


Single Equality Scheme

Richard Taylor CE Primary School

November 2018

Signed  Date: 21/11/2018
Headteacher

Signed  Date: 21/11/2018
Chair of Governors

Review due: Date November 2022

Introduction

This Single Equality Scheme for schools in North Yorkshire has been produced by North Yorkshire County Council and has been adopted, in full, by Yorkshire Causeway Schools Trust as it 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.

In this document any references to YCST and school are inter-changeable and equally relevant.

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).

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 Trust, 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

Mission Statement

Richard Taylor School is a caring Christian community where all children in our safekeeping learn:

Knowledge with skills
Friendship with respect
Confidence with humility
Service with responsibility
The resilience to succeed
That they are loved as children of God

Vision Statement

Our vision is to teach every child the wisdom, knowledge and skills to be creative lifelong learners enabling them to shape their future.

We achieve academic excellence by delivering a curriculum, rich in experiences, which stimulates and challenges all learners.

Our Christian faith and values are the living heart of a community where everyone's contribution is respected. Our school is a place where all know that they are safe and loved as children of God.

We are a transformational community with a thriving culture of learning; celebrating success and inspiring children to achieve their goals.

We give children a voice and an opportunity to use it to make a difference in their school, community and world.

We create confident, resilient, happy and successful learners prepared for the next stage of their journey.

Aims

That the voice of every child is heard.

Every child at our school is an active learner with a role to play and an opinion that will be respected
 'Tell me and I'll forget, show me and I may remember, involve me and I learn.'

Achievement for all Pupils	A Culture of Respect	A Curriculum of Innovation
To ensure that every child achieves the wisdom knowledge and skills to succeed with the resilience to overcome failure and the aspiration to set and achieve their goals. To nurture happy children who feel valued, supported and who understand the importance of their own wellbeing We want every child to be a confident learner with the growth mindset to overcome challenges and embrace new opportunities to grow.	To develop children who are inclusive and caring individuals with a respect for others and an understanding of the responsibility to serve others To teach children the Christian values at the heart of our school and give them the opportunity to play an active role in the school and wider community as the role models of the future.	To provide a curriculum where children's learning is enriched with memorable experiences, opportunities and challenges. To deliver a curriculum which encourages all children to see themselves as successful learners with the ability to succeed through questioning, investigating and intelligent practice
Proverbs 18 vs 15 An intelligent heart acquires the knowledge and the ear of the wise seeks it out.	Matthew 22 vs 37 Love the Lord your God and love your neighbour as yourself.	John 10 vs 10 I have come that they may have life and have it to the full.

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:-

Richard Taylor School is a larger than average primary school, which is situated in an urban setting on the north western side of Harrogate. In March 2012 the school helped to found the Yorkshire Causeway Schools' Trust which has grown to currently include 8 schools.

The school is a popular, over-subscribed, school with a caring Christian Ethos. Staff turnover is low with staff leaving due to career progression or retirement. The Headteacher has been in post for 11 years and deputy for 5 years.

There is a broad social mix within school with approximately 50% of children coming from the Bilton Ward, 25% from the Woodfield Ward and 25% from a wide range of wards from across Harrogate and outlying villages. The majority of parents are in full time employment or homes where both parents work. 26% of the school population access the breakfast club or after school club on a regular basis.

Pupil stability is very good with 95% of the year 6 leavers 2017-2018 having been with the school for 7 years. Records show that very few children leave the school and small numbers join the school in KS1 and KS2 as places become available.

The gender split is 50/50 based on the autumn 2018 census with a current population of 278 children on roll.

9% of the school population is currently on the SEN register. 4% of this group have Educational Health Care Plans for the highest level of need which is twice the national average. 3% of the school population is classified as disabled and the school has developed disability access throughout the site including a well-equipped disability access toilet/ changing room. In addition the school has a further 10% of children identified as vulnerable learners and supported through specific interventions using class based staff. 9% of the school population is eligible for additional pupil premium funding due to FSM uptake and 5% identified as LAC.

8% of the school population is identified as coming from ethnic minorities with 2% having English as a 2nd language. School research has identified approximately 15 different languages spoken by pupils with different cultural heritages with the majority being European.

The school has seen an increase in the number of families choosing the school on religious grounds. The latest 'Growing up in North Yorkshire Survey' says that 60% of children say that they regularly attend an act of worship outside school. The school population covers all streams of Christianity and has a very small number of pupils who are from other faiths. The school currently has no children identified as asylum seekers.

The school site is a single level, disabled access building with extensive playground and field space which includes an outdoor pavilion, peace garden and wildlife area. The school is currently undergoing a significant building extension to improve entrance facilities, office capacity, withdrawal space and family meeting room. All of this is due to be completed by January 2019.

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

The school has a significant number of children with additional medical care needs. Each of these children have a personalised care plan and are supported by a team of adults in school. These adults receive regular support and training from NHS and NYCC staff.

Identified staff have completed the highest level of physical intervention training; all staff have received basic physical intervention training.

The school has a detailed induction programme for newly appointed staff and governors. SEN and Inclusion are a standing item on every staff meeting agenda and is a specific focus for training updates on a termly basis..

All members of the governing body personnel committee have completed fair recruitment training.

All members of the governing body receive a termly update on SEN issues and the identified SEN governor meets regularly with the SENCo and Headteacher to review support structures for pupils with additional needs.

All staff have completed basic first aid training with additional staff trained in the highest level of paediatric first aid.

The school is currently undertaking a MAT partnership review on the impact of support structures for children receiving pupil premium funding.

In 2018 75% of children identified for additional PP funding achieved expected levels of attainment in all subjects compared to the national figure 64%.

The school prioritises the promotion of cultural and religious diversity through a range of activities and visits.

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.

The school website publishes our Local SEND Offer and SEND policy which provides a clear framework for the way in which we support children with additional needs.

The school has developed its use of class provision maps to ensure that all staff are aware and engaged in effectively meeting the needs of all children. In addition the school has created a pupil friendly 'My Goals Map' which identifies the strengths and challenges which the child faces and how they will be helped to achieve their targets. Pupils and parents are fully engaged in the development of these goals and monitoring the progress made.

In addition the school has purchased and embedded BSquared target setting and tracking software for children with the highest level of need for who national curriculum assessments are not appropriate.

The school has identified the need to create a communication/dyslexia friendly environment using pastel colours for display boards and data projector boards. Displays use an agreed cursive script for printed language.

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/carer.

Examples

- A full breakdown of attainment at the end of all key stages is published on the school website. Headline figures at the end of KS2 show that 75% of children identified as PP achieved expected levels of attainment in all areas and children with identified SEN made 29% greater progress than the national average. Expected levels of attainment for all pupils in all subjects placed the school in the top 20% nationally.
- At KS1 77% of all children achieved expected standards in all subjects; 100% of PP children achieved expected standards in all subjects. Both figures are above national comparison 64%.
- The school has not used exclusion for any pupil in the last 2 years and has not reported incidents of hate and bullying within the Headteacher's report in the last 5 years.
- All pupils are encouraged to adopt healthy lifestyles with the school, achieving the gold sports award for each of the last 4 years identifying high numbers of children from all identified groups participating in curricular and extra-curricular sporting activities, including 30 minutes daily physical activity.
- Parental engagement is very strong with high attendance at parents' consultation evenings. The parental questionnaire autumn 2018 was highly positive in the feedback received with over 60% of forms received and 100% positive comments on the key questions.
- The school has published its Pupil Premium Strategy report on the school website showing clearly the use and impact of specific individual budgets.
- School attendance is above national comparison, 98% consistent over time. Attendance for high needs groups is 96% in line with national comparative figures. The difference is largely due to medical absence.
- The school encourages all children to be active participants in school life with responsibilities and opportunities to participate. The school has an extensive list of ambassadorial and buddy roles.
- The school ensures that all groups of children participate in extra curricular and extended school activities, including school trips.

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2018-2022 are:

Short term objectives:

- **To build stronger links with sports clubs to ensure opportunities for children will address additional needs to access the full range of opportunities for participation available.**
- **To review the impact of BSquared tracking systems on progress for high needs children and seek feedback from parents.**
- **To develop disability issues resource box for staff & ensure disability issues are reflected in worship planning**
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Medium term objectives:

- **Prepare residential visit planning to make sure that it is accessible to disabled pupils.**
- **Plan and deliver Compass Buzz L2 L3 mental health training for all staff.**
- **To ensure that the 5 points to wellbeing are promoted through curriculum activities and that wellbeing is made a standing item on staff meeting agendas.**
- **To review the profile of disability issues within worship planning.**

Long term objectives:

- **To review and renew appraisal systems to ensure that well-being for staff is recognised as part of the process.**

- **To work with MAT partners to create a shared mental health wellbeing policy identifying the key principles agreed by all schools within the trust.**
- **To completed the entrance hall extension to ensure that it has improved disability access and increased capacity for sensory support and intervention.**

We have identified these objectives because:

Each objective is identified within the schools' development plan or the YCST development plan as priorities for development.

They are also fully supported by the refreshed vision statement of the school.

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 Trust;
- 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: Dr J Johnson SEN Governor.

- responsible for maintaining and sharing with the LGB how the needs of vulnerable learners will be met;
- responsible for ensuring the specific needs of staff members are addressed;
- responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- responsible for monitoring prejudice based and hate incidents;
- the governor 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 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.

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 Trust;
- 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;

Mechanisms for involvement

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

- *Exit interviews with pupils;*
- *School council;*
- *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 appraisal cycle.*
- *Staff Questionnaires.*

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.
- *Text to be inserted into communication with parents: “your support for your child’s education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”*
- *Feedback through the Governing Body meetings;*
- *Feedback through the Friends meetings;*
- *Regular contact with parents of children with identified additional needs.*

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 available on 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. The objectives 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 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

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>

Richard Taylor CE Primary School Equality Action Plans

EQUALITY OBJECTIVE: To improve access to the curriculum for disabled children and improve pupils awareness of disability issues.

Intended Impact:

- All children in school able to access all school trips and take part in range of activities.
- All children able to access PE and disabled children more able to excel in sports.
- The introduction of disability issues into all curriculum areas,
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Success criteria

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> <ul style="list-style-type: none"> • To build stronger links with sports clubs to ensure opportunities for children will additional needs to access the full range of opportunities for participation available. • To review the impact of BSquared tracking systems on progress for high needs children and seek feedback from parents. • To develop disability issues resource box for staff & ensure disability issues are reflected in worship planning 	<p>Mr Symonds Mrs Saunderson</p> <p>Mrs Styles</p> <p>Mr Symonds</p>	<p>Sept 2018</p> <p>July 2018</p> <p>Jan 2019</p>	<p>Sept 2019</p> <p>July 2018</p> <p>Jan 2020</p>	<p>Funding taster sessions in school.</p> <p>Continued cost of BSquared resource</p> <p>Cost of purchasing resource box and resources</p>	<p>Sports Governor meeting with coordinator</p> <p>SEN Governor meeting with SENCo</p> <p>AS to report to Worship and Mission Committee</p>	

<p>Medium term</p> <ul style="list-style-type: none"> • Prepare residential visit planning to make sure that it is accessible to disabled pupils. • Plan and deliver Compass Buzz L2 L3 mental health training for all staff. • To ensure that the 5 points to wellbeing are promoted through curriculum activities and that wellbeing is made a standing item on staff meeting agendas. • 	<p>EVC coordinator</p> <p>AS to coordinate training</p> <p>SMT</p>	<p>Jan 2019</p> <p>L2 Spring Term 2019</p> <p>Sept 2018</p>	<p>July 2020</p> <p>L3 Autumn Term 2019</p> <p>Sept 2019</p>		<p>Equality Governor to meet with EVC</p> <p>Inclusion Governor to meet with SENCo & SMT</p>	
<p>Long term</p> <ul style="list-style-type: none"> • To review and renew appraisal systems to ensure that well-being for staff is recognised as part of the process. • To work with MAT partners to create a shared mental health wellbeing policy identifying the key principles agreed by all schools within the trust. • To completed the entrance hall extension to ensure that it has improved disability access and increased capacity for sensory support and intervention. 	<p>Appraisal leads</p> <p>Wellbeing Network</p> <p>HT & Premises Gov</p>	<p>Oct 2019</p> <p>Oct 2019</p> <p>Sept 2019</p>	<p>Oct 2021</p> <p>Oct 2020</p> <p>March 2020</p>	<p>Funded from capital allocation</p>	<p>Personnel Committee to review appraisal</p> <p>Inclusion governor to report of Wellbeing Policy</p> <p>HT to report to Premises committee</p>	

