

Keldmarsh Primary



Equality Policy (including Accessibility Plan)



Effective Date	September 2024
Date Reviewed	
Date Due for Review	September 2027
Contact	Mr S Hopkin (Head Teacher)
Contact Number	01482 873131
Approved By	Mr A Caley (Chair of Governors)

Contents

Our Vision	3
The Equality Act 2010 - Protected Characteristics - Definitions	3
Reasonable Adjustments	4
Accessibility Plan	5
The Public Sector Equality Duty - 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>	12

Our Vision

At Keldmarsh Primary School we believe that every child should be given the opportunity to reach their full potential based on their starting points and individual circumstances.

Everyone feels included and individuality and diversity are recognised and celebrated.

We ensure this by providing a safe and supportive environment where children feel happy, valued and respected: this enables everyone to aspire, achieve and enjoy.

Our children are nurtured to become the well-rounded and responsible adults of tomorrow, who value and respect the cultures and beliefs of others as well as their own.

They are supported to develop an awareness of their own identity and their role within local and global communities.

Supportive partnerships with parents, carers and families strengthen our children's ability to thrive.

Our vision enables us to give our children roots and wings and a sense of self, a sense of others and a sense of the 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 Keldmarsh 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

Keldmarsh 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.

Keldmarsh 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.

Keldmarsh 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

Keldmarsh 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 June 2024, 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 Keldmarsh 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 Keldmarsh Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Keldmarsh 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 2024-2028

As stated above, Keldmarsh 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 A Caley is the Chair. Our objectives are set out below:

1	To recognise and promote all aspects of diversity and equality and to be able to challenge inappropriate statements and actions.
2	Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs, disabilities and disadvantaged.
3	To increase the level of pupil voice by extending our traditional school council to include a fair representation of all pupils in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not.

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 Keldmarsh 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)	✓	Website
School performance data e.g. attainment, absence/attendance	✓	Website
Governing body minutes	✓	School Google Drive
Anti-bullying policy	✓	Website
School development plan	✓	Website
Parent and pupil surveys	✓	School Newsletters
Non-confidential equality data regarding staff (if employ more than 150 people)	✓	Website

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 Keldmarsh 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: Keldmarsh Primary Accessibility Plan 2024-2027

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 2027 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 Keldmarsh 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 2024-2027

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 establish and maintain close liaison with outside agencies for pupils with additional needs.	School staff are to regularly collaborate with outside agencies key personnel to ensure that they are aware of the impact of children's disability on specific curriculum areas and how they can overcome any barriers to ensure maximum participation.	Ongoing	Headteacher/SENCO, all Teaching staff and outside professionals	SENCO / teaching staff release time	Collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.
Appropriate resources in place for disabled children.	School staff to review the resources available for disabled children to provide them with the necessary access to the curriculum.	Ongoing starting with children currently on school roll	Headteacher/SENCO and all Teaching staff including Teaching Assistants	SENCO release time	Evidence that disabled children have the appropriate resources to meet their needs.

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
The new build will be accessible to all pupils of the school.	The school will take into account the needs of disabled pupils when planning the development of the school and ensure that this is followed through once construction commences in July 2025.	Ongoing planning / Construction From July 2025	Headteacher and Governing Board / Local Authority Architect	Local Authority New Build Funding	Evidence that appropriate considerations have been made once build completed.
Ensure that reasonable adjustments are made for pupils with a disability, medical	Create personalised access plans for individual pupils, where necessary. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out to support all children.	Ongoing	Headteacher / SENCO and Governing Board	SENCO release time	Emergency plans are in place for individual pupils and conversations with

condition or other access needs.					SENCO to ensure that individual contexts are taken into account.
Ensure that all emergency exits are suitable for all.	Insert ramp outside the Year 1 emergency exit, leading to the Year 1 playground, removing the trip risk of the raised lip of the door.	October 2024	Headteacher and Governing Board	Devolved capital	Ramp in place.
Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Classroom environments are adapted to improve access for disabled pupils.	Update the classroom display policy in line with the Local Authority Sensory Toolkit to ensure that they take into consideration, and meet the needs of, all pupils including those with disabilities.	Policy update September 2025	Headteacher, SENCO and Governing Board		Governing Board to complete Audit on a yearly basis.
To improve access to written information for pupils (as well as parents and visitors) when necessary.	To have the ability to create and offer information in alternative formats including through translation, when necessary.	Ongoing	Headteacher, SENCO and administration staff		Evidence that reasonable adjustments have been made such as letters and communications.

Appendix 2: Keldmarsh Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2023-24)

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 Keldmarsh Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2023-24
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	The school has: • Continued to use CPOMS to report on and analyse data related to the PSED. • Ensured that we do not discriminate in relation to any of the specified groups concerning 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. • Appointed a Pastoral Lead who supports pupils to feel empowered and capable of dealing with the day to day stresses of life. • A cycle of ongoing review of policies and procedures in place and during this process compliance with the PSED is considered e.g. School Council election process. • Promoted Equality in daily life and British Values with a series of assemblies for all pupils. • Worked closely with the EWO to ensure that all support work with families regarding attendance is appreciative of the needs at the particular time e.g. religious observation.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	The school has: • Continued to use the Personal Development (PSHE / RSE) curriculum using the Jigsaw program, which is planned to ensure that diversity is recognised and is taught throughout the curriculum, across the school. • Ensured that reasonable adjustments/support is available for all pupils as required. • Ensured that pupil progress meetings consider the progress and needs of all children. • Supported subject leaders to monitor the performance of groups of children.

	Ensured that children with disabilities are supported to attend educational visits through careful risk assessment and subsequent support put in place.
Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it	The school has: - Continued to celebrate the achievements of all children across school through celebration assemblies which members of the wider school community are invited to. - Reestablished the Parental Engagement Group (PEG) to ensure parent voice. - Fostered community links e.g. through assemblies led by Beverley Minster church staff and Woodmansey Parish council supported the coronation celebrations. - Prioritised mental health support within school lead by the Pastoral Lead. - Provided extensive mental health training and promoted the LA support. - Produced a new mental health policy and linked a governor to this area. - Undertaken surveys of all staff and produced actions to promote wellbeing and reduce workload. - Identified opportunities to promote equality and embedded these into all curriculum areas. - Promoted equality in daily life with a series of assemblies for all pupils. - Trained senior leaders in Youth Mental Health First Aid. - Invited parents/carers from the school community to lead assemblies on their cultural heritage/religious beliefs.

Keldmarsh Primary collect information relating to employees who share a protected characteristic and 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 Keldmarsh 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 Keldmarsh Primary's equality objectives for 2023-24.

Equality Objective	Progress in the last school year 2023-24
To recognise and promote all aspects of diversity and equality and to be able to challenge inappropriate statements and actions.	The school has: • Further developed the reading materials for each year group to include books from a diverse range of authors and which promote equalities in different forms. • Delivered assemblies to children around diversity and equality based on books. • Began to re-design the curriculum to include links to the schools vision which promotes children's sense of self, a sense of others and a sense of the world.
Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs, disabilities and disadvantaged.	The school has: • Further developed the variety of extra-curricular clubs on offer to ensure the involvement of all groups e.g. Lego. • Purchased a range of outdoor equipment for break times to ensure all children have access to play. • Ensured that support staff are timetabled appropriately to support teaching staff and children with disabilities during PE. • Adapted Sports Day to be more inclusive of children with disabilities.
To increase the level of pupil voice by extending our traditional school council to include a fair representation of all pupils in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not.	• To develop roles for subject ambassadors to provide further opportunities for all pupil voice to become embedded in school development, foster relationships between children and staff and enable fair representation.