

Barlby Bridge School

Single Equality Scheme

Three year period covered by this scheme:
2022-2025

Document Status			
Date of Next Review	March 2025	Responsibility	<i>School Governance & Finance Committee</i>
Success Criteria for review completion		Responsibility	<i>Stephen Walker</i>
Date of Policy Creation March 2022	Adapted school written model	Responsibility	<i>Chair of School Governance & Finance Committee</i>
Date of Policy Adoption by Governing Body		Signed	
Method of Communication (e.g Website, Noticeboard, etc)			

Introduction

This Single Equality Scheme for schools in North Yorkshire brings together action plans for Race, Gender and Disability Equality, and Community Cohesion, thus meeting the 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

132This scheme is reviewed every three years and 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 (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. An action plan accompanies this Equality Scheme which identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (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. Equality objectives have been identified through consultation with key stakeholders using the **Inclusion Quality Mark** audit tool.

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.

School Aims Statements:

- For children to operate as active learners and thinkers who achieve their potential in all aspects of the curriculum.
- To inspire a love for learning
- To provide a relevant and stimulating curriculum for all
- To promote high self-esteem
- To foster a sense of belonging to both the local and wider global community

Equality Objectives 2022-2025

- To raise levels of attainment and narrow the attainment gap in core subjects for vulnerable learners.
- To promote understanding and respect for difference and ensure the school environment reflects this school aim.
- To increase participation of disadvantaged and SEND pupils in after school activities and extra curricula activities.
- To reduce the absence rate for all pupils to no more than 3.5% and ensure the attendance gap between disadvantaged pupils and their non disadvantaged peers is reduced to less than 1%.
- To reduce the percentage of pupils who are persistently absent to below 4% and the figure among disadvantaged pupils being to no more than 1% higher than their peers.
- To promote understanding and respect for difference in school including focus and celebration of different race, religion and cultures through the planned PSHE curriculum and themed yearly school calendar of events.

Indicators of progress towards meeting objectives

- Ensure the school values are fully understood and communicated by all pupils, particularly in relation to Equality and Empathy for all.
- **Attainment data and comparisons**
- **Attendance data monitoring and reports**
- **Pupil Voice Surveys**
- **Pupil Curriculum Evidence**
- **Extra-curricula clubs participation and records**

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.

Kindness and care for all is at the forefront of our school vision. At Barlby Bridge, we will promote high standards, equality, diversity and growth. We are committed to providing a caring, safe and stimulating environment for children to learn, where all feel valued. It is our belief that all children who attend Barlby Bridge School will develop the skills to become resilient and independent lifelong learners.

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:-

Barlby Bridge School is a slightly below average sized primary school. There are currently 184 children on roll, with a higher than average percentage of disadvantaged students eligible for pupil premium funding (32%). Children start Nursery typically with lower language acquisition, vocabulary and social skills. For a large proportion of our cohort, Nursery is the first experience of a childcare setting and basic care needs on entry are low.

Children enter school typically below age related expectations in the prime areas with particular weaknesses in reading and writing (10% meeting expected in 2019 cohort and 0% in 2020 cohort on entry to school).

In total, 12.5% of pupils have English as an additional language and 7 different languages are spoken across the school.

There are high levels of mobility coming into school and 20% of pupils have attended at least one different school since joining Barlby Bridge (19.3% in KS2 and 21.4% in KS1.)

There are 24 children (14.2%) on the schools SEN register and 3 pupils receive additional funding through an EHCP. A further 3 applications are in process. The percentage of pupils with an EHCP is 1.7% which is broadly in line with the national average at 1.6%.

The school's location deprivation indicator and pupil base, is in quintile 4 which is the most deprived of all schools.

Approximately 60% of pupils are drawn from outside of our traditional catchment area and the school has a wide intake, taking predominantly from the market town of Selby and nearby villages.

At its last Section 8 inspection in November 2018 the school was graded as Good.

The school gained the Basic Skills Quality Mark (4) in June 2021, the Gold Sports Award in July 19 and the Healthy Schools Silver Award in February 2020.

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

- *Regular staff meetings held to update on pupil needs and adaptations to curriculum/ environment including pupil vulnerability pyramids*
- *Epi-Pen training and medical/ first aid (whole staff)*
- *Training and specialist support provided by the SEND Hub in Selby.*
- *Specialist EAL TA provides additional support for pupils and their families*
- *Governor training on Safer Recruitment Practices*
- *Training on the SEND Code of Practice- Annual.*
- *Staff training on Safeguarding and KSCIE (at least annually)*
- *Online Safety training – NYCC*
- *Barnardo's LGBT training- whole staff*
- *Mental health and well-being lead training- PSHE lead*

School provision

Reasonable adjustments the school makes as a matter of course

- Information is currently provided for disabled pupils & parents/carers through meetings and SEND information available on the school website.

- SENCO regularly monitors classroom environments to check that they are dyslexia friendly.

Training has been provided to staff to address this need.

-The school behaviour policy is differentiated to meet specific pupils needs and individual action plans are in place to support pupils with additional needs that are not met through the standard policy.

- All teachers have a class SEN file which includes adaptations to provision in individual/personalised provision maps. All children in receipt of pupil premium funding also have an individual provision map in order to record the impact of spending on this vulnerable group.

- Pupils are involved in the process of planning individualised passports and provision.

- School develops inclusion passports in consultation with pupils, parents, staff and other professionals where appropriate.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, ie 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.

- pupils' attainment - analysis of end of key stage results for pupils of particular groups – this include PP, SEND, EAL, Boys/ Girls, late arrivals.
- the quality of particular groups of pupils' learning and the progress they make throughout the school – reported on termly to Governors
- the extent to which different groups of pupils feel safe (e.g. *Incidents of racism, 'hate' and bullying involving particular groups of pupils*)- Pupil questionnaires
- the behaviour of particular groups of pupils (e.g. *exclusion data for particular groups of pupils*). Exclusion rate higher for PP pupils (although rate still low overall)
- the extent to which pupils from particular groups adopt healthy lifestyles (informed through Growing up in North Yorkshire survey)
- 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*). PP attendance is a focus currently.
- 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*

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 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 yearly.

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

The headteacher and SENCO are responsible 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;
- details of the person responsible for monitoring the response to reported incidents of a discriminatory nature.
- Stephen Walker is responsible for meeting with J Ellis to oversee the SEN information report

Parents/Carers will:

- have access to the scheme;

- be encouraged to support the scheme;
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme;
- 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, 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 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:

- *School council;*
- *Equality team*
- *Pupil voice questionnaires including specific group focus: PP and EAL*
- *Individual interviews with pupils involved in incidents of a discriminatory nature;*
- *Individual interviews with pupils experiencing reasonable adjustments;*
- *Growing up in North Yorkshire Surveys and Healthy Child Team Questionnaires*
- *Yearly open meetings representing a particular theme shared with the community and cluster of schools.*
- *Governor pupil voice work*

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

- *Exit interviews with staff;*
- *Regular meetings with union representatives;*
- *E-forums;*
- *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:

- *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.”*
- *Feedback through the Governing Body meetings;*
- *Feedback through the FOBBS and parent forum meetings;*
- *Feedback from adults using the school beyond the school day;*
- *Yearly open meetings with parents and local groups representing a particular theme.*

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;
- discussions with the School Improvement Partner.

Publication

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

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. This report will be made available as a separate document and in the school profile and school prospectus.

Contact us

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

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如欲索取以另一語文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

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

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."