Single Equality Scheme

Policy

Single Equality Scheme

Headteacher

Chris Stokes

Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff
Oct 26	Review	SBR	November 2026

Date ratified by Governors	Review Date
November 2026	October 2027

Introduction

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

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

This document sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:-

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

The law on disability discrimination is different from the rest of the Equality 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
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*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 which are outlined in this Equality Scheme.

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

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

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to enable disabled pupils to take
- better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at: http://cyps.northyorks.gov.uk/equalities-and-diversity. Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of mdiscrimination and prejudiced based incidents.

School Vision and Values

At Bedale High School, our vision of being **exceptional without exception** means that every student deserves exceptional teaching, care and opportunity. We have high aspirations for all our young people and are committed to creating an inclusive school where everyone feels safe, valued and able to succeed, regardless of their background, identity, ability or additional needs.

Our core values of **Courage, Compassion and Commitment** guide our approach to equality and inclusion:

- **Courage:** We encourage students to embrace challenges, develop confidence and speak up for themselves and others. We challenge prejudice, discrimination and bullying, and support every young person to have a voice in school life.
- **Compassion:** We build respectful relationships, celebrate difference and seek to understand each individual's strengths, needs and experiences. We recognise that students may need different approaches and levels of support to access opportunities and achieve their best.
- **Commitment:** We match high expectations with high-quality teaching, appropriate adjustments and personalised support. We work together with students, families and professionals to identify and remove barriers to learning, participation and achievement.

Equality and inclusion are whole-school responsibilities. We aim to provide a broad, ambitious and accessible curriculum, alongside opportunities for every student to participate in enrichment activities and the wider school community. Students' views and families' knowledge help us to shape and review our provision.

Through these shared values, we support young people to make meaningful progress, develop independence and prepare confidently for their next steps in education, employment and adult life.

The school's vision and values statement reflects the school's ambitions for all its pupils and has 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-/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.

Count of First Language

First language	Count	Percentage
English	524	97.04%
Hungarian	5	0.93%
Afrikaans	2	0.37%
Ukrainian	2	0.37%
Welsh/Cymraeg	2	0.37%
Latvian	1	0.19%
Slovak	1	0.19%
Spanish	1	0.19%
Yoruba	1	0.19%
Information not obtained	1	0.19%
Grand Total	**540**	**100%**

Count of Ethnicity

Ethnicity	Count	Percentage
White – British	456	84.44%
White – English	39	7.22%
Other White British	9	1.67%
Any other White background	7	1.30%
White Eastern European	6	1.11%
Information not obtained	5	0.93%
Any other mixed background	4	0.74%
White other	3	0.56%
Other mixed background	2	0.37%
Black African	1	0.19%
White and Asian	1	0.19%
White and Black Caribbean	1	0.19%
White and any other ethnic group	1	0.19%
Latin/South/Central American	1	0.19%
White European	1	0.19%
White – Scottish	1	0.19%
White – Welsh	1	0.19%
White Western European	1	0.19%
Grand Total	**540**	**100%**

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

- Bedale High School is committed to providing quality training for all staff in matters of equality and diversity, the medical needs of pupils, and any SEND.
- Training needs are assessed annually and new members of staff are trained as part of their induction process.
- Behaviour/Attendance/Inclusion/SEND meetings are held to discuss pupils and their varying needs. This may include their medical, emotional, social, religious, language or SEND. Any identified barriers to equal access are highlighted, and appropriate training is arranged.
- SLT review training delivered and needed. The training covers safer recruitment and the SEND Code of Practice.
- LGBTQ+ provision and awareness is a focus in Personal Development and PSHCE.
- A half termly ‘Inclusion Bulletin’ is created and distributed by the inclusion team.

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 EHCPs or from other sources. Additional high needs funding may be available on application to the local authority.

- Reasonable adjustments are made, where necessary, in liaison with key members of staff in school and the relevant professionals.
- Each pupil with additional needs has a Student Passport and/or risk assessment which is created to match individual need.
- Lessons are differentiated as staff planning is driven by key information, baseline and ongoing progress data to ensure maximum opportunities for success in learning and social and emotional development for all pupils.
- GTAs, ATAs and HLTAs are resourced to support learning in all areas.
- Screening/assessment is carried out when an identified need arises. This might be for dyslexia, literacy difficulties, dyscalculia screening or SEMH baseline assessments.
- Further assessment by specialist external agencies can be requested in consultation with parents and staff. Results from these screenings are shared with staff in order for the information to be used to improve educational outcomes.
- Reference to and implementation of the NYCC Ladder of Intervention.

Outcomes for pupils

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

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

Examples

- Pupil Attainment, Attendance and Behaviour is reported and analysed termly.
- Pupils took part in the Growing Up in North Yorkshire survey which identifies particular groups and provides feedback on a number of equality issues as follows:
    - Extent to which particular groups feel safe from incidences of bullying, racism and hate crime
    - Extent to which pupils from particular groups adopt a healthy lifestyle
    - Extent to which particular groups contribute to the life of the school and community eg
    - participation in extra- curricular events, school trips etc.
- The Deputy Headteacher produces a Pupil Premium Report on an annual basis
- The Assistant Headteachers produce annual reports on SEND, Safeguarding, Behaviour etc.

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2026 - 2029 are:

- **Strengthen inclusion and belonging** by providing a safe, welcoming and respectful school environment where diversity is valued and discrimination, harassment and bullying are challenged.
- **Improve outcomes for pupils with SEND** by identifying and removing barriers to learning, strengthening inclusive teaching and providing effective support to narrow gaps in attainment and progress.

- **Improve attendance across the school**, with a particular focus on pupils with SEND and disadvantaged pupils, by working with pupils and families to understand and address barriers to regular attendance.
- **Improve outcomes for disadvantaged pupils** by ensuring access to high-quality teaching, targeted support and wider opportunities that help narrow gaps in attainment and progress.
- **Reduce suspensions** through early identification of need, appropriate adjustments and effective pastoral and behavioural support, with particular attention to any disproportionate impact on pupils with SEND and disadvantaged pupils.

We have identified these objectives based on our Ofsted report, SEF and School Development plan

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

The Head Teacher will:

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

The Governing Body will:

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

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;

- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities (named):

- Assistant Headteacher – SENDCo (Shannon Bradbury) and Assistant Headteacher – DSL (Danielle Nugent) are responsible for maintaining up-to-date information about vulnerable pupils and ensuring that relevant staff understand their needs and the support required, in line with confidentiality and safeguarding procedures.
- Head teacher (Chris Stokes) - the person responsible for ensuring the specific needs of staff members are addressed;
- Deputy Headteacher (Alan Dunne) - the person responsible for gathering and analysing the information on outcomes of vulnerable pupils and (Chris Stokes) staff;
- Assistant Headteacher – Behaviour (Claire Morris) - the person responsible for recording, reporting and monitoring prejudice based and hate incidents;
- Assistant Headteacher - SENDCo (Shannon Bradbury) is responsible for publishing the SEN information report

Parents/Carers will:

- have access to the scheme and equalities objectives;
- be encouraged to support the scheme;
- have the 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 LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and

- difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.
- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

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

This Scheme and equalities objectives will be informed, therefore, by:

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

Mechanisms for involvement

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

- Interim/Annual Review Meetings
- Student council meetings
- Student surveys
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination
- 1-1 PB conversations and behaviour tiering meetings
- 1-1 SEND team meetings
- PSHCE curriculum and assemblies
- Quality assurance of form time and lessons
- Growing up in North Yorkshire Pupil Survey

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

- Interviews with staff
- Staff meetings including: CPD sessions, faculty leader meetings and department meetings.
- PD Days
- Staff survey
- Discussions with staff as part of performance management/appraisal

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

- Welcoming parents and the community into school so that they are critical drivers in policy development at events, workshops
- Feedback through the Governing Body meetings;
- Where appropriate adjustments are made to support families e.g. letters in different languages
- Parent surveys
- Parent evenings
- SEND coffee morning meetings
- Behaviour meetings including reintegration meetings
- SEND review meetings.

The school 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.

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. 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 on the school website.

Publication

Equalities objectives will be published and available to anyone requesting a copy. Copies will be on the school website. Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its

published information at least annually and publishes the equality objectives at least every four years. It will be up to schools themselves to decide in what format they publish equality information.

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

Schools' duties around accessibility for disabled pupils

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.
4.29 Schools must implement accessibility plans which are aimed at: increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and improving the availability of accessible information to disabled pupils.
4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.
4.31 OFSTED inspections may include a school's accessibility plan as part of their review

This document relates to the The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

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

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected Characteristics



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) 1976/2000statutory 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 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

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