

Single Equality Scheme 2016

Introduction

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

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

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

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

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.

School Aims Statements

Nidderdale High School is a community school that bases its core values on inclusivity, care, support and guidance. The school aims are:

-  To develop independent, organised, respectful and confident students, who are hardworking, smart and ambitious.
-  To provide a safe, stimulating environment in which all our students can develop academically, socially, physically and emotionally.
-  To provide engaging, challenging and inclusive experiences within and beyond the classroom which maximise student achievement and enjoyment.
-  To encourage our students to develop into citizens fit for the 21st Century; harnessing economic awareness and responsibility in all aspects of their work and within the community.
-  To develop positive and productive partnerships between the school, parents, and the local, national and international communities to enhance opportunities for all.
-  To foster an ethos of mutual respect within the school community allowing all groups to feel valued and willing to contribute to our further development.

Through the partnership of governors, staff, parents and other local schools and education providers we are committed to being forward thinking and rigorous in the pursuit of achieving these aims.

Equality Objectives 2016-19

- a. To provide a curriculum that engages students in their learning and produces levels of progress that compare favourably against other schools.
- b. To ensure staff are fully committed to all of the national teacher standards and have at the core of their work the aspiration for all students to make good or better than expected progress regardless of their academic ability or specific learning needs.
- c. Any student identified as disadvantaged e.g. pupil premium students will be able to access specific support to enable them to overcome any barriers that make them potentially more vulnerable.

Indicators of progress towards meeting objectives

- Regular self-evaluation and external scrutiny by Local Authority and school partners of curriculum provision for all year groups and vulnerable groups.
- Appraisal and Performance Management of staff is aligned to our core principles and aims of ensuring that all students regardless of their starting point or barriers to learning are given the support and quality of teaching required to make good or better than expected progress.
- All students' academic progress, social and emotional development will be monitored by teachers, pastoral support staff and education welfare in order to eliminate and reduce the likelihood of them becoming vulnerable and not prepared for post 16 education or training.

What kind of a school are we?

School Vision and Values

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

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

School Context

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

Factors of the geographical location of the school:-

Nidderdale High School is a fully inclusive community school where staff and governors constantly strive to provide an environment where students can develop as individuals and fulfil their potential academically and socially. We endeavour to invest in our facilities and staff in order to provide a safe and stimulating educational experience for all.

- The staff structure is reviewed annually on the basis of what the national funding formula allows us to invest in human resources but the school's focus is always to provide the best value for money and impact to students' education and their well-being and happiness.
- Although we serve a predominantly white British monocultural community we do take into account the needs of all our students in relation to their cultural diversity and socio-economic background and family circumstances.

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

- Both teaching and non-teaching staff attend regular training and network meetings in order to update their knowledge and skills and this is cascaded back to staff in departments and full staff meetings.
- There is a staff briefing every week in which provision for students and any concerns relating to progress or vulnerability are highlighted.
- All recruitment processes are conducted by governors and staff have undertaken the Safer Recruitment course.
- The school works closely with the North Yorkshire Inclusion, Behaviour and Attendance Team in order to support families and students particularly those that become vulnerable through persistent absence or unacceptable behaviour.
- Governor training is provided by both the school and the LA to ensure that governors are fully cognisant with the new SEND Code of Practice.
- All staff and governor have undertaken the online Prevent training.

School provision

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

- School provides information to parents by parentmail, paper, updates on the website and telephone calls for those parents who we are concerned do not access the above methods of communication.
- Work is differentiated and formats produced to suit the various students personal needs i.e. pastel backgrounds to documents, overlay sheets, large print and specific fonts.
- All policies are available on the school website or hard copy from reception on request.
- Each student's personal requirements are taken into consideration and reviewed regularly by teaching staff and the senior pastoral officer and learning support manager. A record of adjustments made forms part of each student's Provision Map.
- The Appraisal process for teachers and support staff highlights any resources that would support learning and teaching and these are considered and resources redirected if appropriate.
- Any professional development support that is identified or requested through the appraisal process is addressed in the next academic year.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self Evaluation Form (SEF).

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

- Pupil progress is tracked via the Assessment and Reporting to Parents process three times per year for Key Stage 3 and five times per year for Years 10 and 11.
- The outcomes of progress measures are reported to governors and the local authority via the school's Key Performance Indicators. These are discussed at the Strategic level and all reports are presented to the Full Governing Body.
- The school and every teacher aspires for every student to make expected or better progress from entry in Year 7 to when they leave in Year 11.
- Specific intervention and academic and pastoral support is put in place for students who are vulnerable in terms of their levels of progress.
- All teachers and Directors of Learning as part of their Continuing Professional Development are aware of the importance of student progress in relation to how they meet the professional teacher standards.
- Learning and Teaching and the Professional Teacher standards are monitored through the annual Quality Assurance Cycle.
- Students feel safe at school and parents agree via the Parental Questionnaires completed at Parents' Evenings.
- Any poor behaviour is dealt with and sanctions imposed on those students who put the safety and learning of other students at risk.
- The school aims to address any gaps in student progress or teaching quality in its annual school development plan.
- The school regularly self-evaluates and this is done with the Local Authority and in line with the changing Ofsted frameworks in order to highlight how the school compares to other schools nationally.
- Systems have been constantly adapted in conjunction with the local authority and education welfare service to improve Student attendance and persistent absence to bring it in line with regional and national averages.
- A Pupil Premium report is written annually and posted on the school website; and there is also a regular report to governors on SEND.

Roles and Responsibilities in Implementing the Single Equality Scheme

The Headteacher / Heads of School 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:

The Headteacher, Heads of School, Directors of Learning and the senior Pastoral Officer, 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 all outcomes of vulnerable pupils and staff;
- monitoring the response to reported incidents of a discriminatory nature.
- liaising with the governor responsible for publishing the SEN information report and ensuring that this is done.

Parents/Carers will:

- have access to the scheme;
- 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;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements

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

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

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

Involvement Processes

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

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

Mechanisms for involvement

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

e.g.

- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Student Voice Activities and consultations guide our provision.
- Individual interviews with pupils involved in incidents of a discriminatory nature;
- Individual interviews with pupils who require reasonable adjustments are done routinely;
- The school holds regular open days and evenings and community events and is an active member within the school's cluster.
- 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;
- Annual staff survey;
- ;
- 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:

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- All feedback from parents whether formal or informal is analysed and if appropriate considered
- In communications with parents the school always emphasises the need for support from home an positive reinforcement of how important attendance, good behaviour and aspiration is to students' outcomes and post-16 destinations.
- Feedback through the Governing Body meetings;
- Feedback through the PTA meetings and events;
- Feedback from adults using the school beyond the school day;
- Open Days / Evenings 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;
- feedback e.g. Parentview and Parents' evening surveys.

Reporting

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

Publication

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

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

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



NIDDERDALE HIGH SCHOOL ACCESSIBILITY PLAN

	ACTION	PERSONNEL	COST	TIMESCALE	
Premises					
1.	Mark edges of outside steps in a contrasting colour.	C Chaplin	Approx £100	Summer 2016 and ongoing	
2.	Paint walls of disabled toilet on DT corridor to make a contrast with the hand rails.	C Chaplin	Paint already purchased	Summer 2016	
3.	Install emergency light to disabled toilet on DT corridor.	C Chaplin & contractor	Approx £200	Summer 2016	
Curriculum					
4.	Review the curriculum offer and student option choices annually to ensure accessibility of curriculum	K Jordan		April 2016	
5.	Check rooming allocation is appropriate for students with disabilities and make necessary amendment.	K Jordan		Summer 2016	
6.	Ensure annual staff training plan includes relevant medical training to facilitate off site learning.	K Jordan / A Walker		Summer 2016	
7.	Review PE curriculum, equipment and extra- curricular offer to ensure accessibility.	Teacher in Charge of PE	Cost of adapted equipment – capitation.	Summer 2016	