

Federation of Follifoot & Spofforth CE Primary Schools



Single Equality Scheme

**Three-year period covered by this scheme:
2024 - 2027**

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/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 and identity.
- 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: *R. Holland*
Headteacher

Date: February 2024

Signed: *D. Harrington*
Chair of Governors

Date: February 2024

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 strategically and financially 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.

School Aims Statements

At Federation of Follifoot & Spofforth CE Primary Schools our vision is that;

Together we LOVE, LEARN & THRIVE.

LOVE

We nurture each individual, build positive relationships with everyone and value their uniqueness.

LEARN

We inspire children to have a lifelong love of learning. They develop wisdom, knowledge and skills and become fluent learners.

THRIVE

We develop children socially, emotionally, physically and spiritually, help them to be the best versions of themselves and prepare them well for their future lives in a diverse world.

‘As I have loved you, so you must love one another’ John 13.34 NIV

Our Federation’s vision for our children is rooted in Christian belief and values. It is the core aim of our schools that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are caring schools, whose values are built on mutual trust and respect for all. 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. The needs of our children always come first, and we work closely with parents/carers building positive relationships that help contribute to the work we do. In our schools, children receive the gift education within a culture that values their individuality and prepares them effectively as lifelong learners. All staff are highly motivated and part of a supportive, professional team. Parents/Carers contribute significantly to the school. They are welcomed, encouraged and valued in all areas of school life. Governors are supportive, involved and well informed. They are key members of the team.

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 fully 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 non-disabled.

The action plan is reviewed 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 language on request to the school office.

Equality Objectives 2024-27

Improve the Quality of Education

To develop the reading, writing, maths and wider curriculum to ensure all groups of children know and remember more.

Improve Leadership and Management

Develop leadership capacity to further support the equalities agenda.

Develop curriculum leaders so that they can identify and articulate how the curriculum is adapted to meet the needs of all.

Improve Distinctiveness of Church Schools

Develop the curriculum to increase all children's knowledge and appreciation of diversity.

Indicators of progress towards meeting objectives

Improve the quality of teaching and learning

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

Improve Leadership and Management

- Leaders able to articulate understanding of equalities agenda and how it impacts on their roles.
- Subject leaders have good knowledge of strengths & areas for development in their areas of responsibility and continue to drive forward improvement and contribute to the good progress of all learners.

Improve Distinctiveness of Church Schools

- Summary progression document showing how children's understanding of different types of diversity is developed from EY to Year 6 including how and when.
- Subject leader produces a single page summary document naming each unit in the subject for all year groups and identifying current and future ways of promoting diversity
- Federation link with school or setting (church/village/town) etc beyond the UK is established

What kind of a schools are we?

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

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement.

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:-

Our schools are situated in the heart of each village serving their local communities as well as Harrogate, Knaresborough and Wetherby. As a Federation we have developed since September 2014 retaining the benefits of village schools whilst working effectively together ensuring children's personal development, well-being and wider curriculum opportunities are valued as highly as academic progress. This is exemplified in our Federation Early Years class that ensures all children experience dedicated specialist early years provision maximising the excellent Early Years outdoor areas at Spofforth. This class provides the perfect environment for children to start their school experience.

Both schools have a high proportion of working parents/carers. We have strong links with the respective Village churches and ministering team led by Priest in Charge Barbara Ryan. 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, Local Maths and English Hubs and we work in partnership with the Local Authority.

Our communities comprise of:

Follifoot

100% White British

We have moderate stability

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

We are broadly in line with the national average of pupils with SEND and above the national average for children with SEND with an EHCP

Our low whole school pupil numbers are acknowledged when calculating these percentages

Spofforth

98% White British

We have moderate stability

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

We are slightly below the national average of pupils with SEND both for children with an EHCP and for those without

Federation:

The turnover of staff is steady with a very high proportion of part time staff. There are a total of twelve teachers for seven 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. In 2021, the 'west riding unit' which houses the Early Years class and KS1 class for Spofforth was rebuilt, and this complies with all current access regulations.

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.

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

- Regular staff professional development time is dedicated to the Inclusion Agenda.
- The Federation has a named, SENCo who is very experienced.
- Training days are also used to update knowledge and understanding of educational needs.
- The schools work 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 Children who are Looked After is the SENDco who has undertaken all relevant training.
- The dedicated person for Child Protection and Safeguarding is the Headteacher who has undertaken all relevant training. There are also Deputy Safeguarding Leads in each school and the SENDCO is also a trained Safeguarding Lead.
- SEND governor is named and meets with HT and SENCO to monitor the work of the schools.
- The school uses fair recruitment processes, staff and Governors have attended training on Safer Recruitment and Recruitment and the law.
- Parent/Carer workshops are held, and parent/carers information guides are produced to help families with supporting learning.
- The school uses special events such as: anti-bullying week, Fair Trade Fortnight 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.
- A robust and systematic scheme for PSHCE ensures that children regularly discuss equality and inclusion.

Other, specific training includes:

- Weekly SLT meeting includes SEND, child protection and Health and Safety updates
- Weekly staff briefing includes relevant SEND, child protection, Safeguarding and Health and Safety updates
- All staff have read most recent version of KCSIE
- All staff have undertaken PREVENT/ Channel online training on necessary cycle
- All staff have regular SEND training by the SENDco
- Five members of staff completed RPI Training (May 2023)
- Staff complete paediatric or full First Aid training on necessary cycle

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
- Children's exercise books come in dyslexia friendly versions
- Paper and electronic copies of key communications are available
- Electronic copies or in PDF format making the widely available to a range of electronic devices
- Staff are aware of families who made 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 differentiated differentiation according to need where necessary
- Individual child focused and child friendly learning support plans are used 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 includes development of changing and shower facilities.
- Accessible toilet with emergency chord system
- Voice to text programmes for targeted pupils
- Overlays available for pupil use as needed
- Small groups to aid social interaction
- Nurture/support groups
- Liaison with external agencies to enhance provision in school
- Personalised approach to incidents of behaviour with recommendations from specialists (specialist teachers/educational psychologists)

Outcomes for pupils

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

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/carers 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/carers about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan yearly.

People with specific responsibilities:

- The SENDco will be responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- The SENDco will be responsible for gathering and analysing the information on outcomes of vulnerable pupils
- The Governors with the Headteacher are responsible for ensuring the specific needs of staff members are addressed;
- 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/carers, 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/carers, 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/carers 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:

- | |
|---|
| <ul style="list-style-type: none"> • Feedback from school council meetings with designated staff • Pupil voice monitoring by governors and SENDco • Annual pupil & parent/carers questionnaires • 'Voice of the child' incident log on CPOMS • Individual pupil meetings around making reasonable adjustments • Individual intimate care plans • EHCP meetings • SEND Review Meetings • Positive Behaviour Plan Review Meetings • Interviews following incidents of a discriminatory nature • Pupil voice via mechanisms such as 'Three Houses' when filling in Early Help forms |
|---|

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

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

The school's action plan will focus on developing the involvement of pupils, staff and parents/carers 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/carers 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.

