

# SEAMER AND IRTON CP SCHOOL

## Single Equality Scheme 2017

### Introduction

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-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.*

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 (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.

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.

Signed _____ Headteacher	Date _____
Signed _____ Chair of Governors	Date _____

### **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 using the **Inclusion Quality Mark** audit tool. 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.)

OFSTED inspection may include the school's accessibility plan as part of their review.

## MISSION STATEMENT

*SEAMER & IRTON CP SCHOOL WILL PROVIDE ALL  
PUPILS WITH EVERY  
OPPORTUNITY TO ACHIEVE THEIR FULL POTENTIAL.  
WE ENSURE A SUPPORTIVE, FRIENDLY SAFE  
ENVIRONMENT IN WHICH  
EVERYONE IS VALUED AND RESPECTED.  
IN RETURN WE EXPECT THE HIGHEST  
STANDARDS OF WORK AND BEHAVIOUR*

### **Seamer and Irton CP School: Aims, Ethos and British Values**

**Aims and Ethos: To create a happy school committed to excellence.**

- We provide all pupils with every opportunity to achieve their full potential.
- We ensure a supportive, safe, friendly environment in which everyone is valued and respected.
- We expect the highest standards of work and behaviour.
- We offer every pupil full and equal access to all areas of the curriculum.
- We provide a broad and balanced curriculum for all our pupils, which values and celebrates their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the wider world.
- We value all adults' and pupils' contributions to the school's progress, and celebrate success and achievement in all areas of life.
- We prepare each pupil for life beyond school, in a modern, global society.

#### **British Values**

The Government set out its definition of British values in the 2011 Prevent Strategy.

Seamer and Irton CP School fully supports these values.

#### **Equality Objectives 2017-19**

**See Appendix 2, Inclusion Quality Mark Standards Audit and Equality Action Plans**

## Indicators of progress towards meeting objectives

- See Equality Action Plans

### What kind of a school are we?

#### School Vision and Values

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 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

Seamer & Irton CP school is a larger than average primary school on the outskirts of a busy town, which accepts pupils from the age of 4-11. Currently there are 411 pupils on roll and we operate a two form entry system accepting children from a large number of nurseries into our 2 class room Foundation Stage (Reception). There is one main nursery provider located in the village. The school is made up of predominantly white British students with a fluctuating number qualifying for the Pupil Premium Grant which currently stands at 9.5%.

Entry data suggests that the children arrive at school at a lower than expected level of attainment. This influences the results at the end of the Foundation Stage and recent results indicate that the number of children entering Key Stage 1 with a Good Level of Development is lower than the county average, which in turn is lower than the national average, although the gap is closing.

Attainment at the end of KS1 has been broadly average for a number of years. However, 2016 data seems to show a dip with only 43.5% achieving the expected standard or above in reading, writing and maths combined. This is lower than the national figure of 60.3%

Y1 phonics data, on the other hand, slightly exceeded the national figure in 2016 as a result of excellent school improvement work.

Attainment at the end of KS2 has shown a rising trend over recent years but returned to broadly average levels in 2016.

The number of pupils registered for SEN Support is significantly below the national average. We currently have a broadly even distribution of SEN pupils between the '4 Broad areas of Need' although, in keeping with recent trends, our largest area of need is Social, Emotional and Mental Difficulties. We currently have less than 1% of pupils that have been identified as having English as an Additional Language (EAL). There has been a recent increase, however, in the number of pupils with an education health care plan.

## Headlines from 2015-16

- The school was awarded the Dyslexia Quality Mark
- The school achieved the Sports Mark Gold award and were County champions in athletics
- Y1 and Y2 phonics results exceeded national levels
- GLD increased to 64.4% (a 23.4% rise since 2014). Average points in EYFS rose to 35.1
- The school library made a significant contribution to reading outcomes for pupils across the school

## What makes us different from other schools?

- The school offers a wide range of support programs for children who are not achieving to their full potential.
- Behaviour at the school is very good
- The school's welcoming ethos is always remarked upon
- A well-established School Council ensures that the pupils' views are always considered
- The school has a dedicated music teacher and is proud of the shows and production that are put on, to a professional standard, each year.
- The school is highly successful in competitive sports

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

*See CPD record and staff meeting records*

This year (2016-17) this has/will include:

- Safeguarding children level 2
- Dyslexia training
- Staff and governor self-evaluation of inclusive practices
- Training in restrictive physical practices
- staff meeting every term to update on pupil needs and training opportunities
- DSP refresher training, including child sexual exploitation
- Online safety training
- Fire marshal training
- First aid training
- Working with children with autism
- Supporting EAL learners
- Supporting children with physical difficulties in PE
- Brain friendly learning
- Language links speech and language programme
- Extending the Talk Boost programme

## School provision

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

The school offers a wide range of support programs for children who are not achieving to their full potential.

This includes:

- An Inclusion Officer who provides a wide range of support for reading or social, emotional aspects of learning
- Specific support programmes for dyslexia, including IDL Cloud.
- Support for mathematics in Numberland
- Other programs cover phonics work and Speech, Language and Communication needs and are provided during the afternoon sessions. We use a combination of specialized programs (Talk Boost) and programs based around the curriculum (Letters and Sounds), working carefully with the class teachers to identify needs and ensuring that the correct area of support is being addressed.

This year (2016/17) the school has:

- Achieved the Dyslexia Quality Mark
- Made extensive use of individual behaviour support plans
- Ensured clear identification of FSM/PP/LAC pupils and effective links between parents, teachers and intervention leaders.
- Explored ways to sustain the impact of proven interventions after the child has returned to the classroom.
- Reviewed the induction process and initial baseline assessments for mid-key stage admissions.
- Reviewed provision mapping so that it provides a clear summary of targets and outcomes
- Reviewed Inclusion Passport system
- Reviewed the parent consultation process

## 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 Form (SEF).

## 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 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 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;
- 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 annually
- publish information at least annually.
- publish equality objectives every four years

### **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):**

- Mr.T.Caffrey (SENCO) is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- J. Wanless (Headteacher) is responsible for ensuring the specific needs of staff members are addressed;
- J. Wanless (Headteacher) is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff (see section 4);
- J. Wanless (Headteacher) is responsible for monitoring the response to reported incidents of a discriminatory nature.
- Mrs.L.Welch (Inclusion Officer) is responsible for monitoring the provision made for pupils in receipt of pupil premium funding and targeting that provision to the desired outcomes
- Mr.D.Topliss (governor) responsible for publishing the SEN information report

### **Parents/Carers will:**

- have access to the scheme;
- 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;
- 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, including bullying 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 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, 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:

- *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;*
- *Meetings representing a particular theme shared with the community and cluster of schools.*
- *Growing Up in North Yorkshire Pupil Survey*

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

- *Exit interviews with staff;*
- *Regular meetings with union representatives;*
- *Regular staff meetings with specific agenda items;*
- *Individual discussions with staff as a part of performance management.*

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme 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 from adults using the school beyond the school day;*
- *Meetings with parents and local groups representing a particular theme.*

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;
- feedback e.g. Parentview

## 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. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the school's prospectus, school website.

## Publication

This Equality Scheme will be published and available to anyone requesting a copy. It will be referenced in school newsletters 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.

## Contact us

**North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD**

Our Customer Service Centre is open: Monday - Friday 8.30am - 6.00pm and Saturday

9.00am - 12.00pm Tel: **0845 8727374** email: **customer.services@northyorks.gov.uk**

Or visit our website at: **www.northyorks.gov.uk**

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

Tel: 01609 532917

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如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

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

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

Email: [communications@northyorks.gov.uk](mailto:communications@northyorks.gov.uk)



## 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)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

**INCLUSION QUALITY MARK AUDIT**

<b>Standard 1 – Welcoming School and Ethos</b>		
The extent to which the school welcomes and celebrates all learners, is responsive to their potential and treats them and their parents/carers with respect.		
<b>Dimension</b>	<b>School Judgement</b>	<b>Key actions for development</b>
1.1 The extent to which the school is anticipatory in welcoming all learners and their families		Display arrange of languages welcoming people to the school.
1.2 The extent to which the school demonstrates a positive attitude to admitting all learners		Conduct an equalities learning walk with school council reps
1.3 How effectively the school uses a range of communication methods to ensure that all parents feel well informed about all aspects of their children’s learning and feel comfortable in approaching the school		30 minute learning conversations for all SEND pupils and other vulnerable groups e.g.FSM
1.4 The extent to which the curriculum and learning environment provide opportunities to celebrate and recognise the difference and diversity of all members of the school community		Broaden understanding of diversity through Big Classroom, GoGivers and visits and visitors to school. Train selected staff to support EAL pupils
1.5 The extent to which key documentation reflects the school’s inclusive ethos and commitments to meeting the needs of all learners		Review equalities scheme and action plans
1.6 The extent to which the school enhances its provision and practice for all learners local through building relationships and partnerships working with the community		Engage in the Outside the Box project to combat social isolation and build a sense of community

<b>Standard 2 – Access</b>		
The extent to which the school’s curriculum, facilities and deployment of resources support inclusion for all		
<b>Dimension</b>	<b>School Judgement</b>	<b>Key actions for development</b>
2.1 The extent to which the school shows evidence of preparing for the inclusion of a wide range of vulnerable learners		
2.2 The extent to which the school makes reasonable adjustments to the curriculum, environment, equipment and enrichment opportunities to ensure that all learners can access universal provision		Train selected staff to support pupils with physical difficulties in PE
2.3 How effectively the school identifies and assess pupils in order to provide additional and different provision to meet individual needs		Target the attainment gap in EYFS and Y1 through the Language Links programme and extending Talk Boost
2.4 How effectively the school allocates resources to target provision to meet needs and to develop the expertise of all adults to meet learners needs		Extend staff hours to accommodate collection/drop off arrangements for SEND pupils

2.5 How effectively the school fosters and develops independent learning for all learners		Increase staffing to support individual behaviour plans. Improve accessibility to outdoor learning opportunities by upgrading the sanctuary garden and provision of suitable outdoor clothing
2.6 How effectively the school collaborates with a range of agencies and other schools to develop their own capacity to improve outcomes for vulnerable learners		Seek support and training from Ed.Psych. to improve strategies to deal with short term memory problems

<b>Standard 3 – Policy driven inclusive practice</b>		
The extent to which school policies are shaped by all stakeholders and secure high quality provision to meet the needs of vulnerable learners and to narrow attainment gaps		
<b>Dimension</b>	<b>School Judgement</b>	<b>Key actions for development</b>
3.1 How effectively the school consults with all stakeholders to develop and review a range of policies providing inclusive practice		
3.2 The extent to which the school evaluates policies including the single equality scheme for impact on improving provision and outcomes for all learners		Review the PHSCE syllabus
3.3 How effectively the school plans for future improvements to provision and outcomes for all learners through reviewing the impact of its policies and practice		
3.4 How effectively the school tracks the progress, participation and achievement of vulnerable learners in order to target those who are not making the expected rates of progress or engaging in the full range of provision so that they make accelerated progress		Review approach to LGBT and issues around homophobia  Identify young carers and sign post support
3.5 How effectively the school secures consistent implementation of key policies by all adults		
3.6 How effectively the school adapts and differentiates policies in response to individual needs		

<b>Standard 4 – Anti Bullying, Behaviour and Safeguarding</b>		
How effectively the school proactively fosters positive relationships between different groups and addresses any harassment victimisation or discrimination		
<b>Dimension</b>	<b>School Judgement</b>	<b>Key actions for development</b>
4.1 The extent to which the school clearly sets out expectations of positive behaviour of all members of the school community.		
4.2 The extent to which pupils' behaviour towards, and respect for, other young people and adults promotes a positive, caring, supportive and safe environment for all		

4.3 The extent to which all stakeholders feel that the school is a positive, caring, supportive and safe place to be.		Continue to develop the role of the school council to recognize the pupil voice.  Provide clear systems for signposting the support that is available to pupils
4.4 The extent to which the school has transparent and effective procedures in place to prevent bullying and to respond to all incidents of bullying and to promote positive behaviour and attitudes to learning		
4.5 How effectively the school makes the reasonable adjustments to ensure that its behaviour policies recognise different needs of individual learners		Ensure systems and policies are in place to keep pupils safe online
4.6 The extent to which the school's safeguarding practice and curriculum promote the well-being of pupils.		Consider the provision for emotional wellbeing in light of the Growing Up in NY survey data. 55% of pupils in Y2 worry about their families most days.

## Equality Action Plans 2017 - 20

<b>KEY ISSUE</b>
<b>Welcoming School and Ethos</b>

## Success criteria

- The school welcomes and celebrates all learners, is responsive to their potential and treats them and their parents/carers with respect.

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 (reviewed 29.1.19)
Display arrange of languages welcoming people to the school.	SR/LA	Feb.2017	March 2017	Nil	Governor visit	Completed
Conduct an equalities learning walk with school council reps	SR	Feb.2017	March 2017	Nil	Report to HT and GB	Completed. Make this an annual event.
30 minute learning conversations for all SEND pupils and other vulnerable groups e.g. FSM	SENCO	March 2017		Nil	SENCO report to HT	In place since 2017/18.
Broaden understanding of diversity through Big Classroom, GoGivers and visits and visitors to school.  Train selected staff to support EAL pupils	JW	Jan.2017	July 2018	Subscriptions £200 pa  Course fees £300	HT report to GB	Global Diversity Day.  Completed.
Review equalities scheme and action plans	JW/GB	Feb.2017	Annual review	Nil	GB agenda item	Reviewed January 2019
Engage in the Outside the Box project to combat social isolation and build a sense of community	JW/RG	Summer 2017		Nil	HT report to GB	Project no longer running.  Community plastics project and Burton Riggs projects undertaken.

<b>KEY ISSUE</b>
<b>Access</b>

Success criteria:

- The school's curriculum, facilities and deployment of resources support inclusion for all

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
Train selected staff to support pupils with physical difficulties in PE	JW	March 2017	March 2019	Course fees £300	GB monitoring of CPD	Completed
Target the attainment gap in EYFS and Y1 through the Language Links programme and extending Talk Boost	JW	Feb.2017	July 2018	Scarborough Pledge funding	HT report to GB	Speech Link intervention established. Speech therapist secured for school. See SALT Report
Extend staff hours to accommodate collection/drop off arrangements for SEND pupils	JW	Feb.2017		£200 pa		Completed
Increase staffing to support individual behaviour plans.	JW	Feb. 2017		£2000 pa	Governor visit to school	Completed
Improve accessibility to outdoor learning opportunities by upgrading the sanctuary garden and provision of suitable outdoor clothing	SBM			£5000		Completed
Seek support and training from Ed.Pysch. to improve strategies to deal with short term memory problems	Senco	April 2017	April 2018	Nil	SENCO report to GB	Cogmed intervention running in school

<b>KEY ISSUE</b>
<b>Policy driven inclusive practice</b>

Success criteria:

- School policies are shaped by all stakeholders and secure high quality provision to meet the needs of vulnerable learners and to narrow attainment gaps

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
Review the PHSCE syllabus	CO	Jan. 2017	June 2017	Training costs & supply £500	GB monitoring of curriculum	Completed

Review approach to LGBT and issues around homophobia	JW	Feb.2017	July 2018	Nil	HT report to GB	See PHSE policy and curriculum framework
Identify young carers and sign post support	LW	Feb.2017	July 2018	Nil	HT report to GB	Completed. YC receiving regular support

<b>KEY ISSUE</b>
<b>Anti Bullying, Behaviour and Safeguarding</b>

Success criteria:

- The school proactively fosters positive relationships between different groups and addresses any harassment victimisation or discrimination

<b>Actions to achieve the success criteria</b>	<b>Persons responsible for delivering the action</b>	<b>Start date</b>	<b>Finish date</b>	<b>Costs borne by the school</b>	<b>Monitoring Person and Method</b>	<b>Notes on progress</b>
Continue to develop the role of the school council to recognize the pupil voice.	SR	Feb.2017		Nil	Governor visit to see work of school council	School Council well established and effective. Governor visit requested.
Provide clear systems for signposting the support that is available to pupils	LW	Feb.2017		Nil	Governor visit	SEND pages of school website
Ensure systems and policies are in place to keep pupils safe online	RW	Feb.2017	June 2017	Training costs & supply £500	Link governor report to GB	CEOP training completed by all teaching staff
Consider the provision for emotional wellbeing in light of the Growing Up in NY survey data. 55% of pupils in Y2 worry about their families most days.	SENCO/JW	Feb.2017	June 2018	Nil	HT report to GB	Compass Buzz training completed by all staff (Sept.2018). Up to level 3 for selected staff. See SDP