

Single Equality Scheme 2016-2019

Introduction

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

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

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

This Single Equality Scheme for schools in North Yorkshire including The Woodlands Academy brings together action plans for Race, Gender and Disability Equality, and Community Cohesion, thus meeting the school's statutory duties in these areas.

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

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

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users,

including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

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

The impact of this scheme is reported on annually.

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

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

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

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

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders 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 school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.) OFSTED inspection may include the school's accessibility plan as part of their review.

Woodlands Academy Aims and statements

The Woodlands Academy aims to:

- Increase participation in extended school activities;
- Increase understanding of diverse cultural groups;
- Raise attainment in literacy for these SEND pupils
- Improve pupil voice whatever the child communication limitation
- Anticipate the needs of incoming pupils from a new group, such as refugee children.
- Improve information regarding disabilities for ALL academy staff
- Treat learners as individuals and to differentiate teaching and learning taking into account their needs.

Indicators of progress towards meeting objectives

- 70% of pupils taking part in extended school activity
- The curriculum is differentiated to meet the needs of ALL the pupils
- The student council meet regularly
- The Academy monitors progress through annual reviews, data and parent / carer communication
- 99% pupils to have actively participated in diverse cultural activities either on the school site or off site
- CASPA assessment and reading tests to demonstrate an progress improvement in reading and writing
- All pupils to be engaged in giving their views about their education and aspirations (recorded at least annually)

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 addressing any actions which are identified to improve our inclusive practice.

School Context

The nature of the school population and context to inform action planning for the equality scheme

Factors of the geographical location of the school:-

Number of Pupils on Role			
	% of School Population		
	Boys	Girls	Total
Pupils On Role	71.6%	28.4%	100%

Special Educational Needs - Primary Need			
Category of Need	% of School Population		
	Boys	Girls	Total
Autistic Spectrum Disorder	32.2%	8.6%	40.8%
Moderate Learning Difficulty	9.9%	8.6%	18.5%
Speech, Language or Communication Need	13.6%	3.7%	17.3%
Severe Learning Difficulty	11.1%	2.5%	13.6%
Social, Emotional and Mental Health	4.9%	3.7%	8.6%
Physical	0%	1.2%	1.2%

Ethnicity Data			
Category	% of School Population		
	Boys	Girls	Total
White British	68%	28.4%	96.4%
Any Other White Background	1.2%	0%	1.2%
Black African	1.2%	0%	1.2%
Any Other Ethnic Group	1.2%	0%	1.2%

Languages Spoken as First Language			
Language	% of School Population		
	Boys	Girls	Total
English	68%	28.4%	96.4%
Russian	1.2%	0%	1.2%
Shona	1.2%	0%	1.2%
Polish	1.2%	0%	1.2%

Religions & Beliefs			
Religion	% of School Population		
	Boys	Girls	Total
Christian	18.5%	7.4%	25.9%
Other Religion	2.5%	1.2%	3.7%
No Religion	13.6%	6.2%	19.8%
Information Not Provided	37%	13.6%	50.6%

Free School Meals			
	% of School Population		
	Boys	Girls	Total
Free School Meals	34.6%	11.1%	45.7%

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

- All medical training required to meet the needs of the pupils
- Restrictive Physical Intervention (NAPPI training)
- Induction training for all new members of staff
- Training on safer recruitment following NYCC guidelines
- Termly training on new intake for ALL staff including medical, faith and belief, language needs
- Meetings every half term to update pupil care behaviour plans
- Governor training on SEND
- Communication training to ensure all SEND pupils included.
- Therapeutic support for disabled pupils

School provision

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

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

- Total Communication Approach i.e. speech, signing, symbols, objects of reference
- Use and provision of AAC support i.e. voice output communication aids
- Individual Care plans to include behaviour plan and risk assessment
- Health Care Plans
- Positive Behaviour Scales
- Individual Target Setting
- SCERTS – (social communication emotional regulation transactional support) a framework which enables a range of interventions to be used in a holistic approach.
- Structured teaching (TEACCH)
- Pupil centered reviews
- Pupil profiles

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).

In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

- Pupil's attainment measured using PIVATS 5, MAPP, SCERTS.
- CASPA
- No recorded incidents of racism
- No recorded incidents of discrimination
- Pupils adopt a healthy approach to school life with the school having achieved healthy schools status
- All pupils participate in a range of educational visits including regular trips out in the community, swimming, horse riding and gymnastics.
- All pupil have an Educational Health Care Plan which are reviewed annually
- All parents/ carers are invited to the review of the EHCP, parent assemblies and Parent Evenings.
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Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teachers 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.

People with specific responsibilities:

- Mrs Fearn and Miss Caton (co-Headteachers) will be responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met
- Mrs Fearn and Miss Caton (Co-Headteachers) will be responsible for ensuring the specific needs of staff members are addressed;
- Mrs Fearn and Miss Caton (Co- Headteachers) will be responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- Mrs Fearn and Miss Caton (Co-Headteacher) will be responsible for monitoring the response to reported incidents of a discriminatory nature.

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 Headteachers.

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:

- School council
- Twice yearly focus groups of pupils representing different social identity backgrounds, i.e., disability, cultural diversity
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination
- Individual interviews with pupils experiencing reasonable adjustments
- 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:

- Exit interviews with staff
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management

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

- Daily home/school contact via home / school book or phone call.
- Feedback through the Governing Body meetings
- Feedback from adults using the school beyond the school day
- Termly parent evenings
- Monthly celebration assemblies where family members are welcome
- Invitations to various community groups to share in activities at school

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;
- 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.

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.

Contact us

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

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如欲索取以另一語言印製或另一格式製作的資料，請與我們聯絡。

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

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

Email: communications@northyorks.gov.uk



Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

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

The act serves two main purposes:

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

The act supersedes or strengthens the following acts and regulations:

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

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

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a

society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”

Essential Further Guidance

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

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

Equality and Human Rights Commission Guidance for schools

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

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

KEY ISSUE
Improving access to the curriculum: (short term)

Success criteria

- Raised confidence of staff in strategies for differentiation and increased pupil participation.
- Raised confidence of TAs as above.
- All staff aware of individual pupils' access needs.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Increase confidence of staff in differentiating the curriculum. a. Undertake audit of staff skills interests and training needs Introduce a new structure and organisation to the curriculum to all staff	Co headteachers and UPS teacher	Autumn 2016 May 2017	Dec 2016 July 2017		Designated Governor	
Ensure all staff have access to specific training on key disability issues. a. Ensure all staff receive training & direction as part of induction. b. TAs to access at least 6 relevant training sessions each year.	SMT	From Jan 17	By Jan 18		Designated Governor and HT's	
Ensure all staff are aware of ensuring all pupil's curriculum access. a. Review all record keeping systems to ensure information can be shared with appropriate staff. b. Provide training and guidance following the review	SMT	From July17	Oct 17		Designated Governor and HT	

KEY ISSUE

Improving access the curriculum (medium term)

Success criteria:

- All children in school able to access all school trips and take part in the full breadth of activities and experiences
- All children to be able to develop their independence to their full individual potential
- To ensure pupils are aware of their strengths and abilities while developing a knowledge of what is required for them to manage their needs

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Review opportunities for trips and camps. a. Develop guidance for staff on planning for all trips to ensure they are personalised and relevant. b. Investigate new camp opportunities in a range of situations to ensure that is accessible for the majority next year. c. To ensure stimulating opportunities are available to develop skills / abilities for less able pupils to access a full camp in the future	Lead for physical and sensory	September 2017	By mid February 2018		Designated Governor / s Co headteachers	
All children to be able to develop their independence to their full individual potential a. Train / retrain all staff re TEACCH b. Provide guidance re expectations for learning opportunities and classroom organisation to ensure the TEACCH ethos is integral c. Ensure there are learning walks / observations to monitor opportunities and effectiveness	SMT and EC (UPS teacher)	From Sept 17	By July 18		Designated Governor and co headteachers HT	

<p>To ensure pupils are aware of their strengths and abilities while developing a knowledge of what is required for them to manage their needs</p> <p>a. Through communication lessons, emotional literacy and PSHCE develop pupil voice, resilience and strategies</p> <p>b. In secondary provide knowledge around their specific needs as agreed by parents , carers and child</p>	<p>Pastoral manager</p>	<p>From Sept 17</p> <p>From Sept 17</p>	<p>By July 2018</p> <p>By July 2018</p>		<p>Co Headteachers</p>	
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KEY ISSUE

Improving access to curriculum (long term)

Success criteria:

- All staff confident and consistent in range of differentiation strategies and use of recording.
- All staff work from a disability equality perspective.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Develop consistent approach to differentiation and meaningful recording in school. a. Share and consult on the relevant school policy and good practice guidance. b. Organise 1 INSET session to share good practice.	SMT	Oct 2017	By July 2019		Key Governor s and co headteachers	
Ensure all staff and governors have undertaken disability equality training. a. Provide all relevant documentation to all staff and record they have completed reading b. Inset session to update all staff	Co heads	Dec17	July 2018		Clerk to Governors and Co headteachers	