# Beverley St Nicholas Primary

# Equality Policy

## (including Accessibility Plan)



| | |
|---|---|
| **Effective Date** | **September 2024** |
| **Date Reviewed** | **September 2026** |
| **Date Due for Review** | **September 2027** |
| **Contact** | **Terri Turton (Headteacher)** |
| **Contact Number** | **01482 862882** |
| **Approved By** | **David Elvidge (Chair of Governors)** |

# Contents


| | |
|---|---|
| **Our Vision** | **3** |
| **The Equality Act 2010**<br>• Protected Characteristics<br>• Definitions | **3** |
| **Reasonable Adjustments** | **4** |
| **Accessibility Plan** | **5** |
| **The Public Sector Equality Duty**<br>• The 'general' equality duty<br>• The 'specific duties' | **5** |
| **Equality Objectives** | **6** |
| **Publishing Equality Information** | **7** |
| **School Responsibilities** | **8** |
| **References** | **8** |
| ***Appendix 1: Accessibility Plan (including annual progress update)*** | **9** |
| ***Appendix 2: Annual Update on Progress towards the Equality Duty and the Equality Objectives*** | **12** |

# Our Vision

**Our four core values are respect, resilience, nurture and community.**

**Our school aim is to respect and nurture everyone in our community.**

# 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 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

Beverley St Nicholas 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

**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.

## Reasonable Adjustments

Beverley St Nicholas 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.

Beverley St Nicholas 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

Beverley St Nicholas 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 October 2024, 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 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 Beverley St Nicholas Primary 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 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, Beverley St Nicholas 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 David Elvidge is the Chair. Our objectives are set out below:

| | |
|---|---|
| **1** | ***To review policies to ensure that they reflect inclusive practice and procedure.*** |
| **2** | ***To prepare pupils for living in a culturally diverse world.*** |
| **3** | ***To focus on how best to support parents/carers of SEND children to understand how to support their child's needs and signpost them to relevant support.*** |
| **4** | ***To equip staff to fully meet the needs of children who have experienced ACEs and ensure that we are a trauma informed school.*** |
| **5** | ***To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities.*** |
| **6** | ***Communications with pupils and parents are offered in clear and easily understood formats.*** |

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 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 | |
| School performance data e.g. attainment, absence/attendance | ✓ | Website |
| Governing body minutes | ✓ | Website |
| Anti-bullying policy | ✓ | Website |
| School development plan | ✓ | Website |
| Parent and pupil surveys | ✓ | Details shared via newsletters |
| 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 Beverley St Nicholas 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: Beverley St Nicholas 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 Beverley St Nicholas 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** |
| **Increased access to sensory resources in place to enable children to continue their learning in a calm space.** | Further development of the nurture provision. | By July 2025 | SLT and nurture manager | Have applied for nurture funding via East Riding | Sensory space was set up and has been widely used particularly by EYFS pupils. Nurture provision in place and operates every afternoon. Sensory resources available in every classroom. |
| **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** |
| **School building is clearly signposted.** | Purchase a sign for the outside of school. | By August 2025 | Headteacher | TBC | Not yet in place due to budget constraints. |

| 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 have further improved the accessibility of information for both parents and pupils.** | Use of BSL interpreter.<br><br>Plain English.<br><br>Translation of newsletters etc. | Ongoing | SLT | Cost for BSL interpreter | Use of class dojo allows parents to translate letters for themselves if needed.<br>BSL interpreter used routinely.<br>Ongoing adjustments made as and when needed on an individual basis. |

# Appendix 2: Beverley St Nicholas Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2025-26)

## 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 Primary has paid due regard to the three aims:

| General Equality Duty Aims | Examples/Evidence for 2023-24 | Examples/Evidence for 2024-25 | Examples/Evidence for 2025-26 |
|---|---|---|---|
| **Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act** | Restorative practice training given to all staff.<br><br>Monitoring of victimisation and discrimination via CPOMS.<br><br>Hate crimes police talk for years 5 and 6 to support with excessive use of derogatory terms.<br><br>NSPCC speak up speak out.<br><br>Regular agenda item in governors meeting. | Restorative practice training given to all staff.<br><br>Monitoring of victimisation and discrimination via CPOMS.<br><br>Hate crimes police talk for years 5 and 6 to support with excessive use of derogatory terms.<br><br>NSPCC speak up speak out.<br><br>Regular agenda item in governors meeting. | Restorative practice training given to all staff.<br>Monitoring of victimisation and discrimination via CPOMS.<br><br>Hate crimes police talk for years 5 and 6 to support with excessive use of derogatory terms.<br><br>NSPCC speak up speak out.<br><br>Regular agenda item in governors meeting. |
| **Advance equality of opportunity between people who share a protected characteristic and people who do not share it** | Close monitoring of pupils with protected characteristics to ensure equality of access/attainment.<br><br>Working closely with children to ensure needs fully supported. | Training from EP re neuro diversity.<br><br>Bespoke support in place for pupils who need it as appropriate. | Careers visitors with a focus on those with a protected characteristic.<br><br>PDA training for staff and parents. |

| | | | |
|---|---|---|---|
| | Supportive work in place for neuro diverse pupils – training for staff to help them to adapt practice to better meet their needs. | | |
| **Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it** | Close work with MHST to support children and ensure that our pupils are informed.<br><br>PSHE jigsaw programme followed.<br><br>Reasonable adjustments have been made for all pupils in need of this.<br><br>Adjusted to use them/they pronouns when needed in conjunction with parent.<br><br>ASD children fully supported and active members of our community and valued by others. | Close work with MHST to support children and ensure that our pupils are informed.<br><br>PSHE jigsaw programme followed.<br><br>Reasonable adjustments have been made for all pupils in need of this.<br><br>Adjusted to use them/they pronouns when needed in conjunction with parent. | Close work with MHST to support children and ensure that our pupils are informed.<br><br>PSHE jigsaw programme followed.<br><br>Reasonable adjustments have been made for all pupils in need of this.<br><br>Adjusted to use them/they pronouns when needed in conjunction with parent. |

Beverley St Nicholas 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 Beverley St Nicholas 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 Beverley St Nicholas Primary's equality objectives for 2025-26.

| Equality Objective | Progress in the last school year 2023-24 | Progress in the last school year 2024-25 | Progress in the last school year 2025-26 |
|---|---|---|---|
| **To review policies to ensure that they reflect inclusive practice and procedure** | All policies reviewed as necessary. | All policies reviewed as necessary. All reviewed in line with the trust. | All policies reviewed as necessary. All reviewed in line with the trust. |
| **To prepare pupils for living in a culturally diverse world** | Some progress has been made with this via visits and trips. | Visitors to school and trips out of school designed to increase opportunities. | Visitors to school and trips out of school designed to increase opportunities. |
| **To focus on how best to support parents/carers of SEND children to understand how to support their child's needs and signpost them to relevant support** | Various class dojo posts relating to signposting SEND parents.<br><br>MHST workshop re supporting children with anxiety. | Various class dojo posts relating to signposting SEND parents.<br><br>MHST workshops for parents. | Various class dojo posts relating to signposting SEND parents.<br><br>MHST workshop for parents.<br><br>Close liaison with Family Help.<br><br>PDA workshop offered to parents.<br><br>SEND parent coffee mornings. |
| **To equip staff to fully meet the needs of children who have experienced ACEs and ensure that we are a trauma informed school** | Key staff have attended trauma informed training.<br><br>ACE's training from BST. | | Trauma informed schools training completed.<br><br>Vulnerability indicators created for all classes.<br><br>Ongoing CPD via virtual schools and other organisations. |

| | | | |
|---|---|---|---|
| **To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities** | ASD training for staff.<br><br>Ordinarily available provision implemented.<br><br>Individual timetables set up for children in need of them.<br><br>Use of the ark nurture facility to support children.<br><br>Emotionally based school avoidance training completed. | Nurture provision fully established. | Ordinarily available provision implemented.<br><br>Individual timetables set up for children in need of them.<br><br>One page profiles completed and updated.<br><br>Provision maps in place |
| **Communications with pupils and parents are offered in clear and easily understood formats** | Worked with hearing impaired parents to ensure that their needs were fully met.<br><br>Class dojo has a translation option that parents have accessed.<br><br>Parents are targeted for support with completing forms with regards to SEND needs etc using nurture manager/members of SLT. | Worked with hearing impaired parents to ensure that their needs were fully met.<br><br>Class dojo has a translation option that parents have accessed.<br><br>Parents are targeted for support with completing forms with regards to SEND needs etc using nurture manager/members of SLT. | Worked with hearing impaired parents to ensure that their needs were fully met.<br><br>Class dojo has a translation option that parents have accessed.<br><br>Parents are targeted for support with completing forms with regards to SEND needs etc using nurture manager/members of SLT.<br><br>Use of app to communicate with parents via text. |