

Burton Agnes Primary



Equality Policy

(including Accessibility Plan)



Effective Date	June 2019
Date Reviewed	
Date Due for Review	June 2022
Contact	Helen Jameson (Head Teacher)
Contact Number	01262 490320
Approved By	Mrs Andrea Lister (Chair of Governors)

Contents

Our Vision	3
The Equality Act 2010 <ul style="list-style-type: none"> • Protected Characteristics • Definitions 	3
Reasonable Adjustments	4
Accessibility Plan	5
The Public Sector Equality Duty <ul style="list-style-type: none"> • The 'general' equality duty • The 'specific duties' 	5
Equality Objectives	6
Publishing Equality Information	7
School Responsibilities	8
References	8
<i>Appendix 1: Accessibility Plan (including annual progress update)</i>	9
<i>Appendix 2: Annual Update on Progress towards the Equality Duty and the Equality Objectives</i>	11

Our Vision

‘Our vision is to provide a caring, creative Christian environment where every child will be able to achieve their full potential, so they can make a positive contribution to the community and the wider world’

The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

Protected Characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Religion or belief (including lack of belief)
- Sex (gender)
- Sexual orientation

It is therefore, unlawful for Burton Agnes Primary to discriminate against a person, pupil, parent (this includes adoptive, step, foster or anyone who has parental responsibility) or, staff member (teaching and non-teaching) because they have a characteristic/s mentioned above. This includes discriminating against pupils in relation to admissions, the way education is provided to pupils, the way pupils are able to access any benefit, facility or service, excluding a pupil, or subjecting them to any other detriment.

Age is a protected characteristic in relation to employment and the provision of goods and services, however, this does not apply to pupils. We are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

Definitions

Burton Agnes Primary recognises the different types of **discrimination, harassment and victimisation** as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

Direct discrimination – Treating someone less favourably because they have a protected characteristic

Discrimination by perception – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not

Discrimination by association – Treating someone less favourably because they are associated with someone with a protected characteristic

Indirect discrimination – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage

Harassment – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics

Victimisation – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination

Reasonable Adjustments

Disability is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Burton Agnes Primary is aware of the need to make **reasonable adjustments** in order to remove barriers faced by people with disabilities. This may involve treating disabled pupils or staff more favourably and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features. The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation to the physical environment of the school.

Burton Agnes Primary will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of the adjustment, health and safety requirements, the need to maintain academic, musical, sporting and other standards, the effect of the disability on the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

There is a significant overlap between those pupils who are disabled and those who have Special Educational Needs (SEN). Many disabled pupils may receive support in school through the SEN framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEN framework and therefore, there will be no obligation for the school or local authority to make reasonable adjustments. However, in other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that they are receiving.

Accessibility Plan

Burton Agnes Primary aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided
- The availability of accessible information to disabled pupils is improved.

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out February 2019 by a member of staff. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

The 'general' equality duty

The general duty requires Burton Agnes Primary to have 'due regard', or think about the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it**

All staff are responsible for having due regard for the three general equality aims.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Details of how Burton Agnes Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Burton Agnes Primary to do the following:

- Publish information annually to show compliance with the general equality duty.
- Prepare and publish one or more specific and measurable equality objectives at least once every four years and publish an update on progress towards these objectives annually.

Equality Objectives 2019-2023

As stated above, Burton Agnes Primary is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the 'general' equality duty. These objectives have been agreed with the Governing Body, of whom Mrs Andrea Lister is the Chair. Our objectives are set out below:

1	To be aware of cultural diversity and show respect for all groups
2	Develop the equality knowledge and skills of staff and governors through relevant training
3	To support and encourage all pupils to ensure they are fully able as possible to participate in the school's activities

Progress against these objectives will be reported on annually (please refer to **Appendix 2**).

Publishing Equality Information

The specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Burton Agnes Primary and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published or N/A	Where is it published?
Equality Objectives	✓	School website (included in Equality Policy)
Annual update towards the equality duty and equality objectives	✓	School website (included in Equality Policy)
Accessibility Plan (including annual progress update)	No	
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	No	
School performance data e.g. attainment, absence/attendance	✓	School Website
Governing body minutes	✓	School Website
Anti-bullying policy	✓	School Website
School development plan	No	
Equality training materials	No	
Parent and pupil surveys	✓	Outcomes provided to parents via school newsletter
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	

School Responsibilities

The Head Teacher/Head of Centres is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Ensuring that equality and accessibility plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives and accessibility plan
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for promoting equality in the workplace, adhering to the regulations of the Equality Act 2010 and following the Burton Agnes Primary Equality Policy.

References

Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012

Equality & Human Rights Commission, Public Sector Equality Duty Guidance for Schools in England, 2014

Equality & Human Rights Commission, Reasonable Adjustments for Disabled Pupils Guidance for Schools in England, 2015

GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6

Appendix 1: Burton Agnes Primary Accessibility Plan 2019-2022

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until February 2022 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The plan shows the ways in which Burton Agnes Primary intends, over time, to achieve the following three aims:

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.*
- *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.*

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Curriculum Policies, Emergency Plan, Health & Safety Policy, School Improvement Plan, Special Educational Needs Policy and the Teaching and Learning Policy.

Accessibility Plan 2019-2022					
Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
To ensure all children with disabilities have full access to curriculum and extra-curricular activities	Continue to work with SAPTS and parents to ensure needs are met as and when appropriate	2019 - 2020	Headteacher Class teacher SENCO	SEN budget EHCP funding	
Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Consider access for wheelchair users around the school	Identify areas of school that limit access for wheelchair users Work with LA to work out costing for adaptations	2019 - 2021	Headteacher School administrator SENCO	TBC	
Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Consider all users in relation to information that is provided	Consider ways to improve letters/information and signage to make more accessible for all users	2019-2021	Headteacher SENCO Admin Class teachers	General resource budget and photocopying	

Appendix 2: Burton Agnes Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2018-19)

Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the 'general' equality duty, when exercising their functions, and must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

Further to the general duties of the PSED, as above, public bodies are subject to 'specific duties'. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Burton Agnes Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2018/19
<p>Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act</p>	<ul style="list-style-type: none"> • Exclusions and incidents of hate crime are reported termly to governors through the Headteachers report. • Staff know how to identify unlawful discrimination and know who to report it to. • Equality policy is discussed with staff and is on server and website to access. • School is fully inclusive and has welcomed pupils with visual and hearing impairments. Setting up signing clubs etc when appropriate.
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<ul style="list-style-type: none"> • All staff aware of equality plan. • Pupil achievement and progress monitored by race, gender and disability. Trends addressed to narrow gap if required. • School is very mono-cultural – we introduce/celebrate different cultures etc whenever possible. • School is fully inclusive. All children have access to all activities. • There is an inclusive approach to ensuring all children are given the opportunity to make a positive contribution to the life of the school ie school council, house captain, fundraising etc. • Breakfast club and after school clubs take in to account pupils needs and access issues. Pupils attending reflect the diversity of the school population.

<p>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</p>	<ul style="list-style-type: none"> • Promotion of school values, <i>friendship care and trust</i>, in all that we do. This is reflected in school policies. • Promotion of positive images which reflect the diversity of the world around us and the school community in terms of race, gender and disability, for examples through stories, pictures, display, visitors to school etc. • Children are given the opportunity to interact with people from different backgrounds and build positive relationships. Through projects such as living Faiths, Archbishops Awards etc. • High quality PSHE and Happy Centred schools programme encourages children to understand each other and value diversity. • Provided opportunities for pupils, families and wider communities to take part in events that build positive interaction and achievement for all groups such as community week, mad hatters tea party, Macmillan coffee morning.
---	--

Burton Agnes Primary collect information relating to pupils, or any other people who are affected by the schools policies and practices, who share a protected characteristic. This is used as a resource for decision-makers within the school.

Non-confidential equality-related data and information about Burton Agnes Primary and our pupils, is published in order to help parents understand what we are doing towards the three aims (*please refer to the 'Publishing Equality Information' section of the policy for details of the information the school has and where it is published*).

Progress against the Equality Objectives

The other 'specific' duty is to develop and publish measurable equality objectives that are needed to further the three aims of the 'general' equality duty and to publish an update on progress towards these on an annual basis. The table below provides an update on Burton Agnes Primary's equality objectives for 2018/19.

Equality Objective	Progress in the last school year 2018/19
<p>To be aware of cultural diversity and show respect for all groups</p>	<p>Faith Leaders have visited the school to raise awareness of different religions and cultures, e.g. Sheikh, Hindu. Pupils have visited places of worship, eg Mosques, Buddhist centre.</p>
<p>Develop the equality knowledge and skills of staff and governors through relevant training</p>	<p>Hearing impairment awareness training undertaken to assist a pupil with hearing impairment.</p>
<p>To support and encourage all pupils to ensure they are fully able as possible to participate in the school's activities</p>	<p>Student with hearing impairment has brackets in rooms and halls to accommodate mobile speaker, radio mike for staff and outside providers Children have learnt how to sign.</p>