinks she intends to support another pupil's sexual harassment claim. This would amount to victimisation.

Who is not protected?

A pupil who in bad faith gives false information or evidence (that is, that they knew was false) or makes an allegation that was false and given in bad faith would not be protected against victimisation. The original complaint/claim would not be affected providing it was not made in bad faith.

For example:

A pupil at an independent school with a grudge against his teacher knowingly gives false evidence in another pupil's discrimination claim against the school. He is subsequently excluded from the school for supporting the claim. This treatment could not amount to victimisation because his evidence was untrue and given in bad faith.

Victimisation for actions of parents or siblings

You must not treat a pupil less favourably because of something their parent(s) or sibling has done in relation to the making of a complaint of discrimination.

A parent of a pupil complains to the school that her daughter is suffering sex discrimination by not being allowed to participate in a metalwork class. If the daughter is treated less favourably as result of the complaint this would be unlawful victimisation.

This applies to a child in relation to whom the parent(s) were making a complaint in relation to and also to any other children who are pupils at the school. This also applies if a parent supports a teacher's complaint against the school under Part 5 of the Act.

If the information or evidence was false and given in bad faith (that is, the parent/sibling knew it was false) or the allegation was false and given in bad faith then this protection for the pupil will still apply, provided that the pupil did not act in bad faith.

For example:

A pupil makes a complaint against his school claiming that he has suffered discrimination by a member of staff because of his sexual orientation. The pupil's younger brother, at the same school, is protected against any less favourable treatment by the school because of this complaint, even if it is later found out that the older brother was not acting in good faith.

There must be a link between what the parent(s) or their child has done and you treating the child/sibling badly.

The child who is being treated badly does not need to have any of the protected characteristics.

The fact that a complaint/claim is not upheld does not mean that it was made in bad faith.

2.4 Obligations to former pupils

Even after a person has left your school you must not discriminate against them or harass or victimise them. This only applies if the discrimination or harassment arises out of and is closely connected to their previous relationship with you and would have been unlawful if they were still a pupil. For example, if an ex-pupil asks for a reference from the school it would be unlawful for the reference to be unflattering because of a protected characteristic of the ex-pupil, or because they at one time brought or supported a discrimination complaint against the school. This obligation to former pupils would include the duty to make reasonable adjustments for disabled former pupils if they continue to be at a substantial disadvantage in comparison to former pupils without a disability. This obligation only applies if the substantial disadvantage arises out of and is closely connected with them having been a pupil.

For example:

A school sends an annual newsletter to former pupils and one former pupil who has a visual impairment requests that it is sent to him by email rather than in hard copy. The school does not provide him with an electronic copy. This is likely to be an unlawful failure to make a reasonable adjustment.

If someone believes that they are being discriminated against after they have stopped studying with you, they can take the same steps to have things put right as if they were still a pupil. These steps are explained in Section 6.

2.5 When are you responsible for what other people do?

Liability for employees and agents

As an employer you are legally responsible for acts of discrimination, harassment and victimisation carried out by your employees in the course of employment or by people who take action for you (agents).

It does not matter whether you knew about or approved of those acts.

However, if you can show that you took all reasonable steps to prevent your employees or agents from acting unlawfully, you will not be held legally responsible.

It is important that you take steps to make sure your employees and agents understand that they must not discriminate against pupils, or harass them or victimise them, and that they understand your duties in relation to making reasonable adjustments for disabled pupils.

Personal liability of your employees and agents

An employee (of a school) is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. However, an employee is not personally liable in relation to disability discrimination in schools.

For example, a teaching assistant racially discriminated against pupil. The school is able to show that it took all reasonable steps to prevent the harassment and therefore was not liable. The pupil can still make a claim of discrimination against the teaching assistant.

However, if this was a case of discrimination on the grounds of disability, the pupil would not be able to make a claim against the teaching assistant because the personal liability provisions do not cover disability discrimination in schools.

If the relationship is one of a person paying for someone else to take action for them and someone taking action for them (their 'agent') rather than employer and employee, the agent is personally responsible in the same circumstances.

Employees or agents will still be responsible for their acts of discrimination, harassment or victimisation even if they did not know their actions were against the law.

But there is an exception to this. An employee or agent will not be responsible if their employer or principal has told them that there is nothing wrong with what they are doing and he or she reasonably believes this to be true.

It is a criminal offence, punishable by a fine of up to £5,000, for an employer or principal to make a false statement in order to try to get an employee or agent to carry out an unlawful act.

Instructing and causing discrimination

As a school you must not instruct, cause or induce someone to discriminate against, harass or victimise another person, or to attempt to do so.

Both the person who receives the instruction and the intended victim will have a claim against whoever gave the instructions. This applies whether or not the instruction is carried out, provided the recipient or intended victim suffers loss or harm as a result.

It only applies where the person giving the instruction is in a legal relationship with the person receiving the instruction such as employer and employee or agent and principal.

Employment Tribunals will deal with complaints from an employee or agent who has received the instructions and the victim can make a claim in the same way as they would for any other claim under the act. So if you instruct a member of staff to discriminate against a pupil on grounds of their sex then the member of staff can make a claim to an Employment Tribunal and the pupil can make a claim to a county or sheriff court.

The Equality and Human Rights Commission can also take action for unlawful instructions to discriminate.

Aiding contraventions

It is unlawful for you to help someone else carry out an act which you know is unlawful under the Equality Act.

However, if the person giving assistance has been told by the person he or she assists that the act is lawful and he or she reasonably believes this to be true, he or she will not be legally responsible.

It is a criminal offence, punishable by a fine of (currently) up to £5,000, to make a false statement in order to get another person's help to carry out an unlawful act under the Equality Act.

For further information visit:-

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

ACTION PLAN FOR SELBY COMMUNITY PRIMARY SCHOOL

TARGET / AREA FOR IMPROVEMENT: Accessibility Action Plan

- * To ensure an accessible curriculum
- * To ensure an accessible environment
- * To provide accessible information to all stakeholders.

Success Criteria

- * All staff are aware of individual pupils needs
- * All children are able to access all school trips, take part in a range of out of school activities and participate in all school activities.
- * All teachers carry out their duties in accordance to the Code of Practice.
- * Progress of all SEN children is monitored

Actions to achieve target	Prime Focus	Persons responsible	Start date	Finish date	Resources and costs	Monitoring person and method	Notes on progress
To speak to staff about the children in their new class and discuss any training needs	Curriculum/ Environment/ Information	AC	July 2016	September 2017	Supply/ cover/ PDM	AC-	Back care awareness, Visual impairment in the EY, ABI, Epilepsy
To provide support to parents with disabilities	Information	AC/BT/EB /BR	November 2015	Ongoing	Time	IC	Arrangements made for a visually impaired mother. Office staff

							trained to initially advise parents concerned about their children.
To assess new destinations for trips in relation to children with needs	Curriculum/ Environment/ Information	SR	June 2015	Prior to planning any visit	Cover for TA to accompany SR	IC- risk assessments	Have developed personalised approaches where necessary eg train instead of coach
To have a concise guide on what is expected from teachers in relation to the CoP	Information/ curriculum	AC	May 2015	July 2018	Time	IC- guide	PDM delivered to whole staff September 2015, refresher training 2016, regular programme of induction with new staff re SEN including volunteers
To implement the use of edukey for provision mapping	Curriculum/ Information	AC/VB	March 2016	Ongoing	£715	IC	Training for staff, TAs and governors. Monitoring of staff take up and use. Planned training during final year of use (replaced with Abor)
To research PIVAT's or other small steps of progress linked to the new curriculum	Curriculum/	AC	September 2015	October 2018	£300	IC- purchase of PIVATs or equivalent	PIVAT's purchased, updated 2016, now under review due to

	informati on						Rochford review- ongoing work with North Star alliance
Work with outside agencies to provide equipment for children	Environm ent/ Curriculu m	AC	May 2015	Yearly	£500	IC- all children have correct equipment	Regular purchase of equipment eg mobile hoist, classroom chair. Scheduled meeting with outside agencies eg OT, PT, SPMT
Purchase/ Borrow Black Sheep publications eg The good guess to support inference	Curriculu m	AC	June 2015	June 2015	Free....	IC- intervention used	Reviewed but not purchased
Classrooms adapted for hearing impaired (felt for pencil pots, drapes etc)	Environm ent	Class teacher	July 2015	Septemb er 2018	£250	AC- learning walk	Regular overviews of classroom and school environment
To carry out a learning walk with different stakeholders	Curriculu m/ Environm ent/ Informat ion	AC/SO/S D/ MM + parents and children	June 2015	Yearly	Time	AC- summary of learning walk	Results include altering the signage to make it accessible to all; staff training as preparation for emergency situations
To purchase child friendly books on different conditions such as dyslexia to support the child in understanding their disability	Curriculu m/ informat ion	AC	Septembe r 2015	Ongoing	£90 (6 books at £15)	IC book audit/ pupil conferencing	Embedded in schools ongoing purchasing of books; use of the RNIB library, large print books ordered for World book day; challenging stereo

							types- autism/ADHD awareness
To work with other services in regards to providing physical activities for disabled children	Environment/ curriculum	AC	April 2015	March 2016	Time	IC staff aware of opportunities and children taking part	New facilities at Selby Leisure centre which are regularly accessed both in term time and for holiday clubs
To make available pupil work books with different coloured paper	Environment/ curriculum	AC	February 2016	Ongoing	£75	IC	Supply available in school
To ensure the new Early Years building is accessible to all	Environment	IC/AC/SR	February 2016	Ongoing		Governors	

Evaluation arrangements

- Parents and pupils questionnaire
- Growing Up survey
- Minutes/ copies of feedback
- Learning walk
- Discrimination book
- Analysis of data
- Tracking of SEN children
- Minutes of meetings
- CPOM's
- Edukey- provision mapping
- Update with Governors

UNICEF LINKS: 29

Cost effectiveness and value for money