



North Yorkshire
County Council

Nidderdale High School

Single Equality Scheme 2021

Signed _____

Date _____

Headteacher

Signed _____

Date _____

Chair of Governors

Review due: _____

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 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. (see appendix 2 below)

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 and Values

Vision Statement

Nidderdale High School is a vibrant and inclusive school providing a stimulating, high quality learning environment. A culture of achievement and challenge is underpinned by an absolute commitment to personalised learning. Students develop into responsible, independent young people who are able to contribute to their community and thrive in the world beyond Nidderdale.

Aims



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 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.

Achievement for All

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:-

Students:

Ethnicity:

White British: 90.25%

White and Black African: 0.25%
White and Black Caribbean: 0.25%
Traveller of Irish Heritage: 0.25%
White and Asian: 0.75%
Refused to declare: 5.75%
Indian: 0.5%
Any other white background: 1%
Any other mixed background: 0.25%
Any other ethnic group: 0.5%
Any other Asian group: 0.25%

Religions and Beliefs:

Buddhist: 0.25%
Sikh: 0.25%
Christian: 18%
No Religion: 8%
Declined to answer: 73.5%

Languages Spoken:

Polish: 0.5%, English: 99.5%
FSM: 13% of students have FSM
SEN: 24% (K Code and EHCP) XX% EHCP
Physical Disability: 0.5%
New Arrivals: See below for information re: turnover of students
Asylum Seekers: 0

Gender:

Female: 49%, Male: 51%

Looked after and previously looked after children: 1.25%

Turn over of students: During the academic year 2020-21 there were 16 in-year starters and 14 in-year leavers together representing 8% of whole school. This academic year (2021-22) to date there have been 6 in-year starters and 3 in-year leavers together representing 2% of the whole school.

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.
- Specific training to meet the medical needs of identified students is undertaken as required – including epilepsy and allergies.
- Regular review and develop of the Behaviour Policy focuses on restorative practice and de-escalation.
- Learning Support staff have attended training specific to individual needs including ASD, SpLD, ADHD and all staff in the Learning Support Team are working to develop the Secure Base Model – for all SEND and vulnerable students.

- Staff briefing emails are provided every week in which provision for students and any concerns relating to progress or vulnerability are highlighted. Student Development meeting focus on meeting need for specified individuals and sharing best practice.
- 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 governors have undertaken the online safeguarding training and face to face training on sexual harassment and peer on peer abuse.

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.
- School provides information to parents by electronic schoolcomms, classcharts, 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 – recorded on Edukey and reflected in teacher classcharts seating plans.
- 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.

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 are:

Objectives:

- to develop a holistic, sustained, evidence-based response to the attainment gap between SEND and other students, which encompasses high quality teaching, catch up opportunities and the development of a 'secure base' for all students who need this;
- to provide appropriate alternative curriculum provision in KS3 and KS4 to improve outcomes, engagement, attendance and wellbeing for vulnerable groups;
- to increase understanding of gender related issues and stereotypes to reduce the instances of sexually inappropriate language, controlling behaviour and potential sexual harassment between students
- to increase understanding of the LGBTQ community to promote inclusive behaviour and reduce the potential for reportable 'hate incidents'.

We have identified these objectives because:

KS4 attainment and progress data indicates that gaps remain between SEND and non-SEND students.

Attendance for FSM6 and students with other vulnerabilities remains lower than for other students. The proportion of students from these groups in our PA cohort is higher than for other students.

The traditional mainstream curriculum and 25 hours of classrooms based learning per week is one of the barriers to maintaining full attendance and maximising attainment and progress for students identified as vulnerable in some way. The school's rural location and financial constraints make access to high quality alternative provision very difficult. The school is well placed to develop high

quality, bespoke alternatives that can be used to intervene early and / or provide longer term alternatives for students struggling with a mainstream curriculum.

Student voice, reported incidents, the GUNY survey and focused work with pastoral colleagues and through PSHE all indicate that gender equality, addressing sexually inappropriate behaviour and understanding relating to LGBTQT issues are areas of work requiring further development so that all students feel safe and well supported in the school environment at all times.

Indicators of progress towards the objectives are reviewed annually and recoded in the action plan (see appendix 2)

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

The Head Teacher 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;
- 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;
- designate a governor with specific responsibility for the Single Equality Scheme and equalities objectives;
- 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 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 (named):

- The SENCO, Jenn Blunstone and Senior Pastoral Lead, Anneliese Walker are responsible for maintaining and sharing with all the staff details of those vulnerable pupils and how their needs will be met;
- The Headteacher, Kath Jordan is responsible for ensuring the specific needs of staff members are addressed;
- The Assistant Headteacher, Katie Draper is responsible for gathering and analysing the information on outcomes of vulnerable pupils;
- The Senior Pastoral Lead, Anneliese Walker is responsible for recording, reporting and monitoring prejudice based and hate incidents;
- SEND Link Governor, Paul Howard is responsible for publishing the SEN information report

Parents/Carers will:

- have access to the scheme and equalities objectives;
- be encouraged to support 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:

- *Student Leadership Team meetings*
- *Focus groups of pupils representing different social identity backgrounds, i.e., gender forum, disability forum;*
- *Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;*
- *Individual interviews with pupils experiencing reasonable adjustments;*
- *Growing Up in North Yorkshire Pupil Survey*

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

- *Exit interviews with staff;*
- *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.
- 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 and 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 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 four years (maximum) of this Scheme and the equalities objectives. 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

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty. (5.27 DfE Equalities Guidance May 2014)

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 (schools could use 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 and progress with the equalities objectives will be evaluated and reflected in:

- school self-evaluation;
- pupil progress, outcomes and engagement,
- feedback e.g. Parentview, pupil voice

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. Copies will be displayed in the school reception area and the school website and it will be referenced in school newsletters and in the school's prospectus.

Publication

Equalities objectives 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.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

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

See <http://cyps.northyorks.gov.uk/equalities-and-diversity> for an example of an accessibility plan.

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>

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools

- independent 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

Contact us

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如欲索取以另一語言印製或另一格式製作的資料，請與我們聯絡。

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

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

Email: communications@northyorks.gov.uk



Appendix 1: 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, updated June 2018)

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

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

Equality and Human Rights Commission Guidance for schools

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

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools_and settings.

<http://cyps.northyorks.gov.uk/equalities-and-diversity>

EQUALITY ACTION PLAN

EQUALITY OBJECTIVE 1: To develop a holistic, sustained, evidence-based response to the attainment gap between SEND and other students, which encompasses high quality teaching, catch up opportunities and the development of a ‘secure base’ for all students who need this.

Success criteria: The attainment gap between SEND students and their peers is minimised as far as possible, with planning in place to address gaps where they exist.

Actions to achieve the success criteria	Person s responsible for deliveri ng the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
<p>SHORT TERM: 1. Teacher (JW) to attend NYCC training course “Supporting Dyslexia In Your Classroom”</p>	JB/JW	24/11/21	24/11/21	£40	JB – To meet with JW on 1/12/2021 to discuss course and use strategies discussed to inform SPLD Pathway draft.	
2. SPLD Pathway document available in draft form for SLT approval.	JB/JW	1/11/21	17/12/21	£0	JB – ongoing discussion and collaboration with JW.	

3. Edukey Provision Maps software use to be reviewed to ensure we are using the software to its full potential.	JB/MS	15/11/21	17/12/21	£0	JB to arrange support from Edukey and involve MS in a review of the provisions and plans currently available.	
4. SLT to discuss data collection in relation to all students, but specifically in relation to students with SEND.	JB/KD/ SW/KJ/ AW	15/11/21	17/12/21	£0	JB to request item be added to SLT agenda by 17/12/21	
5. Learning Support Team to enhance understanding of Secure Base Model and its use in supporting students with SEND.	JB/KD	15/11/21	17/12/21	£50	JB & KD to roll out IQ based CPD to Learning Support Team and review in line with CPD process.	
6. Protected VLM and AVLM meeting times to be agreed and scheduled, to ensure consistency of approach to identification of SEND.	JB/AW	15/11/21	17/12/21	£0	JB & AW to agree appropriate VLM AND AVLM dates and add to whole school diary. Commitment to protecting these times to be made.	
7. SENCO to attend NYCC 'Early Identification of SEND' webinar.	JB	25/11/21	25/11/21		JB	
8. Secure Base Model introduction training for whole staff.	JB	4/1/22	4/1/22		JB	

9. All parents of students with SEND are asked for their feedback about the support available for students with SEND in school.	JB/MS	Wc 15/11/21	To be repeated annually		JB/ SEND Governor	
<p>MEDIUM TERM</p> <p>1. SPLD Pathway rolled out to all staff and in use in classrooms across all areas of school.</p>	JB/JW	17/1/22	19/2/22	£0	<p>JB: Whole staff introduction to 'Pathways' as part of SBM training on 4/1/22. Final document available to staff by 14/1/22 as hard copy and electronically for first use in class from 17/1/22.</p>	<p>Draft to be discussed at SLT on 10/1/22 and amendments completed during wc 10/1/22.</p> <p>Additional discussions as necessary at Student Development Meetings.</p>

2. SPLD Pathway rolled out to parents.	JB	17/1/22	21/1/22	£0	<p>JB to communicate Pathway document to all parents via School Comms.</p> <p>Link to the Pathway and information regarding it to be added to Nidd News wc 17/1/22.</p> <p>Link to Pathway sent to all parents of young people with SEND during wc 17/1/22 and feedback obtained about parental opinion via Forms survey on School Comms.</p>	
3. SPLD Pathway rolled out to students.	JB/JW	17/1/22	31/1/22	£0	<p>JB & JW to lead assemblies on dates agreed with SLT to introduce Pathway document to students.</p> <p>Copy of Pathway to be celebrated and advertised in all classrooms via wall display.</p>	

3. Student Voice feedback obtained in relation to SPLD Pathway	JB/JW	28/2/22	4/3/22	£15	JB & JW to host lunchtime meeting for selected students with identified SPLD needs	
4. SPLD Pathway use will be evident during SEND Learning Walks	JB/AW/ JW	28/2/22	8/4/22	£0	JB to create schedule for SEND Learning Walks that ensures all depts are 'walked' in second half of Spring Term 2022.	New SEND Learning Walk Proforma to be agreed at SLT between 4/1/22 and 17/2/22. Method for feeding 'Walks' observations back to staff to be agreed at SLT between 4/1/22 and 17/2/22.
5. DOLs to work with AOLs to create plans about how the SBM will be developed within each AOL. JB to provide proforma document to support planning.	DOLs	4/1/22	19/2/22	£0	JB to review AOL plans at SLT meeting by 14/3/22.	
6. SBM principles to be embedded into all AOLs and lessons and evident during SEND Learning Walks.	DOLs	25/4/22	ongoing	£0	JB to observe SBM planning and principles in all AOLs from 25/4/22 onwards during SEND Learning Walks.	

7.SEND Learning Walks to be an embedded part of school monitoring cycle.	JB/AW	25/4/22 onwards	ongoing	£0	JB to create ongoing schedule for SEND Learning Walks.	
<p>LONG TERM</p> <p>1. SPLD Pathway to be reviewed and potentially updated after two terms of use, with ongoing process of reviewing and amending as necessary becoming embedded into annual school review cycle.</p>	JB/JW	11/7/22	22/7/22	£0	<p>Views about suitability and effectiveness of SPLD Pathway to be obtained from:</p> <p>Teachers via SDM</p> <p>Parents via Forms survey</p> <p>Students via lunchtime focus group</p> <p>Amendments made to SPLD Pathway based on feedback. Amended version to be relaunched to all parties in September 2022.</p>	
2. ASD Pathway to be developed and planned for during early Autumn Term 2022 using lessons learnt from roll out of SPLD Pathway in 2021-22.	JB	6/9/22	30/9/22	£0	JB to create timescale for full roll out using roll out of SPLD Pathway as a template.	

EQUALITY OBJECTIVE 2 : To improve attendance for FSM students and other vulnerable groups

Success criteria: All students have an attendance rate of 95% and above.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
SHORT TERM						
1. Attendance Passports to be in place for all students with an attendance rate of 90% or below.	SJ/AW/Key Stage Learning Managers	15/11/21	Ongoing	£0	SJ - SIMS data	
2. Fortnightly meeting for all students with attendance rate of 90% or below. (Meeting to involve discussion with Year Attendance Mentor and Attendance Officer.)	SJ/AW/Key Stage Learning Managers/Senior Student Team (overseen by JA)/Yr11 Attendance Mentor	15/11/21	Ongoing	£0	SJ – SIMS data	
MEDIUM TERM						
1. Regular, face to face attendance panel meetings with parents for all students for attendance of 90% or below.	Designated Governor/AW/SJ	28/2/22	Ongoing	£0	SJ – SIMS data	

<p>LONG TERM</p> <p>1. Regular, face to face attendance panel meetings with parents for all students for attendance of 94.9% or below.</p>	<p>Designated Governor/AW/SJ</p>	<p>6/9//22</p>	<p>Ongoing</p>	<p>£0</p>	<p>SJ – SIMS data</p>	
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EQUALITY OBJECTIVE 3: To provide appropriate alternative curriculum provision in KS3 and KS4 to improve outcomes, engagement and wellbeing for vulnerable groups

Success criteria: All students access some element of NiddVenture with selected students accessing bespoke packages as part of planned support for their needs.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
<p>SHORT TERM:</p> <p>1. Use of CPOMS to continue to be developed in order to inform appropriate and timely groupings and interventions for NiddVenture.</p>	MS/AW/JK/PC	15/11/21	Ongoing	NiddVenture running costs	AW - CPOMS	
<p>MEDIUM TERM:</p> <p>1. NiddVenture pastoral intervention groups to be identified at least half a term in advance to allow for pre-work to be completed by pastoral team and enough time for effective groupings to be considered and developed.</p>	AW/PC/MS	28/2/22	Ongoing	NiddVenture running costs	AW/ NiddVenrture Staff/Key Stage Learning Managers	
<p>LONG TERM:</p>						

EQUALITY OBJECTIVE 4 : To increase understanding of gender and sexuality related issues to reduce the instances of sexually inappropriate language and behaviour towards female students and members of our LGBTQ community

Success criteria: All students will report feeling that they are treated with respect.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
<p>SHORT TERM</p> <p>1. Whole staff training about peer to peer abuse. Part of the training will include the development of a plan for future development of this objective.</p>	AW	6/12/21	6/12/21	£0	AW/MS - CPOMS	
<p>MEDIUM TERM</p> <p>1. School Liaison Officer from NY Police to run sessions as part of 'drop down' mornings once per term for all students.</p>	AW/JK	25/4/22	Ongoing	£Budget to be agreed	AW/JK	
<p>LONG TERM</p> <p>1. Student led LGBTQ 'Q&A' lunchtime sessions which are optional/drop in for most students and mandatory for identified students (This action has come about following a student voice session and a request by a group of students to be allowed to run these sessions)</p>	AW/JA	25/4/22	Ongoing	£0	AW/JA/Senior Student Team – Class Charts data	