

*Hackforth & Hornby CE Primary School*

## Equality Scheme 2012-15

### 1.1 Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation. 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 as set out in the North Yorkshire County Council's Equality Policy Statement:

**"we oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, sex or gender reassignment, marital status, family status, sexuality, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified".**

This Equality Scheme sets out how the school will:

- eliminate discrimination;
- eliminate harassment 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.

This document provides, therefore, a scheme which embraces for our school a Race Equality Scheme, a Gender Equality Scheme, a Disability Equality Scheme and the school's Equality Policy. It is reviewed every three years and reported on annually.

An action plan accompanies this Equality Scheme which is renewed annually. In line with this Equality Scheme, the action plan sets out the equality and diversity objectives for the school which have been identified as a result of the school's equality impact assessment in line with this equality scheme and facilitated by the **Inclusion Quality Mark** audit tool.

This action plan embraces the Accessibility Plan for the school as it sets out how the school will increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- 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.

This action plan is available on request to the school office. If required, arrangements will be made for the plan to be provided in different formats and in different languages

## 1.2 Equality Legislation

This equality scheme responds to the current equalities legislation:

- 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.
- (There are specific exemptions for faith schools.)

- 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."

## **2 What kind of a school are we?**

### **2.1 School Vision and Values**

The school's aims reflect the school's ambitions for all its pupils. 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 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 holds the **Inclusion Quality Mark (Level 3)**, and is aspiring to achieve progressively higher levels of this award.

*At Hackforth & Hornby CE Primary School, we seek to provide a secure, happy, caring & supportive environment reflecting the school's Christian Foundation, in which pupils can develop their talents, fulfilling their individual potential.*

## 2.2 School Context

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

- Hackforth & Hornby School is a very small, rural Church of England (VC) Primary School.  
  
Staff attend training according to the School Development Plan (SDP). Curriculum provision, particularly the acquisition of library books, addresses diversity & staff update themselves to promote this.
- School has a significant turnover of pupils, particularly service pupils, throughout the key stages.
- There are currently, no physically disabled pupils or staff. A disabled pupils has attended the school in the past; staff recruitment, staff professional development and access were addressed accordingly & appropriately to meet his needs.
- New building programmes address access & disability provision.
- If required, arrangements will be made for information to be provided in different formats.
- The ethnic composition within school:
  1. Pupils: 94% White British; 3% Anglo-Japanese; 3% Polish
  2. Staff: 100% White British
- Racist incidents will be recorded & discussed with the governors.  
Nil return to date.

- English is spoken at school.
- Applications are welcomed from all social & ethnic groups.
- In our very small school, data is analysed individually & within small year group cohorts. Pupils work towards detailed, individual targets & are differentiated for across the whole curriculum. Identified pupils are supported (details can be found in our record of differentiated provision). Views of the school council, all pupils, parents & interested agencies inform our decisions, as does feedback from the bi-annual Every Child Matter4s Health Related Behaviour Survey.
- All pupils participate in our extensive programme of school based after school clubs & take part in school trips. **Parents may be asked to pay for after school provision which is not provided by full time school staff.**

### 2.3 Responsibilities

The Governing Body and School Leadership Team will:

- be proactive in promoting equality and tackling discrimination in all areas;
- maintain an overview of the Equalities Scheme which will be a regular agenda item at governor meetings and ensure that all staff, parents and pupils adhere to it;
- work in partnership with others to tackle discrimination, and establish, promote and disseminate good practice in equalities;
- encourage, support and enable all pupils and staff to reach their full potential.

The Governing Body is responsible for:

- ensuring that the school complies with all relevant equalities legislation (see para. 1.2);
- ensuring, with assistance from the Headteacher, that the policy and its related procedures and strategies are implemented;
- electing a nominated governor with responsibility for Equalities who, with the Headteacher, will report to the full governing body.

The Headteacher is responsible for:

- co-ordinating all equality work within the school;
- ensuring that the policy and its related procedures and strategies are implemented on a day to day basis;

- ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities;
- initiating disciplinary action against staff or pupils who discriminate;
- dealing with reported incidents of racism, harassment or other forms of discrimination.

The following people currently hold specific responsibilities:

- The SENCO (Judy Borthwick, wef September 2010 Julie Lewis) is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- The Headteacher (Judy Borthwick), is responsible (through the SEF & SDP) for ensuring that the specific needs of staff members are addressed;
- The Headteacher & SENCO working with class teachers, as appropriate, are responsible for gathering and analysing the information on outcomes of vulnerable pupils.
- The Headteacher is responsible for gathering and analysing the information on outcomes of vulnerable staff.
- The Headteacher & Chair of Governors (Ian Schofield) are responsible for monitoring the response to reported incidents of a discriminatory nature;
- The Headteacher & SENCO are responsible for co-ordinating the Inclusion Quality Mark equality impact assessment.

All staff should:

- know how to deal with incidents of concern, 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.

All pupils will:

- behave in accordance with the values of the school's equality 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;
- discuss relevant issues & concerns through the school council. Any concerns can be submitted anonymously through the school council suggestion box.

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

### **3.1 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.

### **3.2 Mechanisms for involvement**

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

- School council;

- Individual interviews with pupils involved in incidents of a discriminatory nature;
- Individual interviews with pupils experiencing reasonable adjustments;
- Class discussion & assemblies discussing relevant themes.
- Curriculum opportunities & resources.

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

- Exit interviews with staff;
- Meetings with union representatives, if required;
- 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:

- Our website & Welcome Pack includes the following:  
*"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."*
- Feedback through the Governing Body meetings;
- Feedback through the PTA meetings;
- Feedback from parent questionnaires;

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.

## **4 Making it happen**

### **4.1 Implementation of Policy**

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



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;
- discussions with the School Improvement Partner.

#### **4.2 Publication**

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be held in the school office; it will be referenced on the website and in the school's Welcome Pack.

#### **4.3 Reporting**

This Scheme will be reported on at half termly Curriculum Committee Meetings (agenda item wef September 2010). Progress against the action plan will be evaluated and the impact of the action and activities assessed. The Chair of the Curriculum Committee will report to the whole governing body, progress will be recorded in the minutes. Progress will also be discussed, termly, with the SIP.

**To be reviewed Summer 2017**