

Brandesburton Primary School
SINGLE EQUALITY POLICY



We aim for all pupils in Brandesburton Primary School to experience a high quality education, which will enable them to achieve their full potential and help them to develop the knowledge, skills, understanding and attitude required to lead a fulfilling life today and in the future. Children's access to these skills is an entitlement which requires the active and mutual partnership of our whole school community – school, parents and children.

We are committed to this partnership and summarise this in a simple statement: *Together We Believe, Together We Achieve*

Introduction

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and 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
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

It is therefore, unlawful for Brandesburton 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

Brandesburton 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.

Brandesburton 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 the physical environment of the school.

Brandesburton 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

Brandesburton 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, carried out by 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.

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 Brandesburton 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 Brandesburton Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Brandesburton 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 2020-2024

As stated above, Brandesburton 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 Mr P White is the Chair person. Our objectives are set out below:

1	To constantly strive to remove any forms of indirect discrimination that may form barriers to learning and encourage pupils to challenge their own thinking
2	To ensure attainment for pupils with SEN, without an EHC Plan remain at least in line with the national average at KS2 in all subjects
3	To ensure that all pupils have equal access to the full range of educational opportunities provided by the school

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 Brandesburton 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	(Available on request to SBM)
School performance data e.g. attainment, absence/attendance	✓	Website
Governing body minutes	No	(Available from ERYC)
Anti-bullying policy	✓	Website
School development plan	No	(Available by request from H.T.)
Equality training materials	No	(Available by request from H.T.)
Parent and pupil surveys	No	Newsletters
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	

School Responsibilities

The Governing Body of Brandesburton Primary School is responsible for ensuring compliance with the Equality Duty and Specific Duties as stated above. The lead Governor for this is Mrs E Lee.

The Head Teacher 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 Brandesburton Primary Equality Policy.

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics between people who share a protected characteristic and people who do not share it
- Knowing how to deal with incidents of concern, and how to identify and challenge bias/stereotyping
- Knowing the procedures for reporting incidents of racism, harassment or other forms of discrimination

Visitors and contactors are responsible for following the Equality Policy.

Public Sector Duty Information

This Policy shows the information which is relevant to the three aims of the Equality Act as required by the Public Sector Duty.

Engagement and Consultation

The following people were engaged and consulted upon in the development of the Equality Objectives

- Governors
- Teaching staff
- Non-teaching staff
- School Council
- Parents/carers

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

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 Brandesburton Primary's equality objectives for 2021/2022

Equality Objective	Progress in the last school this year
To constantly strive to remove any forms of indirect discrimination that may form barriers to learning	
To ensure attainment for pupils with SEN without an EHC Plan remain at least in line with the national average at KS2 in all subjects	
To ensure that all pupils have equal access to the full range of educational opportunities provided by the school	

Reviewed Nov 2021

To be reviewed Nov 2022

Appendix 1: Brandesburton Primary Accessibility Plan 2021

In our school everybody should work constantly to develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation. We believe this environment is necessary to create a broad and balanced curriculum where everybody has opportunities to achieve their own personal best. We believe our school aims will develop us; spiritually, morally, socially and culturally and thus prepare us for the next challenges and opportunities in our lives.

Brandesburton Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school and an Accessibility Plan will be drawn up to address this.

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 January 2022 and is based on the findings of the recently completed Accessibility Audit – carried out by Mrs K Platten.

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 Brandesburton 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. e.g. 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, Critical Incident Plan, Health & Safety Policy, School Improvement Plan and Special Educational Needs Policy.

Accessibility Plan 2019-2022

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
Children and adults More disabled pupils play a full part in curriculum opportunities	Review all statutory policies to ensure that they reflect inclusive practice and procedure.	Ongoing	JL/KP/PW/LL	N/A	See review document
	Monitor teaching and learning to ensure all children are being offered: <ul style="list-style-type: none"> • A differentiated curriculum • A range of support including that from trained teaching assistants • Multimedia and ICT opportunities that support most curriculum areas Specific equipment sourced from Occupational Therapy (where appropriate).	Ongoing	SLT/SENCO PW/LL	PPG School Budget	
	Promote the involvement of disabled students in all aspects of the curriculum through the use of equipment and or staff. Raise awareness of disabilities through teaching and learning by creating positive images of disability within the school.	Ongoing	All Staff	PPG School Budget	

<p>Ensure all pupils with a disability have appropriate modifications to facilitate access to end of Key Stage SATs.</p>	<p>In accordance with STA, modifications may include requests for readers, additional time, amanuenses etc.</p>	<p>Head, SLT, SENDCo, Y6 teacher and support staff</p>			<p>Improved access to end of Key Stage SATs. Records of relevant evidence kept to assist in request applications.</p>	<p>Head/SENDco/SLT /Y6 teacher</p>
<p>Ensure residential/off site visits are planned to accommodate the needs of disabled pupils</p>	<p>Site visits, meetings with relevant staff at planned residential centre, liaison with travel company.</p>	<p>Head Teacher/Visit leader</p>	<p>As need arises</p>		<p>Improved access to residential and off-site activities for disabled pupils. EV1 forms held in file for evidence. Residential in October 2019. 1 x pupil with EHC plan attended the school residential October 2019.</p>	<p>Head teacher EV1 file</p>

Aim 2 - Improve the availability of accessible information to disabled pupils

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Improve and adapt the physical environment to ensure access for all	Take into account the needs of pupils, staff and visitors with physical and sensory difficulties when planning and undertaking future improvements and refurbishments of the school site.	Ongoing	JL/KP/MF	School budget Buildings budget	See review document
	To work with parents, pupils and external agencies to identify training needs and establish protocols where necessary.	Ongoing, to be constantly reviewed	JL/KP	School/training budget	

Aim 3 - 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
Improve ways of communication with all	Availability of written material in alternative formats when specifically requested.	Ongoing	JL/KJ	School budget	See review document
	Make available school newsletters and other information for parents, in alternative formats when specifically requested.	Ongoing	JL/KT	School budget	
	Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Termly meetings	KP	School Budget PPG (where appropriate)	
	Raise the awareness of adults working at and for the school on the importance of good communication systems.	Ongoing	JL/KP	N/A	
Take account of disabled people's needs when disseminating information.	Identify information. Identify providers of 'translation' services if deemed necessary. Information about the school available in large print on request. Questionnaire issued on request	Head Teacher/ SENDCo	<i>As required.</i> <i>As required.</i>	Register of use and satisfaction survey. School newsletter available via email. School now operating a text message service to relay information. Log of questionnaires requested. Feedback from questionnaires returned. Where practicable, needs are met.	Head teacher/SENDco
All members of the community who wish to use the facilities will be issued with a questionnaire to assess needs.	Identify information. Questionnaire issued to assess needs.	Head Teacher	As required	All members of the school community access the facilities with ease.	Head teacher, SENDCo.

Appendix 2: Brandesburton Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2017-18)

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 Brandesburton Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2020/2021
<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 to governors termly through the Headteacher's Report. • Staff know how to identify unlawful discrimination and have procedures in place to report it. Equality policy has been discussed and is on the website and for staff to access.
<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"> • Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed. • All staff are aware of the school's Equality Plan. • All children with disabilities are encouraged to take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies. • There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc. • Extended school activities such as after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socioeconomic status.
<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 positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display. • Children are able to understand others and value diversity as well as place importance on shared values, awareness of human rights and how to apply and defend them. Teacher planning throughout the curriculum as well as taught sessions of PSHE encourage this