

# Thirsk Community Primary School



## Equality Scheme

Three-year period covered by this scheme:  
2023-2026

Date of creation:	December 2023
Date of Policy Adoption Governing Body :	December 2023
Date for next Review:	2026

### 1.1 Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation. 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 as set out in the North Yorkshire County Council's Equality Policy Statement:

**“We oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, sex or gender reassignment, marital status, family status, sexuality, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified”.**

This Equality Scheme sets out how the school will:

- eliminate discrimination;
- eliminate harassment 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.

This document provides, therefore, a scheme which embraces for our school a Race Equality Scheme, a Gender Equality Scheme, a Disability Equality Scheme and the school's Equality Policy. It is reviewed every three years and reported on annually.

An action plan accompanies this Equality Scheme which is renewed annually. In line with this Equality Scheme, the action plan sets out the equality and diversity objectives for the school which have been identified as a result of the school's equality impact assessment in line with this equality scheme and facilitated by the **Inclusion Quality Mark** audit tool.

This action plan embraces the Accessibility Plan for the school as it sets out how the school will increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

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

This action plan is available from the school's main office. It is available in different formats and in different languages on request to the school office.

## 1.2 Equality Legislation

This equality scheme responds to the current equalities legislation:

- 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) 2010  
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/they as a pupil;  
b) by refusing to accept an application to admit him/her/they as a pupil, or  
c) where he/she/they is a pupil of the establishment:  
i) in the way in which it affords him/her/they access to any benefit, facility or service,  
ii) by refusing him/her/they access to a benefit, facility or service,  
iii) by excluding him/her/they from the establishment,  
iv) by subjecting him/her/they to any other detriment.  
(There are specific exemptions for faith schools.)
- 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.”

## What kind of a school are we?

### 2.1 School Vision and Values

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

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school is committed to achieving the **Inclusion Quality Mark** and is aspiring to achieve progressively higher levels of this award.

#### School Mission Statement

*To develop confident young people who enjoy learning and strive to achieve the best. Together we will provide each pupil with a safe and caring school community that promotes fairness, tolerance and respect'*

By **enjoyment** we mean:

- Pupils will enjoy coming to our school
- Pupils will experience a curriculum which has opportunities to enrich and to make learning fascinating
- We will celebrate our successes both in school and in our wider lives
- We approach the future with a positive outlook

By **perseverance** we mean that everyone

- Tries their best
- Sees failure as a learning opportunity and works at becoming resilient
- Is keen to further the school values and follow 'Ready, Respectful, safe'.
- Is willing to care for and support others, particularly the vulnerable
- Appreciates that learning must happen outside and after school as well as in it

By **respect** we mean that everyone

- Values and cares for all members both of the community and as people
- Displays good manners at all times and treats everybody with courtesy
- Tolerates difference while being keen and able to critically engage with difference
- Shows respect for the school buildings, facilities and excellent resources - and the broader environment

By **compassion** we that everyone

- Has a willingness to help others
- Is thoughtful to each other's feelings
- Seeks to understand and not judge
- Shows kindness and consideration

By **excellence** we mean that everyone

- Has high expectations of themselves
- Is proud of achievements
- Sets high standards and personal goals for improvement
- Makes best use of talents, time and resources
- Celebrates and shares in achievements of others

## 2.2 School Context

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

- The school is situated in an area of significant need – as identified in the English Indices of Deprivation 2019
- A Hygiene Room is situated opposite reception as you enter the school
- A ramp provides disabled access to the external portacabin, which includes Wrap Around Club.
- Main entrance to school has been ramped to allow disabled access
- There is one fully disabled toilet with wider door opening and rails. All other children's toilets are accessible for children who have disabilities e.g., automated lighting, no additional steps
- There is additional lighting to external paths on the school site
- Additional classroom support is provided for children with additional needs in school to support full access to the school's curriculum
- There is a Nurture group provided for those children who require additional support based on their Social and emotional mental health
- The school has a number of pupils with English as a second language as well pupils from the Traveller Community
- Racist incidents are logged by the school and reported to the Local Authority
- The school has pupils where there are potential barriers to learning these include pupils that are visually or physically impaired. Pupils where language or communication is a barrier. Pupils with moderate learning difficulties and pupil who have Autism Syndrome Diagnosis
- There are 41 pupils identified in receipt of the Pupil Premium
- The recruitment of staff, their development and retention in line with the local authority's equality recruitment policy
- The school regularly monitors and supports children positively with respect to gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school including:
  - analysis of end of key stage results
  - achievements on extra-curricular activities
  - attendance data
  - exclusion data
  - participation on school trips
  - participation in extended school activities
- Assemblies are based on British Values which address needs within the school and local community

The school plans all on-site and off-site events, as well as day-to-day provision, bearing in mind a range of reasonable adjustments. Examples of these include provision, use of tinted backgrounds and coloured overlays. When developing the site, the Governors plan carefully for the future, ensuring full access to all areas.

The school has reported 4 incidents in the past 3 years which were deemed to be of a racist manner.

There have been 3 day fixed-term exclusions in the past 3 years'

Thirsk Community Primary School is committed to equality of opportunity for all – this is demonstrated in all appointments, pay, performance management, induction and professional development, and disciplinary processes.

As supported by OFSTED in 2021, it was stated that the school's culture of vigilance starts from the moment pupils are met by staff at the gate. The well-being of pupils is a fundamental priority for staff. Pupils' positive attitudes to learning help them achieve well. Low-level disruption is rare. Pupils know the behaviour policy and appreciate its simple instruction to be 'ready, respectful, safe'. Children in early years are independent. They play and work cooperatively. Teachers plan purposeful and industrious activities to support their learning. Adults ensure good-quality discussion and questioning support children's language development well. Leaders ensure every effort is made to secure the best possible provision and support for pupils with special educational needs and/or disabilities. Leaders are determined that no one will miss out. All pupils have access to the full curriculum, adapted to meet their needs. Pupils make good progress in their learning. Adults plan small steps that are ambitious but realistic. Staff promptly spot potential barriers to learning. This helps them quickly put in place the extra help and support some pupils need.

Performance data is analysed at least annually, through use of RAISE Online. Also, the use of FFT supports the leaders to create targets for specific children. Current results indicate no trends in performance to raise concern through ethnicity, faith background or other aspects of vulnerability. There are trends in boys writing, which is being actioned through the way writing is presented through the curriculum hook. The school tracks attendance very closely due to having a significant number of pupils being recognised as persistent absentees.

Pupil premium groups are assessed by SLT as priority to narrow the gap in their attainment. This is fed into pupil progress meetings to ensure these pupils have targeted support in every lesson.

## **2.3 Responsibilities**

The Governing Body and School Leadership Team will:

- be proactive in promoting equality and tackling discrimination in all areas;
- maintain an overview of the Equalities Scheme which will be a regular agenda item at governor meetings and ensure that all staff, parents and pupils adhere to it;
- work in partnership with others to tackle discrimination, and establish, promote and disseminate good practice in equalities;
- encourage, support and enable all pupils and staff to reach their full potential.

The Governing Body is responsible for:

- ensuring that the school complies with all relevant equalities legislation (see para. 1.2);
- ensuring, with assistance from the Headteacher, that the policy and its related procedures and strategies are implemented;
- electing a nominated governor with responsibility for Equalities who, with the Headteacher, will report to the full governing body.

The Headteacher is responsible for:

- co-ordinating all equality work within the school;
- ensuring that the policy and its related procedures and strategies are implemented on a day to day basis;
- ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities;
- initiating disciplinary action against staff or pupils who discriminate;
- dealing with reported incidents of racism, harassment or other forms of discrimination.

People with specific responsibilities :

- Mr S Mountford (Governor) and Mrs R Kaufman (SEnCo/ Head teacher) are responsible for maintaining a record of and sharing with all the staff those vulnerable pupils and how their needs will be met;

- Mrs R Kaufman (Headteacher) is responsible for ensuring the specific needs of staff members are addressed;
- Mrs R Kaufman (SENCo) and Mrs S Kirkman (assistant Headteacher) are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff (see para. 2.2).
- Mrs R Kaufman (Headteacher) is responsible for monitoring the response to reported incidents of a discriminatory nature;
- Mrs R Kaufman (Headteacher) is responsible for co-ordinating the Inclusion Quality Mark equality impact assessment.

## SENCO

- responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;

## All staff should:

- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

## All pupils will:

- learn about and understand the school's Equality Scheme and be expected to behave in accordance with it;
- 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.

## 3.1 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 Equality 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.

### 3.2 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;
- Individual interviews with pupils involved in incidents of a discriminatory nature;
- Individual interviews with pupils experiencing reasonable adjustments;

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:

- 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 are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”*
- Feedback through the Governing Body meetings;
- Feedback through the PTA meetings;
- Feedback from adults using the school beyond the school day;
- Yearly open 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.

## 4 Making it happen

### 4.1 Implementation of Policy

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;





