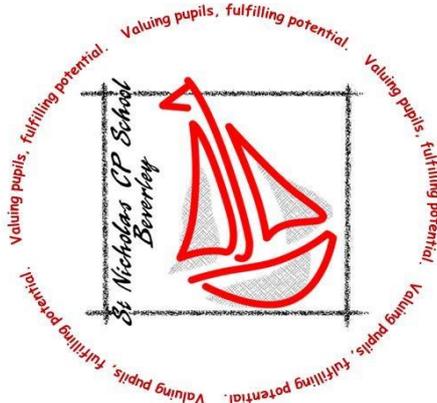


# Beverley St Nicholas



## Equality Policy (including Accessibility Plan)



<b>Effective Date</b>	January 2019
<b>Date Reviewed</b>	July 2020
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<b>Approved By</b>	Ian Clark (Chair of Governors)

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## Our Vision

Our vision at Beverley St Nicholas Community Primary School is to create a warm, supportive, nurturing, secure and happy learning environment where everyone feels valued and is encouraged to recognise and achieve his/her full potential.

## 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 Beverley St Nicholas 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

Beverley St Nicholas 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.

Beverley St Nicholas 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.

Beverley St Nicholas 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

Beverley St Nicholas 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 December 2018 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. 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 Beverley St Nicholas 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 Beverley St Nicholas is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

### The ‘specific duties’

The ‘specific duties’ require Beverley St Nicholas 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 2017-2021

As stated above, Beverley St Nicholas 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 Ian Clark is the Chair. Our objectives are set out below:

<b>1</b>	To increase the extent to which disabled pupils can participate in the school curriculum and can access the physical environment of the school
<b>2</b>	To improve the delivery of written information to disabled pupils, staff, parents and visitors in an appropriate format
<b>3</b>	To continue to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of their education

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 Beverley St Nicholas 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-Equality Policy-due for review
Annual update towards the equality duty and equality objectives	Working towards	School website (included in Equality Policy)
Accessibility Plan (including annual progress update)	✓	School website (included in Equality Policy)
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	✓	As part of the Disadvantaged/Pupil Premium information required for the website
School performance data e.g. attainment, absence/attendance	✓	Website
Governing body minutes	No	Minutes not published on the website but inspection copies are available for viewing. Attendance at governor meetings and governor details are available on the website
Anti-bullying policy	✓	Website
School development plan	✓	Website-needs updating now plan has been reviewed
Equality training materials	No	
Parent and pupil surveys	✓	Newsletters-annual survey
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	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 Beverley St Nicholas 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: Beverley St Nicholas Accessibility Plan 2018-2021

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 December 2021 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 Beverley St Nicholas 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 2018-2021

#### 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 review policies to ensure that they reflect inclusive practice and procedure	Subject Leaders to review policy	July 2020	AH Curriculum/AH inclusion	Time allocated during subject leader release time-cost cover-school budget	Completed
To establish and maintain close liaison with outside agencies for pupils with additional needs	SENCo & AH for Inclusion to ensure appropriate agencies are in place to support children with additional needs	Ongoing	SENCo/AH Inclusion	Time allocated during subject leader release time-cost cover-school budget	Referrals quickly made for children with high and additional needs.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo, teaching staff	Time allocated during subject leader release time-cost cover-school budget Training cost when necessary	Office staff review medical needs annually with parents; Risk assessments made when a child becomes at risk; Training needs identified and training in place; emergency evacuation plans detailed and in place; Plans practiced as part of fire drills.

<b>Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</b>					
<b>Outcome</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible person</b>	<b>Resource implication costs/source of funding</b>	<b>Progress/evaluation</b>
Improve the physical school environment	The school will take into account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing when needed	SLT, Site Manager, governors	Cost when needed to be met from school budget.	Improved footpath to gates; new lighting; Signage ordered; Disabled access; lift to second floor;
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCO, teaching staff	Staff time when needed. Additional resources/training-cost to be met from school budget.	Medical needs plans in place; Diabetic training of staff; asthmas updated training requested; Disability plans in place for children with wheelchairs;

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

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing	Ongoing	SLT, teachers, SENCo	Time and costs associated taken from school budget.	Available on request.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Time and costs associated taken from school budget.	Accessibility to all levels via a lift; Meeting areas on ground floor if needed; Disabled car park facilities.

## Appendix 2: Beverley St Nicholas' Annual Update on Progress towards the Equality Duty and the Equality Objectives

### 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 Beverley St Nicholas has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2017-18	Examples/Evidence for 2018-19	Examples/Evidence for 2019-20	Examples/Evidence for 2020-21
<b>Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act</b>	Reviewed the Anti bullying policy and Behaviour policy Friendship week-whole school initiative Attachment disorder training De-escalation training ELSA training SENCo National Accreditation award achieved Appointment of Assistant Head Teacher with a focus on inclusion Restorative Practice circles with children and parents when appropriate Monitoring of behaviour incidents Internet safety week and ongoing reminders Jigsaw PSHE-teaching respect and tolerance values Certificates of citizenship awards at the end of every term	Behaviour plan reviewed July 2019 Friendship week carried out annually each class participating; Attachment disorder and De-escalation training by Helen Hatton September 2019; ELSA training for lead teacher; CPOMs purchased and training to be carried out; Behaviour incidents logged and restraints logged; Safer handling carried out; Safer handling station set up; Nurture provision researched;	Behaviour plan reviewed March 2020 in line with COVID-19 Friendship week carried out annually each class participating; Attachment disorder and De-escalation training by Helen Hatton September 2019; ELSA training for lead teacher; CPOMs purchased and training to be carried out; Behaviour incidents logged and restraints logged; Safer handling carried out; Safer handling station set up;	Behaviour policy being reviewed November 2021. Annual friendship week planned for November 2021, friendship week held November 2020. Nurture manager appointed from November 2021 ELSA training for 2 TA's CPOMS being used consistently Team teach training received by new headteacher and one other teacher Nurture and ACES training received from Helen Hatton October 2020

		<p>Internet safety week carried out annually;                  Jigsaw programme fully embedded and weekly assemblies with certificates                  Continued adjustment of curriculum</p>	<p>Nurture provision implemented and nurturing classrooms set up.                  Boxall profiles completed for children identified.                  Jigsaw programme fully embedded and weekly assemblies with certificates                  Continued adjustment of curriculum.                  SRE reviewed and policy updated.                  Internet safety week carried out annually;                  Jigsaw programme fully embedded and weekly assemblies with certificates                  Continued adjustment of curriculum</p>	
<p><b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b></p>	<p>Adjustment to the curriculum-resources/print/font/seating arrangements in class                  Working with support teams eg Speech and Language/Behaviour Support/Sapts to ensure full participation                  Engaging with LA                  Diminishing the Difference for Disadvantaged                  All pupils encouraged to take part in extra curricular activities                  Growth Mindset approach for all pupils                  Dyslexia friendly classrooms                  Reasonable adjustments for children with social and emotional difficulties                  Friendship groups</p>	<p>Continued liaison with other agencies;                  Diminishing the Difference project completed;                  Nurture class rooms set up;                  Reasonable adjustments for children with emotional and social issues and behavioural difficulties;                  Growth mindset approach continues and specific lessons taught                  Specific plans in place for vulnerable children</p>	<p>Continued liaison with other agencies;                  Diminishing the Difference project developed further;                  Nurture class rooms set up;                  Reasonable adjustments for children with emotional and social issues and behavioural difficulties;                  ELSA                  Growth mindset approach continues and specific lessons taught                  Specific plans in place for vulnerable children</p>	<p>All continuing</p>

<p><b>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</b></p>	<p>Community links with local businesses eg Co-op and Tesco, local churches ELSA training and groups Working with Latimer Church-supporting individual pupils Appointing a British sign language specialist to support parents and teachers at parent consultation meetings</p>	<p>Community links widened with implementation of career curriculum; Community links with local businesses; Continued ELSA training; Nurture provision researched to be set up November 2019;</p>	<p>Working with speech and language agencies and hearing impaired. Pay for sign language support for identified parents. Community links widened with implementation of career curriculum; Community links with local businesses; Continued ELSA training; Nurture provision set up and nurture classrooms in place;</p>	<p>Despite covid have tried to ensure close liaison between SLT. Sign Language support still being provided as needed. Careers curriculum halted slightly during covid. Nurture provision ongoing during covid. ELSA support offered during lockdown.</p>
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Beverley St Nicholas 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 Beverley St Nicholas 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 Beverley St Nicholas's equality objectives.

Equality Objective	Progress in 2017-18	Progress in 2018-19	Progress in the last school year 2019-20	Progress in the last school year 2020-21
<p><b>To increase the extent to which disabled pupils can participate in the school curriculum and can access the physical environment of the school</b></p>	<p>Learning is differentiated through learning outcomes, resources provided, scaffolding and adult support. Children are provided with coloured overlays, pencil grips, writing slopes, ICT etc tables to raise/lower height. Lift to access upper floor.</p>	<p>Continued differentiation and support; Other agencies consulted to ensure all pupils can participate in all aspects of curriculum and access the environment e.g. hearing impaired support to enable swimming lessons.</p>	<p>Continued differentiation and support; Other agencies consulted to ensure all pupils can participate in all aspects of curriculum and access the environment e.g. hearing-impaired support to enable swimming lessons. Learning is differentiated through learning outcomes, resources provided, scaffolding and adult support. Children are provided with coloured overlays, pencil grips, writing slopes, ICT etc tables to raise/lower height. Lift to access upper floor. PE curriculum altered for wheelchair users.</p>	<p>Continued differentiation and support; Other agencies consulted to ensure all pupils can participate in all aspects of curriculum and access the environment e.g. hearing-impaired support to enable swimming lessons. Learning is differentiated through learning outcomes, resources provided, scaffolding and adult support. Children are provided with coloured overlays, pencil grips, writing slopes, ICT etc tables to raise/lower height. Lift to access upper floor. PE curriculum altered for wheelchair users.</p>

<p><b>To improve the delivery of written information to disabled pupils, staff, parents and visitors in an appropriate format</b></p>	<p>Information is provided in an appropriate size font for individual pupils. Staff aware of parents unable to read and tell them information. Staff engaging with sign language courses to communicate with parents.</p>	<p>Available on request.</p>	<p>Available on request.</p>	<p>Available on request</p>
<p><b>To continue to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of their education</b></p>	<p>The school moved into a new building in November 2017. Disabled access is now much improved. Two storey building-lift facility.</p>	<p>Pathway to school entrance with lighting improved</p>	<p>New building with improved lighting in pathway completed.</p>	