

Single Equality Scheme: Embsay CofE (VC) Primary School

2024 -2028 (to be ratified at next Governor Meeting – February 2025)

Signed G. E Hodgson

Date : 29.12.24

Acting Headteacher

Signed _____

Date _____

Chair of Governors

Review due: December 2028

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 determine relevant objectives and the 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 on annually.

Aims of the Single Equality Scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are, where appropriate, set out in our School Improvement Plan. Our scheme and associated aspects of the School Improvement Plan identify what we specifically will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. 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 scheme 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 Scheme is reviewed annually and progress towards the equality objectives within it is reported on to governors. This information is published annually. Equality objectives have been identified through consultation with key stakeholders. Our equality objectives are published at least once every four years.

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

We work together to nurture an inclusive family of hard-working, respectful individuals who have a lifelong love of learning.

“Life in all its fullness” (John 10:10)

	Attribute	What it means
R	Respect everyone	<ul style="list-style-type: none"> • Keep hands and feet to ourselves • Speak politely to everyone • Always use good manners, verbally and in behaviour round school
E	Encourage each other	<ul style="list-style-type: none"> • Give praise (say well done) • Give genuine feedback to help our friends’ (and peers’) learning improve
S	Speak truthfully	<ul style="list-style-type: none"> • We are honest • We speak truthfully about others and what they have done/we have done to them • We say/recognises what we have done and admit when we have done something wrong/made a bad choice and apologise for this
P	Practise, persevere and make progress	<ul style="list-style-type: none"> • We try again and again to improve our skills • We do not give up • We revisit our work with pride
E	Embrace mistakes	<ul style="list-style-type: none"> • We learn from our errors • We look at mistakes as a way of moving our learning forward
C	Consider our choices	<ul style="list-style-type: none"> • We think before we act • We know we always have a choice
T	Thrive together as a team	<ul style="list-style-type: none"> • We work together • We help each other and celebrate achievements of other children as well as our own

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 reviewing CPOMS 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 number on roll is 198 (December 2024)
- Pupils are taught in single aged classes.
- Most pupils are of White British heritage with 3.5% from minority ethnic groups.
- The proportion of SEND pupils with 'SEND support' is 14.6% (29 Pupils)
- The proportion of SEND pupils with an EHC plan is 2% (4 pupils). The proportion of applications for an EHCP has risen.
- The proportion of pupils eligible for free school meals is below average at 4% (8 pupils)
- There are 7 (3.5%) Pupil Premium pupils
- The level of pupil stability in the school is high
- There are 3 (1.5%) previously looked after pupil.
- On entry children are broadly in line with national and local data, with some variability year to year.
- Before starting in Reception, the majority of children attend the village playgroup or private Children's Centre or one of the two nursery schools in Skipton
- The ratio between boys and girls varies widely between classes. Currently there are 53.5% boys (106) and 46.5% girls (92) in school.
- Languages spoken at Embsay : English.
- Reported racist incidents at the school over the year: 0.
- The Acting Headteacher and Vice Chair of Governors has undertaken Safer Recruitment Training to ensure recruitment, development and retention of staff against social identity factors such as disability, gender, sexual orientation, faith, age, ethnicity
- . Admission arrangements are undertaken by the LA.
- If we are made aware of any pupils with additional needs who are about to start school, special arrangements are put into place after discussion with parents and where necessary outside agencies.
- We strive to ensure that our building is as accessible for all. We have one disabled toilet in the year 1 classroom. There are three steps with a handrail at the side.

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

On site SENDCo (from September 2024) currently completing the NASENDCO qualification award

First Aid training

RSE training

PSHE training and updates

Safeguarding training for all staff

Bereavement training

SENDCo Network Meetings & termly updates (NYES).

PSHE Leader Network Meetings (NYES).

Intimate care policy.

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.

Embsay CE School ensures that our SEND information Report for Parents is up to date and contains the relevant information regarding adaptations the school make/would make to ensure inclusive provision for all - regardless of need. We ensure that pupils have access to adaptations to paper, reading books and other materials as required; and targeted interventions are planned and delivered to meet individual needs

Behaviour and Anti-Bullying Policies are differentiated for children with SEND

Detailed Pupil Overview Plans are used where appropriate to ensure children's individual needs are met, formulated with children

Inclusion of all children in extra-curricular and curricular activities

Purchase of specialist equipment for children with disabilities

Teachers ensure that the work undertaken by children with different needs:

- takes account of their pace of learning and the equipment they may need to use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- is assessed in ways which reflect children's individual needs and abilities.

Children with SEND have access to support and intervention above and beyond Quality First teaching and this is outlined within Pupil Overview Plans for each child. These documents are discussed with parents at relevant points throughout the school year and pupils are included within the planning process

Outcomes for pupils

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

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.

Examples include:

- End of Key Stage results for pupils of particular groups: SEND, gender, vulnerable pupils, EAL and young carers (if applicable) are analysed to ensure there is a continuing focus on improving outcomes and attainment for all pupils. Progress for all pupils in all year groups is tracked and regularly reported to the Governing Body. Where progress is not being made, pupils are identified and targeted interventions are implemented.
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- attendance data for all pupils and for particular groups
- the number of hate incidents reported and action taken to address any concerns
- All staff have the responsibility to record any incidents related to racism, 'hate' and any form of bullying via the school digital safeguarding system: CPOMS. In very rare occurrences of incidents linked to bullying, discrimination or racism, we follow our school anti-bullying policy. Incidents are actioned, diversity recorded on the CPOMS system and reported to the LA.
- All pupils are strongly encouraged to attend a range of sporting events throughout the year. As part of the school's wider offer, all pupils have the opportunity to attend extra-curricular clubs including: Kanga Sports, Fitness Club, Taekwondo, Taskmaster club, Young Voices, Art club. All children are included in educational trips/visits and the Year 5/6 residential to Robin Hoods Bay and Bewerley Park Outdoor Education Centre.
- The school's engagement with parents/carers of all pupils is highly effective. The school has an 'open-door' policy for staff/parents to engage in regular meetings to discuss progress, SEND and any issues of concern promptly and proactively. Parental consultation evenings are held in the Autumn and Summer, and full academic reports are distributed in the Summer term. Additionally, parents/carers are invited to half termly open classrooms, to celebrate the achievements of all pupils. Weekly newsletters inform parents/carers of additional support they can access i.e – family support, local sports opportunities and mental health and well-being support.

Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2024-2028 are:

To increase the children's awareness and acceptance of diversity in today's world

To investigate linking with schools in culturally diverse areas

To review how diversity is incorporated into all areas of the school's curriculum

To increase staff awareness of mental health issues

To continue to train support staff to enable them to meet the needs of children with a range of SEN.

To continue to identify and address any gaps in the performance of all groups of children – including SEND – against their cohort; and to ensure all children have high expectations and aspirations; are suitably supported and challenged focussed on their specific individual needs.

We have identified these objectives because they are either specific to identified needs of the school or need to be implemented on an ongoing basis.

Progress towards/ achievement of the objectives are reviewed annually. Specific actions are included in other action plans, in particular the School Improvement Plan.

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

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
- ensure that the SLT are kept up to date with any development affecting the policy/action plans 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 specific actions arising from the scheme are part of the School Improvement Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- publish equality objectives every four years
- evaluate progress towards achieving the objectives annually
- publish information at least annually regarding implementation of the Scheme.

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;

People with specific responsibilities:

Miss Hodgson the Acting head teacher is responsible for:

- maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- ensuring the specific needs of staff members are addressed;
- gathering and analysing the information on outcomes of vulnerable pupils and staff;
- recording, reporting and monitoring prejudice based and hate incidents;

Miss Sanderson the SENCo is responsible for publishing the SEN information report.

Parents/Carers will:

- have access to the scheme and equalities objectives;
- be encouraged to support the scheme;
- have the opportunity to 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;
- 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;
- respect everybody and work together to nurture an inclusive family of hard-working, respectful individuals who have a lifelong love of learning.

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:

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| <ul style="list-style-type: none">• <i>School council-/ Rep Squad</i>• <i>Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;</i>• <i>Individual interviews with pupils experiencing reasonable adjustments;</i>• <i>Growing Up in North Yorkshire Pupil Survey</i> |
|--|

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 staff meetings with specific agenda items;*
- *Individual discussions with staff as a part of performance management*
- *Feedback following on from training*

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.*
- *Distribution of the Single Equality Scheme- published on school website*
- *Feedback through the Governing Body meetings;*
- *Feedback through the PTA meetings;*
- *Regular meetings with parents*
- *Parent questionnaires*

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

This scheme is supported by various action plans, the progress of which are monitored and evaluated by the Governing Body.

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/parent questionnaires, pupil voice

Reporting

This Scheme and equalities objectives will be reported on annually. Progress against the objectives will be evaluated and the impact of the action and activities assessed by the Governing Body. Copies of those minutes will be displayed on the school website.

Publication

Equalities objectives will be published and available to anyone requesting a copy. Copies will be available from the school's website.

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

Email: communications@northyorks.gov.uk



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>