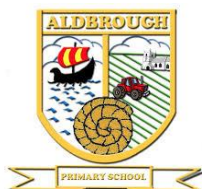


Aldbrough Primary



Equality Policy (including Accessibility Plan)



Effective Date	September 2023
Date Reviewed	
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Contact	Miss Zee Harrison (Head Teacher)
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Our Vision

Care, Excellence, Community.

At Aldbrough Primary School, our school's ethos is built on the pillars of care, excellence and community.

We care for ourselves, for others and for the world around us. We do care and we are not apathetic.

We strive for excellence in all we do - whether we are painting a picture, improving our maths, being a great friend or playing the drums, we always try to be the best version of ourselves that we can be.

We are part of our community. As individuals we are part of our school community and we work as a team. Our school is part of the local community and we strive to make it a better place!

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 Aldbrough 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 one or more of the characteristics 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

Aldbrough 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.

Aldbrough 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.

Aldbrough 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

Aldbrough 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 September 2023, by various members 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 Aldbrough 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 Aldbrough Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Aldbrough 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 2023-2027

As stated above, Aldbrough 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 Matthew Grove is the Chair. Our objectives are set out below:

1	Ensure all potential links to discrimination are identified in the curriculum map and explicit learning opportunities made
2	Develop mental health roles within the school for staff and children
3	Increase opportunities for children to foster good relationships between themselves and people who share one of the protected characteristics

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 Aldbrough 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	✓	Equality Policy
Annual update towards the equality duty and equality objectives	✓	Equality Policy – Appendix 2
Accessibility Plan (including annual progress update)	✓	Equality Policy – Appendix 1
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	No	Information is held on pupils file and used for census
School performance data e.g. attainment, absence/attendance	✓	School website
Governing body minutes	No	Inspection copies are held in school office
Anti-bullying policy	✓	School website
School development plan	✓	Through request
Equality training materials	No	
Parent and pupil surveys	✓	Highlights on School website
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 Aldbrough 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: Aldbrough Primary Accessibility Plan 2023-2026

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 September 2026 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 Aldbrough 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 2023-2026

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
Website is fully accessible to all	Engage with web company to identify which features the site provides.	Autumn term 2023	D Mcfarlane	Weekly AM wage of staff	
	Apply all aspects to website and alert users of features.	Spring term 2024	D Mcfarlane	Weekly AM wage of staff	

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
Access to all SEND children for specific needs	Full audit of computing facilities and programmes.	Autumn 2023	J Brown A Gledden	Staffing	
	Audit of needs of all children on the school SEN register – in relation to access computing.	Spring 2024	A Gledden	Staffing	
	Purchase computing equipment or programmes for specific children and specific needs.	Summer 2024	J Brown A Gledden	Unknown	

Aim 3 - Improve the availability of accessible information to disabled pupils

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Whole school is accessible to all	Audit or review school access.	Autumn 2023	Z Harrison	0	
	Plan for work to be carried out.	Spring 2024	Z Harrison	Unknown	
Parking space identified in car park for disabled users	Caretaker to paint space in car park.	Spring 2024	S Snelling	Cost of paint	

Appendix 2: Aldbrough Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2022-23)

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 Aldbrough Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2022-23
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	• Behaviour and ethos policy embedded and strengthened, sustaining phase. • No exclusions internal, fixed or permanent. • P4C continues weekly and linked to assembly themes. • Assembly themes are designed around the school, it's community and its needs/deficiencies. • A spine of books (Super 7) has been developed to ensure lack of representation is covered in thoughtful and appropriate ways. • Black history month celebrated, Race, racism and anti-racism covered in books throughout the curriculum. • New PHSE scheme Jigsaw bought into and followed by all children in school. • Headteacher leads cluster wide training on protected characteristics and how we can eliminate discrimination in schools. • OFSTED report states that 'Pupils understand that they are expected to work hard and uphold the school's rules of 'to be ready, be respectful and be safe'. One pupil summed up the views of many when she said, 'Everyone helps each other because no one gender is superior to another.'
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	• PP and NPP children achieve inline or with PP achieving above at all milestones. • Parents of children with SEND report that they believe that their child's needs are met and that the school ensures they meet their full potential. • Alternative provision is provided for parts of the school day if this is not accessible with adjustments but wherever possible all children are taught in the main classroom with the teacher and support staff. • Assemblies are mapped and we ensure that they cater for coverage of tolerance and understanding of difference. • The school now challenges opposing views in a sensitive but critical manner.

Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it	• Black History month developed this year and added to the T + L cycle and not just assemblies. • New Jigsaw scheme introduced to whole school. • Assembly themes chosen with care and consideration of year plan to ensure all areas/topics and themes are covered. • Plan for opportunities for children to spend time with or work with a variety of people. • Deal with isolated incidents in the correct and best manner – informing all parties of any incident. • Increased variety of books available to children across the school, showing a wider representation of people who share a protected characteristic. • Headteacher led training between two local schools on the protected characteristics and language used.
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Aldbrough 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 Aldbrough 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 Aldbrough Primary's equality objectives for 2022-23.

Equality Objective	Progress in the last school year 2022-23
Ensure all potential links to discrimination are identified in the curriculum map and explicit learning opportunities made	Curriculum lead, alongside subject leads have started to ensure that their age range or subject plans have highlighted where opportunities may occur. Some leads have made progress with writing the explicit learning activity to take place.
Develop mental health roles within the school for staff and children	Headteacher has attended training. ELSA has a very successful role in the school and the children feel safe and comfortable to speak to staff about issues they may be facing.
Increase opportunities for children to foster good relationships between themselves and people who share one of the protected characteristics	Children are encouraged to attend all activities that are provided outside of the village. The children have classes named after artists and some of the artists have been able to visit school and share their experience. The children have taken part in zoom meetings with people who share some of the protected characteristics.