

Federation of Follifoot & Spofforth CE Primary Schools

Single Equality Scheme

**Three-year period covered by this scheme:
2017 - 2020**

Introduction

This Single Equality Scheme for schools in North Yorkshire brings together its plans/provision for Race, Gender and Disability Equality, and Community Cohesion, thus meeting the school's statutory duties in these areas.

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

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

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

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership

This scheme is reviewed every three years and is reported on annually.

Signed _____ *P.Griffiths* _____
Headteacher

Date - February 2017 ____

Signed _____ *D.Harrington* _____
Chair of Governors

Date - February 2017 ____

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination (see appendix 2);
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An action plan accompanies this Equality Scheme which identifies what we will do to make our school more accessible to the whole community, irrespective of background or need. At present this is in the form of Area of Focus 2 within the School Development Plan. In addition there are actions within other areas of focus that also address issues of promoting equality and diversity.

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors. Equality objectives have been identified through consultation with key stakeholders. This action plan is understood and implemented by all staff. It can be made available in different formats and in different languages on request to the school office.

School Aims Statements

Federation of Follifoot & Spofforth CE (VC) Primary Schools. Village schools working together for their village communities and the surrounding areas of Harrogate, Knaresborough and Wetherby.

Following consultation in the summer of 2015 the Federation of Follifoot and Spofforth CE Primary Schools came into effect on 15th October 2015.

'A federation is defined in law as two or more maintained schools operating under the governance of a single governing body.'

'The creation of a federation is not just about structural change. It is also about a different mind-set where governors and school leaders share a commitment to improving the outcomes and chances for all children across the federation.'

Federation Guiding Principles –

- 1) The needs of all the children, regardless of which school they attend, come first over all other priorities.
- 2) The staff team is the Federation's most valuable resource. We must look after them and support them using the Federation effectively to retain and where necessary recruit the highest quality staff.
- 3) The Federation strives to create outstanding provision for children in our localities and the whole community.
- 4) Pupils' personal development and wellbeing are valued as highly as their academic progress.
- 5) The Federation understands the presence of a school in each village is central to village and community life. We value the support provided by the community and work hard to ensure we contribute effectively to village life.
- 6) We want to retain the benefits of smaller schools whilst being able to work as efficiently and effectively as larger schools.
- 7) Positive relationships with parents are essential to the schools and contribute to the work they do.
- 8) Consultation regarding proposed change will always be transparent and include all those involved with school life; pupils, parents, staff, governors the Local Authority and wider community.
- 9) The Federation recognises the direct link between pupil numbers and funding. It accepts that this will pose challenges that must be faced. We will learn from others in similar situations, work creatively, taking considered risks and embracing change.

Spofforth

Spofforth CE Primary School is at the heart of a thriving and supportive community. It is a happy and caring place where all children are effectively supported in working towards achieving their full potential. Children develop and enhance their knowledge and skills, experience independence as well as learn how to care and support themselves and others. Through day to day experiences children will be offered an understanding of the world from a Christian perspective. This will help best prepare children for the next stages in their education and their future lives. The following ethos statements outline the characteristics of the pastoral care and the learning experiences of children at Spofforth CE Primary.

Pastoral Ethos

Spofforth is an inclusive and caring school that recognises, values and celebrates the contributions of all its learners. Everyone is cared for and guided within a family atmosphere that maximises the opportunities for experiencing Christian values. Children learn to care for and value themselves and each other through meaningful practical experiences.

Learning Ethos

Learning for all at Spofforth will take place through a wide range of fun and engaging experiences which consider and adapt to children's interests. Learning opportunities provide children with choices that encourage their development as independent learners. Learning is enhanced through effective use of talk and the development of learners' questioning skills. As part of learning children collaborate with each other within and outside their class groups.

Follifoot - Our Vision:

Follifoot CE Primary School's vision for our children is rooted in Christian belief and principles. It is the core aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring school, whose values are built on mutual trust and respect for all.

Our Values: We adopt all Christian Values as a guiding principle. We follow a cycle of planning our acts of worship and half termly focus around the following values; thankfulness, humility, endurance, service, compassion, trust, peace, forgiveness, friendship, justice and hope.

Our Aims: As a school we aim to work towards excellent standards of achievement and behaviour, inspiring a love of learning and providing the opportunities and encouragement for each child to develop to their greatest potential.

At our school we:

- Promote a secure, caring and supportive environment in which high standards of behaviour are expected.
- Every child has the right to learn and every teacher has the right to teach.
- Recognise, respect and encourage the individuality of the child.
- Promote Christian Values while showing respect for the beliefs of others.
- Encourage excellence in both learning and teaching.
- Adults and children have a good working relationship and mutual respect.
- All staff are highly motivated and part of a supportive, professional team.
- Governors are supportive, involved and well informed. They are key members of the team.
- Parents contribute significantly to the school. They are welcomed, encouraged and valued in all areas of school life.
- Encourage an awareness and understanding of the similarities and differences of all people within the wider world.

Equality Objectives 2016-19

Improve Leadership and Management

Develop leadership capacity to further support the equalities agenda.

Ensure all leaders have appropriate understanding of the equalities agenda and how it relates to their leadership roles.

Improve the quality of teaching and learning

Develop further our strategies to personalising learning to ensure it meets needs of all groups and individuals.

Improve Personal Development & Wellbeing

To develop meaningful, purposeful and lasting links with wider communities, including those that are ethnically and religiously diverse.

Indicators of progress towards meeting objectives

Improve Leadership and Management

- Leaders able to articulate understanding of equalities agenda and how it impacts on their roles.
- Leaders evidencing understanding of equalities agenda in their work.

Improve the quality of teaching and learning

- Evidence of range of strategies employed impacting on pupil outcomes.

Improve Personal Development & Wellbeing

- Members of the school community will have greater involvement with the range of cultures in the immediate locality.
- Members of the school community will have a greater involvement with the range of cultures and faiths represented nationally.

What kind of a schools are we?

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

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

School Context

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

Factors of the geographical location of the school:-

The Federation of Follifoot & Spofforth CE (VC) Primary Schools. Village schools working together for their village communities and the surrounding areas of Harrogate, Knaresborough and Wetherby. Following consultation in the summer of 2015 the Federation of Follifoot and Spofforth CE Primary Schools came into effect on 15th October 2015

Both schools draw from their respective named villages as well as the surrounding villages and towns of Harrogate, Knaresborough & Wetherby.

Both schools have a high proportion of working parents with around 50% of families accessing our onsite breakfast clubs and some point each year. We have strong links with the respective Village churches and ministering team led by Priest in Charge Sylvia Earl. Both schools work closely with the Local Authority and with the Diocese education team. We have wider partnerships with other local primary schools and the HART teaching school alliance.

Our community comprises of:

99% British

1% minority ethnic

0% other nationality

We have moderate stability

Lower than national proportion of free school meals and pupil premium.

4 pupils who are EAL.

The turnover of staff is steady with a high proportion of part time staff. There are a total of seven teachers for four classes. Pupils move on to a range of local secondary schools in our area. Both school buildings are on two floors. After protracted and complicated planning Spofforth school was able to install a ramp to provide disabled access to the site. Both schools have disabled access to the lower floors. The schools have a good range of outdoor spaces. Both schools have accesses to large green spaces at the respective cricket clubs and Follifoot also has access to the village green. Many applications are received for vacancies and the best staff recruited regardless of social identity factors.

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

- Both Schools hold Inclusion Quality Mark
- Regular staff professional development time is dedicated to the Inclusion Agenda.
- Both schools have a named SENCo who are currently completing their national qualifications.
- Both SENCO staff have established working routines to effectively support all staff in effectively meeting the needs of all learners.
- Training days are also used to update knowledge and understanding of educational needs.
- The school works closely with the Harrogate and Rural Teaching School Alliance partnership to improve opportunities for all learners and support transition.
- Vulnerable groups of children are identified and tracked on our data tracking system.
- The dedicated person for looked after children and Child protection is the Headteacher who has undertaken all relevant training.
- SEND governor is named and meets with HT and respective SENCO staff to monitor the work of the schools.
- The school uses fair recruitment processes and has attended training on safer recruitment and Recruitment and the law.
- Parent workshops are held and parent information guides are produced to help families with supporting learning.
- The school uses special events such as One World Week, anti-bullying week, and the Olympic games to explore diversity from other countries and cultures.
- Collective Worship themes are built around Christian Values. Each theme lasts half a term and resources also support the use of stories of other countries, cultures and religions.

School provision

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

- Communication from school can be provided in a number of languages
- Displays in schools are dyslexia friendly
- Paper and electronic copies of key communications are available
- Electronic copies are in PDF format making them widely available to a range of electronic devices
- Staff are aware of families who may need support with accessing and interpreting written communication and will ensure information is explained verbally
- A reminders board is on display outside school on a daily basis
- The behaviour policy is clear and allows for differentiation according to need where necessary
- Provision maps are in development for key areas and are a key priority in our development plan. These are based around the four identified areas of need in the new SEND COP. All provision maps start by identifying universal provision.
- Individual child focused and child friendly inclusion passports are being developed for identified learners. They are helping to identify the most effective intervention strategies as well as monitor the impact of interventions
- All reasonable adjustments are made to ensure children's needs are met e.g. recent building work included development of changing facilities, new staff appointed have intimate care responsibilities within job descriptions and the recent development of the EYFS outdoor area has provided a larger safer and much easier to access outdoor space for EYFS and KS1 learners

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, ie gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self-evaluation.

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

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the staff are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan yearly.

People with specific responsibilities:

- The SENco will be responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- The Governors with the Headteacher are responsible for ensuring the specific needs of staff members are addressed;
- The Inclusion Leader will be responsible for gathering and analysing the information on outcomes of vulnerable pupils
- The Headteacher will be responsible for monitoring the response to reported incidents of a discriminatory nature.

Parents/Carers will:

- have access to the scheme;

- be encouraged to support the scheme;
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme;
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

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

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

Involvement Processes

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

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;

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

Mechanisms for involvement

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

- Feedback from school council and school ambassadors at meetings with HT
- Annual pupil & Parent questionnaires
- Feedback from Parent View
- Individual pupil meetings around making reasonable adjustments
- EHCP meetings
- Interviews following incidents of a discriminatory nature

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

- SDP committee
- Staff meetings
- Governor meetings
- Interviews following incidents of a discriminatory nature
- Staff questionnaires
- Staff training and updates

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

- Annual parent questionnaires
- Individual pupil meetings around making reasonable adjustments
- EHCP meetings
- Interviews following incidents of a discriminatory nature
- Parent workshops to share knowledge
- Meet the teacher meetings
- Parent consultation meetings

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment through the Inclusion Quality Mark has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form;
- the level achieved in the Inclusion Quality Mark;
- discussions with the School Improvement Partner.

Publication

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

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. This report will be made available as a separate document and in the school profile and school prospectus.

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

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

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。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

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

