

The Ryedale Federation

Single Equalities Policy



Policy Review Timescales: GB free to determine (4 Yearly)
Reviewed by: Executive Headteacher
Last updated: September 2018
Review Date: September 2022

Document Status			
Policy Review dates	Sept 22 <u>October 2022</u>	Responsibility	Executive Headteacher <u>The Ryedale School Federation</u>
Date of Policy Adoption by Governing Body: Tuesday 16 th October 2018			
Signed: Headteacher, Ryedale School		Signed: Head of School, Helmsley CP School	
Signed: Chair of Governors – Mr David Dangerfield		Signed: Primary Director, Kirkbymoorside CP School	
		Signed: Head of School, Sinnington CP School	

This document relates to ~~the~~ The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE

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

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

Introduction 2018-2022

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This

supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

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

This document sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:-disability.

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

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

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

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

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

The impact of this scheme is reported on annually.

Aims of the Single Equality Scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

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

Planning to eliminate discrimination and promote equality of opportunity

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

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

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

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

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

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

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

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

What kind of a school are we?

School Vision

The Ryedale Federation Vision Statement

To be a federation with a passion for learning at its core, where every student in every school is inspired to realise their potential.

To be a federation which promotes healthy, happy and confident learners that are equipped to succeed in a changing world.

To be a federation that seeks best practice, locally and nationally, and shares expertise through true collaborative practice so that collectively we are stronger together.

-To be the schools of choice for parents and students and to be schools of which all stakeholders are proud.

Ryedale School Values:

~~The students and staff have identified the following values that will help guide us in our relationships. These values help define who we are and how we see other people. They help us celebrate our similarities and differences and they promote cohesion within the local and the wider community, i.e.~~

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~~All members of the Ryedale Community aim to model and promote these values during tutor time, assemblies, lessons and extra-curricular activities.~~

~~Helmsley CP School Values:~~

~~Kirkbymoerside CP School Values:~~

~~Sinnington CP School Values:~~

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The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment, for individuals and groups of pupils.

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

School Context

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

Factors of the geographical location of the school:-

~~E.g. the community served (pupils, staff, parents/carers, wider community):-~~

~~For Ryedale School:~~

~~3.5% (25) minority ethnic (other than white British or white English)~~

~~0.98 % religions and belief — not collected~~

~~% languages spoken; French 1, Polish 2, Spanish 1, Romanian 1, Other 2 (Total: 7)~~

~~8 % Free School Meals (FSM) — eligibility and uptake; 57 (current FSM)~~

~~10.95 % Special Educational needs (SEN); 78~~

~~% Disabled;~~

~~12.07 % New Arrivals; 86 (starting after the first date for Year 7 — non home grown)~~

~~% Asylum Seekers — none~~

~~47 % male gender / 53% female gender, (337 male / 375 female)~~

~~% sexual orientation — unknown~~

~~0.56 % looked after and previously looked after children 4 / Unknown~~

Ryedale School is a co-educational, comprehensive school that provides places for children aged 11-16 from a large rural catchment area; ~~our Federation Schools serve the primary schools in the following areas (providing the students attending those primaries live within our catchment):-~~

~~Ampleforth, Helmsley, Nawton, Kirkbymoorside, Gillamoer, Helmsley, Kirkbymoorside and SSinnington, Hovingham and Chop Gate.~~
~~all fall within Ryedale School's catchment area and serve the local community.~~

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

We have training to meet the medical needs of pupils: Restrictive Physical Intervention, use of pejorative language, termly training on new intake for ALL staff (SENCO updates) including medical, faith and belief, language needs, staff meeting every term to update on pupil needs and training opportunities, governor training on fair recruitment practices, training on the SEND Code of Practice 2014, staff training on supporting pupils eligible for pupil premium, supporting EAL learners and understanding cultural diversity.

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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.

e.g.

- the ways in which information is currently provided for disabled pupils & parents/carers;
- steps that have been taken to create communication friendly/dyslexia friendly environments;
- The steps the school has taken to create provision maps for different areas of need
- how the school records adaptations to provision in individual pupil information documents / provision maps;
- how the school involves pupils in planning provision;
- how the school develops individual pupil information documents / provision maps;

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Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils.

These processes form part of the school's equality impact assessment to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

Examples

- pupils' attainment - analysis of end of key stage results for pupils of particular groups
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- the extent to which different groups of pupils feel safe (e.g. *Incidents of racism, 'hate' and bullying involving particular groups of pupils*)

- the behaviour of particular groups of pupils (e.g. *exclusion data for particular groups of pupils*)
- the extent to which pupils from particular groups adopt healthy lifestyles
- the extent to which pupils from particular groups contribute to the school and the wider community (e.g. *participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils*)
- attendance data for all pupils and for particular groups (e.g. *extended leave/mobility issues for particular groups of pupils*)
- the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. *attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback*)
- *impact of the use of specific individual budgets e.g. Pupil Premium report SEN information report*
- *the number of hate incidents reported and action taken to address any concerns*
- *the impact of the use and impact of specific individual budgets, e.g. Pupil Premium Strategy Report*

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2018-2022 are:

Objectives:

- to narrow the gap in performance of pupil premium pupils;
- to reduce exclusion rates for pupil premium boys;
- to increase understanding of different religious groups;
- to reduce the number of homophobic incidents;
- to raise attainment in English for boys.

Indicators of progress towards the objectives are reviewed annually.

Roles and Responsibilities in Implementing the Single Equality Scheme and Equalities Objectives

The ~~Head Teacher~~Heads of School will:

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure all hate incidents are recorded, appropriately responded to and reported to the Local Authority;

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- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme and equality objectives has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- publish equality objectives every four years
- evaluate the action plan annually
- publish information at least annually.

The Senior Leadership Team will:

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

People with specific responsibilities

At Ryedale School, Dr Williams, Assistant Headteacher (Inclusion), Helmsley CP School, Claire Lamb, Head of School,

At Kirkbymoorside CP School, Gareth Sleightholme, Head of School and

At Sinnington CP School, Mr Neil Roden

~~Dr Williams, Assistant Headteacher (Inclusion)~~ will be:

- responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- responsible for ensuring the specific needs of staff members are addressed;
- responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;

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- responsible for recording, reporting and monitoring prejudice based and hate incidents.

All schools in the Federation:

~~At Kirkbymoorside CP School,~~

~~At Sinnington CP School,~~

All schools in the Federation:

- David Dangerfield, chair of governors is responsible for ensuring the SEN information report is published annually

Parents/Carers will:

- have access to the scheme and equalities objectives;
- be encouraged to support the scheme;
- have the opportunity to contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme and equalities objectives;
- be aware of the Single Equality Scheme and how it relates to them;
- be encouraged to express their views through a staff survey;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting prejudice based and hate incidents;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;

- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

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

Involvement Processes

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

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

Mechanisms for involvement

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

- *Exit interviews with pupils;*
- *School council;*
- *Twice yearly focus groups of pupils representing different social identity backgrounds, i.e., gender forum, disability forum;*
- *E-forums;*
- *Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;*
- *Individual interviews with pupils experiencing reasonable adjustments;*
- *Yearly open meetings representing a particular theme shared with the community and cluster of schools.*
- *Growing Up in North Yorkshire Pupil Survey*

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

- *Exit interviews with staff;*
- *Regular meetings with union representatives;*

- Staff forums;
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management
- Staff survey.

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

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- *Text to be inserted into communication with parents: “your support for your child’s education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”* ~~REFERENCE WHERE!~~*(text found in Year 6 Transition packs given out at Open Evening and in New Student School Information Pack (Ryedale Secondary School) and for (Primary Schools), text found in a letter sent to all new parents/pupils of the school.!*
- Feedback through the Governing Body meetings;
- Feedback through the FORS meetings;
- Feedback from adults using the school beyond the school day;
- Yearly open meetings with parents and local groups representing a particular theme.

Making it happen

The effectiveness of this Scheme and progress with the equalities objectives will be evaluated and reflected in:

- school self-evaluation;
- pupil progress, outcomes and engagement,
- feedback: parents and pupils.

Reporting

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

Publication

Equalities objectives will be published and available to anyone requesting a copy and is also available on the school website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school’s equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

Schools’ duties around accessibility for disabled pupils

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4.29 Schools must implement accessibility plans which are aimed at:

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

4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

4.31 OFSTED inspections may include a school's accessibility plan as part of their review.

