



Boroughbridge High School

Single Equality Scheme

This policy was adopted from NYHR template dated	September 2018
Policy ratified by the Federation Governing Board	May 2022
Next policy review due	May 2026
Staff Lead	Associate Assistant Head (Wider Curriculum, Student Development and Progress at KS5))

Significant Revisions Since Last Review

Updated to NYCC September 2018 template

Inclusion of appendix 2

Signed _____

Headteacher

Date:

Signed _____

Chair of Governors

Date:

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.
- 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 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 with associated actions which are outlined within our equalities priorities 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 below)

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.

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 discrimination and prejudiced based incidents.

What kind of a school are we?

School Vision and Values

School vision and values statement:

At Boroughbridge High School we have a commitment to ensure that all students, regardless of ability or background are supported to succeed. This is underpinned by our belief in 'Aspiration for all' which means that our students are at the heart of our decision making. We understand that safe and happy students are successful. We strive to ensure that all students leave our school, not only with the qualifications they need to access the next stage of their education or career of choice, but with the skills and confidence to make an active contribution to the communities to which they belong. We work and communicate with all stakeholders in our community to ensure that this happens.

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

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/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

Factors of the geographical location of the school:-

The school is situated in a largely rural area in the town of Boroughbridge, which has a population of approximately 3400 people. It has a good road network to urban centres such as York, Leeds and further afield. Public transport is limited and 58.5% of students travel to school via some mode of transport. The school has 13 feeder schools predominately from surrounding villages.

The school community is made up of:-

- 13.64% Free School Meals (FSM) eligibility and uptake = 10.14%
- 25.18%- Pupil Premium
- 6.36% minority ethnic;
- 3.76% languages spoken other than English

- 21.88% Special Educational needs (SEN);
- 1.64% - EHCP
- 1.41% Disabled;
- 48.00% Male
- 52.00% Female;
- 1.91% looked after and previously looked after children
- The turnover of pupils and staff
- Pupil Mobility 9.18% Staff Mobility 16.40%

The nature of the school intake in the future is likely to remain similar, although there is the possibility of a growth in students as the town continues to grow and housing developments mean there is likely to be a slight growth in the number of students in the future.

The nature of the school and site regarding access;

Overview

The school is set back approximately 100 metres from a reasonably busy main 'A' road, Wetherby Road. It has two pedestrian access points, whilst on an incline the site is accessible for pedestrians and those in a wheelchair. There is a vehicle one-way system in place to reduce the possibility of accidents and confusion. Ample parking is provided for staff, visitors and students. There are drop off areas and a space for disabled parking and dropped kerbs. The school grounds are generally flat there is a large tarmacked area at the rear of the main block with a large expanse of grass

Main School

The main school first floor is wheel chair accessible. However, the user would need assistance to open doors as these are manual and open outwards. Within the main block there is a hydraulic passenger lift to the first floor for use by those with mobility challenges. It is situated outside the library entrance and travels to the first floor situated on the science corridor. Within the main block on the ground floor there are two toilet facilities for disabled individuals these are situated outside English Office (which also has an area available for physio work if required by a student) and on Modern Languages foyer. Two other disabled user toilets are situated within Drama block and Music block. On the first floor are three evacuation chairs that relevant staff are trained to use. These are situated on the top of each stairwells. The bottom floor of the sports block is also wheelchair accessible as is the sports hall. Personal Emergency Evacuation Plans (PEEPs) are completed for those less able.

Bungalow

The path to the bungalow towards the entrance door is wheelchair accessible. In addition, a ramp has been provided to leave the bungalow towards the garden, with a pathway laid to enable a wheelchair to move unaided around the rear bungalow garden. The school site is generally flat with expanses of grassed areas.

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

Governors have completed training on safer recruitment and KCSIE and they are kept up to date at every meeting on safeguarding including contextual safeguarding. A safeguarding report is also completed by school each month and submitted to governors.

All staff are updated on student medical needs and given regular SENCO updates, through the Pupils' Needs register along with e-mail and verbal updates at briefings if necessary. This is further enhanced with regular updates from SENCO about students' needs when the Monitored Pupils' register is updated.

Relevant staff have been trained in directly meeting the medical needs of students in order to allow those students to be fully included in all aspects of school life.

Key staff have received training on supporting LBGT students and all staff and students have taken part in workshops on the impact and use of pejorative language and discrimination. Staff training on specific themes is disseminated to relevant school staff.

All staff involved in recruiting new staff have completed safer recruitment training

Relevant external CPD for 2021/22 is outlined below:

Staff have completed National College webinars on:

- Understanding the new DFE Guidance on Sexual Harassment and Sexual Violence
- Sexual Harassment and violence - addressing the impact on childrens mental health
- LGBTQ- Inclusiveness for schools

In addition key staff have completed the following training courses:

- Basic Safeguarding
- Extremism/Prevent Training
- Ofsted training on Sexual Harassment
- PSHE Training on Relationships & Sex Education
- EVAC Training
- Asthma, EpiPen & Diabetes Training

- Female Genital Mutilation
- Mental Health and Autism
- Self-harm & Suicidal Thoughts in Children & Young People
- Awareness of Domestic Violence & Abuse
- Suicide Prevention
- Suicide Awareness
- #zero suicide
- We need to talk about Suicide
- Awareness of Forced Marriage
- Supporting Pupil Wellbeing and Mental Health During Remote Education
- Sexual Violence Basic Awareness
- Anti-bullying Course 1,2,3,4
- Introduction to Early Help
- SEND Code of Practice
- SEND Mental Health Certificate
- Support Students Who Self Harm
- Understanding ADHD
- Senior Mental Health Lead Training
- Covid 19 Psychological First Aid

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 Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

The school has provision for all groups of students, for example:-

- Information on specific effective strategies to create dyslexia/ Autism friendly classrooms is given to all staff.
- Behaviour for Learning Policy includes, a Climate for Learning approach which focuses on relationships between staff and students to ensure that students' individual needs are taken into account when rewards and sanctions are put in place. An adjusted behaviour consequences system for individual students where necessary.
- Individual education plans for all students with SEN or recognised needs. These are available to all staff working with students in a central record.
- Adaptations to provision are made as necessary and staff are kept informed when adjustments are made.
- Students and parents/ carers are consulted on the development of individual education plans. All vulnerable groups are included and planned for in curriculum decisions
- All vulnerable groups are included and planned for in student voice activities

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.

This is the last meaningful comparative exam data we have.

Pupils' attainment 2019 - analysis of end of key stage results for pupils of particular groups

Pupils feel safe in school (All staff record any incidents of perceived bullying and this creates an alert and this is received instantly by the pastoral team so immediate action is taken.) Bullying incidents are less than 2% of the school population). Behaviour information is reviewed daily - and comprehensively weekly

Exclusion Data

(19/20 - 0.22%) (20/21 - 0%)

permanent

With at least 1 fixed term

19/20 - 3.14%

20/21 - 4.93%

Proportion of all exclusions

19/20 - 1.2%

20/21 - 1.2%

Pupils from all groups contribute to the school and the wider community (20% of year 11 students Prefects or School Leaders including students from disadvantaged backgrounds and SEN students. All year groups have Student Council representatives and all students are involved in the projects that result from this. All Year 12 students and 60% of Year 11 students (2021) Completed the NCS.

School trips are all inclusive with all members of the year groups attending school trips. Staff undertake specialist training in order to enable students with health issues to attend all trips. All Students participate in school trips in every year group.

Attendance data for all pupils and for particular groups:-

The attendance of girls was 93.97% compared to 93.08% for boys. The attendance of pupil premium children was 90.62% compared to 94.29% for non-pupil premium. There was only a small gap between SEN and non-SEN. Students who have English as an additional language have better attendance than those without, although this is a small number.

Attendance data is reviewed each day and comprehensively on a weekly basis, with the relevant actions taken where needed. One absence fine was issued through NYCC during the 19/20 school year.

Pupil Premium funding and SEN funding is used to raise achievement and progress of disadvantaged students including those with SEN. It is also used to enrich the curriculum for students through various ways, such as funding trips. Pupil Premium funding is used to provide extra teachers to keep classes smaller for students who are lower ability. SEN funding supports interventions which aim to raise the achievement of SEND students. It is also used to ensure students are assessed and appropriate exam access arrangements are put in place for students with SEND.

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2022-2026 are:

Equality Objectives 2020-2024

- To improve attendance
- To anticipate the needs of incoming pupils from all backgrounds
- To raise the aspirations of all students
- To encourage girls to consider non-stereotyped career options
- To ensure that all students feel safe in school.
- To improve attendance for all groups
- To ensure that all students feel safe in school.

We have identified these priorities because: We feel they will best enable us to eliminate discriminations and conduct detailed as prohibited by the **Equality Act 2010**. Ensure equality of opportunity between people who share a protected characteristic and people who do not share it. Be guided by the principal that we want all our students to be safe, happy and successful at Boroughbridge High School and beyond

Indicators of progress towards the objectives are reviewed annually and recorded in the priorities plan (see appendix 2)

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;
- 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;
- publish equality objectives every four years
- evaluate the action plan annually
- 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):

- Sue Wilson, SENCO and Designated person for LAC and PLAC and Pupil Premium Co-ordinator. Responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met; responsible for publishing the SEN information report
- R Grierson, Deputy Headteacher is for ensuring the specific needs of staff members are addressed;
- R Grierson, Deputy Headteacher, S Wilson SENCO and S Bloomfield, Associate Assistant Headteacher are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- T Godsell-Wright Associate Assistant Headteacher is responsible for recording, reporting and monitoring prejudice based and hate incidents;

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 objectives and action plan:

- School council;
- School leadership and Prefect team meetings
- Student Voice questionnaires and surveys
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with pupils experiencing reasonable adjustments;
- Growing Up in North Yorkshire Pupil Survey

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

- Exit interviews with staff;
- Regular meetings with wellbeing representatives;
- Staff wellbeing surveys
- 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, objectives and action plan:

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- Feedback through the Governing Body meetings;
- Feedback through the parents evening surveys
- Thematic parent surveys
- Parental input to IEP and EHCP's
- Individual contact with specific parents when dealing with issues that have arisen
- Feedback from adults using the school beyond the school day;
- Information evenings 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 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.

Making it happen

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. Parentview, 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

Publication

Equalities objectives will be published and available to anyone requesting a copy. A copy is also available 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

Contact us

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

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 formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audiō, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk



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) 1976/2000
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, 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>

Equality and Human Rights Commission Guidance for schools

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

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>

Equalities Objectives Updated May 2022

Boroughbridge High School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

Eliminate discriminations and conduct detailed as prohibited by the **Equality Act 2010**. Ensure equality of opportunity between people who share a protected characteristic and people who do not share it. Be guided by the principle that we want all our students to be safe, happy and successful at Boroughbridge High School and beyond.

To improve outcomes for all groups of students and in particular following the pandemic support disadvantaged students, Pupil Premium students and those with SEND to achieve as well as Non-disadvantaged, pupil premium and SEND students

- Removing barriers to learning and progress
- Accessing additional tutoring support where appropriate
- Ensuring accessibility for all in activities and learning

To improve attendance for all groups and in particular Pupil Premium students and girls.

- Applying the principles of research-based strategies to encourage attendance
- Meeting the individual needs of those who need extra support with attendance
- To have robust practice around the monitoring and timely intervention for ensuring good mental health and wellbeing for all students.

To ensure that all students feel safe in school.

- Whilst incidents are low, further reduce the incidents involving prejudicial language through education and detailed monitoring
- Whilst incidents are low, further reduce further the incidents of bullying through education, monitoring and timely restorative practices

To continue to build on the good work supporting non-stereotyped career pathways.

- Ensure all groups are encouraged to consider all pathways including University, Apprenticeships, A Levels, T Levels, Other Vocational Studies, Employment and Higher-level Apprenticeships
- Ensure Stem career pathways are explored by all groups of students (especially girls)
- Support all groups of students to access timely and high quality CEIAG to support their transitions.

To anticipate the needs of incoming students from all groups.

- All students to complete the school data forms on application to ensure information is collected on needs.
- A thorough transition programme to support all students who join the school.
- Additional support at transition times for those who need it
- Effective information and data sharing with all relevant staff so students can feel welcome and supported in the school community from the moment they start.

To raise the aspirations of all students.

- Ensure high expectations of all groups of students
- Support all students to reach their full potential
- A curriculum model that all students can access
- Student leadership opportunities for all students
- Enrichment opportunities for all students