

SUTTON ON THE FOREST PRIMARY SCHOOL

Single Equality Scheme 2015-2019

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 <i>J Botham</i> Headteacher	Date: November 2016
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.

School Aims Statements

At Sutton on the Forest Primary School our mission is embodied in the values that we treasure and Our aim to create a school where we all go further than we thought, run faster than we hoped, reach higher than we dreamed, to become the people God meant us to be...

AIMS OF THE SCHOOL

The aims for the School, as determined by the staff and Governors are:

- to provide an environment in which all members of the School are happy, feel valued as individuals, and have respect for those around them;
- to meet the children's' personal and social needs and to promote the acquisition of strong moral values;
- to encourage the development of lively enquiring minds, autonomous behaviour, self-esteem and perseverance in achieving tasks;
- to help children achieve their potential by adopting a curriculum and a teaching and learning style that is sufficiently differentiated to cater for individual needs;
- to introduce children to the basic skills, concepts, knowledge and experience in all the curriculum subjects;
- to help children express and give meaning to their developing understanding of the world and their relationship to it;
- to provide learning experiences in all areas of the curriculum which challenge and extend children's abilities as well as giving success;
- to provide opportunities for children in order that they can:
 - develop physical control, mobility and co-ordination;
 - develop motor and manipulative skills;
 - learn how the body works and how to care for it;
 - to create equal opportunities for all children in areas of school life.

The School Trust Deed

Recognising its historic foundation – and in accordance with its Trust Deeds – the School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

Equality Objectives 2015-19

- To ensure we work in partnership with parents to ensure our pupils receive support for their learning at home and are given opportunities for additional support at school
- To ensure all pupils access extra-curricular activities appropriate to their needs and interests
- To ensure all staff undertake safeguarding training/PREVENT training
- To ensure appropriate governors undertake fair recruitment training/ safeguarding training/PREVENT training
- To ensure updating of the Inclusion Quality Mark
- To ensure Pupil Premium funding is spent to support pupils effectively and to publish appropriate data regarding spending and outcomes
- To ensure pupils with social, behavioural and emotional difficulties are given effective support and strategies to help themselves as well as being given time to talk and share

Indicators of progress towards meeting objectives

- Homework Clubs to run as appropriate for groups of pupils or individuals
- One – to – one reading, as necessary, for those with less parental support
- Register of pupils attending extra-curricular activities regularly updated and those who show little or no attendance targeted with activities chosen to meet their needs
- Governors involved in staff recruitment to undertake appropriate training
- All Governors and Staff to complete Safeguarding and PREVENT training
- Inclusion Mark to be completed
- Socially Speaking and other intervention groups are run to support pupils with social, behavioural and emotional needs
- Pupils attracting Pupil Premium funding are tracked to ensure they make appropriate or better progress

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. The school is committed to achieving the **Inclusion Quality Mark** and 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:-

- We are a small, rural Church of England primary school with 75 pupils on roll, organized into 4 classes in a morning and 3 classes on an afternoon. Over the last few years we have worked hard to improve our standards of accommodation, resources and attainment. The school is highly regarded in the local community and surrounding area and is often oversubscribed.
- The capacity of the school is 91 and most cohorts are full. 49% of our pupils are from outside the school catchment area; we need to maintain this to be financially viable.
- The school has experienced falling rolls over the last three years and still falls within the smallest 20% of schools nationally.
- The school has a low deprivation indicator but a higher than average percentage of pupils supported at school action (8%). The % of pupils supported by school action plus or with a statement of SEN (2.4%) is well below National averages. The vast majority of these pupils are either: from out of catchment (60%) joined the school after reception/Year 1(50%) or both (40%).
- Maintaining 4 classes with very experienced staff is expensive and monitoring the school budget is a priority for the governing body. Reorganization and restructuring was the main priority for the leadership team in 2012/2013. Building a strong new team has been the main priority since 2014
- The Christian ethos is central to the life of our school and opportunities for spiritual and moral reflection are built into lessons and into regular, planned acts of collective worship and church assemblies, circle time and godly play. Pupils' spiritual, social, emotional and educational development and well-being is placed at the heart of our school. We strive to ensure that children in our school are secure in their emotional learning which is rooted in Christian values and spiritual development. Staff and governors review the school's aims on an annual basis. SIAMs 2014 stated that "The good relationships between all members of the school community create a secure and loving distinctively Christian environment in which the respectful and caring attitudes of pupils reflect the school's Christian values."
- The school has Healthy School status and has maintained the Basic Skills Quality Mark for 12 years and the Sports Active Mark for 6 years. We have a Science Quality mark and also hold the Local Authority Inclusion Quality mark.

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

- Staff have and will receive training to meet the medical needs of pupils as appropriate
- The fully trained accredited SENCO will undertake further training as required each term and attend Cluster training sessions run by the Enhanced Mainstream Schools, sharing information with all staff
- A percentage of staff will undertake Restrictive Physical Intervention Training
- All staff will complete Basic Awareness Training/PREVENT training
- Appropriate Governors will undertake training on fair recruitment/safeguarding.
- All staff, governors will complete PREVENT training
- SENCO will lead staff meetings each term to work with all staff to ensure appropriate intervention practices are in place for individuals.
- All governors will receive/attend training on the new SEND Code of Practice 2014 ;

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 always makes reasonable adjustments as a matter of course when admitting a disabled pupil or employing a disabled member of staff e.g. classes may be taught in different locations within the school should steps or access be a problem;
- Disabled pupils and/or staff are given appropriate support in line with their individual impairment (using the breadth of the DDA definition of disability: "A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities");
- Information is provided for disabled pupils and parents / carers as appropriate on an individual basis
- The school has created provision maps for different areas of need such as dyslexia and autism
- The school operates a differentiated behaviour policy
- The school updates records for SEN pupils, such as provision maps, each term
- The school has inclusion passports underway for pupils with SEN

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).

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

- the end of Key Stage Results in relation to pupils in particular groups (SEF Section 4)
- The quality of learning and progress of pupils in vulnerable groups is assessed (Section 4)
- The extent to which different groups feel safe is analysed (SEF Section 6) – Racial Incident returns, Bullying Incidents, Pupil questionnaires
- The behaviour of particular groups (SEF Section 6)
- The extent to which vulnerable groups adopt healthy lifestyles (SEF Section 3)
- The extent to which different groups contribute to school and the wider community (SEF Section 3) – Participation in extra- curricular activities/extended school activities, participation on school trips
- Attendance data for pupils in particular groups (SEF Section 3)
- The effectiveness of the school's engagement with parents of particular groups (SEF Section 1) – parent questionnaires, attendance at parent consultation meetings
- *impact of the use of specific individual budgets e.g. Pupil Premium report SEN information report*

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):

- Mrs Adams as school SENco is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Mrs Botham (Headteacher) alongside Mrs Adams is responsible for ensuring the specific needs of staff members are addressed;
- Mrs Adams is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff; Mrs Catchpole is the Equalities Governor.
- Mrs Botham is responsible for monitoring the response to reported incidents of a discriminatory nature.
- Mrs Catchpole is the 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:

- *School Council;*
- *Circle Time within classes*
- *Pupil Voice sessions with Governors*
- *Individual interviews with pupils involved in incidents of a discriminatory nature; bullying related to discrimination;*
- *Individual interviews with pupils experiencing reasonable adjustments;*
- *Yearly open 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;
- E-forums;
- 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.
- Feedback through the Governing Body meetings;
- Meetings with parents entering or leaving the school;
- Parent questionnaires
- Feedback from FOSS meetings
- Feedback from consultation/information giving evenings
- Feedback from adults using the school beyond the school day.
- The following text is regularly inserted into newsletters: “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.”

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

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

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)

Contact us

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

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

如欲索取以另一語言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 audio, prosimy się z nami skontaktować.

Email: 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

