



North Yorkshire
County Council

Single Equality Scheme: Broomfield Primary School

Updated December 2020

Signed _____ S Morrison _____

Headteacher

Date__ 8.10.21 _____

Signed _____ R Shuttleworth _____

Chair of Governors

Date__ 8.10.21 _____

Review due: Date ____December 2021 _____

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

We can change the future...

- We learn how to become expert learners
- We learn how to make positive choices about our health and wellbeing
- We care about our world and respect everyone we share it with
- We learn about our rights and how we can protect the rights of others
- We leave Broomfield ready for our next adventure

Everyone learning together

Learning to make a positive difference

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:-

The school largely welcomes the children of families from the local area. The school has increasingly attracted children from a wider catchment area. Currently the school has 208 children on roll, the schools PAN will reduce from September 2021 to a limit of 30. The school is proud of its inclusive ethos and works closely with partners within the local Authority and Health to ensure that the needs of children and their families are recognised and championed. The school tends to have low mobility, currently 92.8% of the children within school joined in reception year. Similarly, the school has enjoyed low staff turnover and therefore has a staffing profile of long serving members of staff, where recruitment is undertaken the school stridently opposes discrimination and promotes equality of opportunity.

Some key information regarding the school population is included below:

The school has more boys than girls in each cohort and this is reflected in the overall percentages for the school, 55.6% are boys and 44.4% are girls.

18.2% of children are in receipt of funding for a recognised vulnerability: 13.9% are currently entitled to FSM or Ever6 support.

The school has a larger proportion of children with recognised SEND, 17.9% of children, 15.5% are at support level and 2.4% have an EHCP. This compares to the national figures of 14.6%, 12.8% on support level and 1.8% EHCP.

The school has much lower numbers of children for whom English is an additional language, 3.4% compared to the national figure of 21.3%.

On admission, where parents have chosen to share their religious beliefs, 35.5% stated that they were Christian, only one family shared that they were Hindu and 33% stated that they had 'no religion'. Some families refused to share and some did not share this information.

The school enjoys a large site which is shared with a Catholic Primary School. The school enjoys open access for all users, has specific disabled facilities and ample parking.

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

*The school consistently strives to 'train' and support **children** so that all children are aware of the rights they share globally and that nobody should be subject to discrimination, this is reinforced within the school community by the valid voice they enjoy. The school has an active and effective school council, who are voted into their position by their peers. Activities of the council are underpinned by the school's commitment to being a Rights Respecting School for which it currently has a silver award. In addition, the school has newly appointed wellbeing champions and eco school council. The school reinforced the promotion of equality of opportunity through its curriculum, where it has a specific planned 'equal opportunities' noted in each cohort and term, this is also linked to a relevant article from the CRC, which is also duplicated for RE. Additionally, the school explicitly plans for opportunities to deepen the children's SMSC development and 'cultural keys'. Children are explicitly taught to appreciate their own and others potential, using their academic learning as a context. The school has adopted the ReflectEd programme which aims to support children in developing their metacognition skills, recognising that irrespective of their individual characteristics or current academic attainment they can all progress and achieve. The school is also accessing online materials from NSPCC to ensure are aware of what it means to be safe and how all children have a right to be treated correctly and where they can seek help if required.*

Adults within school access training to ensure the school is increasingly well equipped to support the equality and diversity agenda. Significant numbers of the GB, SLT and administration staff have had safer recruitment training. The school has also received training in Rights Respecting, Eco Schools, Healthy Schools, PSHE & health & wellbeing of adults and children. In order to ensure that the school has a clear understanding of a range of vulnerabilities SLT have received training in child protection, safeguarding and designated teacher for LAC. In addition the school accesses regular updates via newsletters from the local safeguarding partnership and termly updates for SLT which are cascaded to staff. The school will be accessing training for precision teaching and emotional coaching from the NYCC EP service. The SENCO accesses regular network meetings and we have a newly appointed SEN Governor who is accessing training from NYCC.

School provision

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

The school has an overarching provision map which tracks the current provision for pupils which is 'over and above' normal classroom practise. Additionally, the school has recently changed the format of it's IPMs, which allow greater scope for both pupil and parent voice.

Due to the current COVID restrictions, school has tried to find as many innovative ways as possible to communicate with parents. The school offers parents a range of methods of discussion / communication to suit individual family circumstances, for example 'classdojo' platform, 365 Teams for virtual meetings, telephone consultations and onsite meetings where this can be managed safely. The content of meetings and information is always tailored to meet the needs of children and their families when a need arises for adjustment. The school is currently reviewing it's behaviour policy.

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

The school has now broadened its scope for analysing and reflecting upon pupils' attainment so that the quality of particular groups of pupils' learning and the progress they make throughout the school is analysed, in addition to the end of key stage results. This new introduction of a standards and data report which is shared with staff and Governors has demonstrated that most cohorts have discrepancies in the achievement of different children, demonstrating where there are gaps between boys and girls, SEND and non SEND and this children who are identified as disadvantaged and non-disadvantaged. The school community is aware of this profile and is embracing the challenge of improving outcomes for all pupils. Within this document the attendance rates and behaviour rewards and sanctions are also analysed. The school has adopted and developed secure online systems to assist with this.

'ScholarPack' is now used as the schools MIS system which allows each simple reporting, so that staff are able to access and analyse the pastoral issues for pupils within their care. In addition 'Insight' tracking system has been modified so that it is now bespoke to the school, staff can interrogate data easily so that they can view the performance of differing groups. The school also now utilises the 'CPOMS' system which securely holds the chronology for all pupils on a range of issues, relating to vulnerability and safeguarding issues. This allows SLT to support individual and groups of children who may need further support and guidance.

The school now has separate plans for PE, pupil premium and catch up spending which are published on the school website and reflect the aspirations of whole school development planning.

As noted previously, the school is working to support all children and their families and this includes ensuring effective methods of communication.

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2020 – 2022 are:

Objectives:

- to narrow the gap in performance between different groups of pupils: specifically boys & girls, SEND and non-SEND, disadvantaged and non-disadvantaged
- Improve the reading ability of all children to unlock academic success now and in the future
- to increase understanding of different religious groups via the RE curriculum and assemblies (COVID restrictions for visit / ors currently)
- Improve the wellbeing of all pupils and adults within the school community
- Improve the metacognition of all pupils via ReflectEd so that all children develop a growth mindset
- Effectively incorporate the views of parents and children in equalities analysis and planning in the future

(These objectives are addressed in the school development plan)

We have identified these objectives because:

- The academic success of all pupils does not yet at least match national expectations
- The reading of all children does not yet at least match national expectations, all children do not yet read widely for pleasure
- The school community serves a broadly white, Christian community, school will strive to ensure that the children have an understanding of the religious groups represented in British Society

- At a time of possible anxiety, tension and isolation wellbeing champions for pupils and adults will work to improve the wellbeing of the whole school community
- The school aspires to develop the extent to which all pupils have autonomy of their learning processes, recognise and celebrate their success and all pupils are motivated to progress
- The school wishes to ensure that

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 and consult with parents about the scheme;
- publish equality objectives every four years
- evaluate the action plan annually
- publish information at least annually.

The Senior Leadership Team will:

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

People with specific responsibilities:

- Sarah Morrison and Dave Simpson are responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Sarah Morrison and Dave Simpson are responsible for ensuring the specific needs of staff members are addressed;
- Sarah Morrison and Dave Simpson are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- Sarah Morrison and Dave Simpson details of the person responsible for recording, reporting and monitoring prejudice based and hate incidents;
- Maxine Hatfield is the SEND Governor

Parents/Carers will:

- have access to the scheme and equalities objectives;
- be encouraged to support the scheme;
- have the opportunity to attend 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.

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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:

- *School council;*
- *Pupil wellbeing champions*
- *E-forums;*
- *Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;*
- *Individual interviews with pupils experiencing reasonable adjustments;*
- *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 or individual incidents or issues*
- *Staff surveys.*

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

Currently the below are very restricted due to COVID-19 risk assessment

- *Welcoming parents and the community into school so that they are critical drivers in policy development.*
- *Text can 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 Friends of Broomfield meetings;*
- *Feedback from adults using the school beyond the school day;*
- *Feedback via communication tools such as ClassDojo.*

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 on the school website and it will be referenced in the school's prospectus.

Publication

Equalities objectives will be published and available to anyone requesting a copy. 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

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



