

Hedon Primary



Equality Policy (including Accessibility Plan)



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Our Vision

We want the time children spend at Hedon Primary School to be:

An enjoyable, fulfilling and successful period in their lives;

A time when children can be helped to achieve the highest possible standards in all that they do;

A time when children experience effective and meaningful learning within a safe, happy, caring and stimulating environment where each individual is valued for the contribution he or she can make to the school community”.

We believe that a school should be an interesting and exciting place to be; where children are encouraged to ask questions, seek solutions and in general, enjoy learning.

Emphasis on each child’s individual educational journey and personal achievement is the key to success!

We work hard at encouraging confidence in our students; we try to raise the level of self-esteem of all children by planning and delivering a broad and exciting curriculum where children are encouraged to express their individuality and be proud of their achievements.

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 Hedon 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

Hedon 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.

Hedon 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.

Hedon 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

Hedon Primary aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided
- The availability of accessible information to disabled pupils is improved.

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out September 2022 by a member of staff, School Ambassadors and Governors. 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 Hedon 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 Hedon Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Hedon 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 2022-2026

As stated above, Hedon 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 Allan Maltby is the Chair. Our objectives are set out below:

1	Review of safeguarding practice and policies.
2	To tighten identification procedures for those with SEND or social and emotional needs, ensuring targets set are SMART, well monitored and coproduced with parents, pupils and staff.
3	Ensure that the achievement of identified groups (girls / high starters / pupil premium) is at the same levels / above that of their peers in school.
4	Develop a more inclusive community through positive messaging and use of inclusive imagery in posters, books and other educational resources.

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 Hedon 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	No	In school
Anti-bullying policy	✓	Website
School development plan	No	Parents are informed of our improvement objectives in newsletters
Equality training materials	No	In house training
Parent and pupil surveys	✓	These are sent home to parents and are also references on 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 Hedon 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: Hedon Primary Accessibility Plan 2022-2025

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 2025 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 Hedon 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 2022-2025

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
<p>To ensure all pupils can access curriculum provision appropriately</p>	<p>School to ensure planning reflects the needs of all pupils.</p> <p>Ensure aids required are purchased or renewed as necessary.</p> <p>Maintain training especially in sport which allows us to reflect on accessibility for pupils.</p>	<p>Ongoing</p>	<p>All staff</p>	<p>Guided by need</p>	<p>The school has completed a review of its curriculum. The needs of our current pupils are being met.</p> <p>The new EYFS (Early Years Foundation Stage) framework will be adopted by the school in September 2020 and Y1 will be moving to continuous provision from September. Further monitoring is needed to ensure we continue to meet all needs appropriately throughout these changes.</p> <p>ONGOING due to curriculum changes.</p> <p>2021 Pupil provision maps and support plans ensure all pupils have the necessary equipment to be able to access the curriculum. Continued training has taken place – peg safety, peg feeding, Braille, signing. Increased SENCo (Special Educational Needs Coordinators) monitoring supports this.</p> <p>MET.</p>

					<p>2023</p> <p>Further aids and equipment have been purchased to meet the needs of our existing pupils.</p> <p>This area may need revisiting as a pupil joining us in September may need shower facilities to maintain school access.</p>
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
Ensure appropriate changing facilities to maintain dignity and safety of disabled pupils	Continue consultations with ERYC regarding disabled changing facilities in school.	Summer 2019	A Barnett	LA for funding secured	<p>Disabled changing facilities are in place alongside a disabled toilet attached to the school entrance.</p> <p>MET.</p>
Ensure appropriate access for wheelchair users to and around the school site	Continue speaking to ERYC regarding disabled changing facilities in school.	Ongoing	A Barnett	Seeking external funding	<p>Disabled changing facilities have been installed.</p> <p>Adjustments have been made for a pupil with visual impairment.</p> <p>The LA (Local Authority) have developed several reasonable adjustments and potential solutions which would be considered if a prospective pupil is a wheelchair user however currently this funding is not available for the works to take place.</p>

					<p>The school bell is to be relocated to a more appropriate height including braille label.</p> <p>ONGOING due to funding and COVID-19 works interruptions.</p> <p>2021 – Works to provide access across the site for wheelchair users where not carried out by the local authority due to cost. This is something they will relook at if necessary.</p> <p>2023 – Senior Policy Officer from east Riding Council Equality and Diversity team, visited the school and has contacted the appropriate department regarding the school's inaccessibility which could be seen as a potential breaching of human rights (Protocol 1, Article 2, right to education) and the Equality Act 2010.</p>
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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
<p>To ensure disabled visitors are signposted appropriately around the school site</p>	<p>Ensure all signage is easy to read and at an appropriate height.</p> <p>Purchase outdoor signage.</p>	<p>Ongoing</p>	<p>A Barnett</p>	<p>Cost of signage</p>	<p>This area is ONGOING as COVID-19 halted quotes and therefore works completion.</p> <p>2021 – Signage now braille and at an appropriate height. Bells have been lowered to an appropriate height too.</p> <p>MET.</p> <p>2023 – update.</p> <p>School office access now controlled by an appropriate height fob system.</p>

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

Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the 'general' equality duty, when exercising their functions, and must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

Further to the general duties of the PSED, as above, public bodies are subject to 'specific duties'. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Hedon Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2021-22	Examples/Evidence for 2022-23
<p>Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act</p>	<p>Our Anti-bullying group continues to support pupils through raising awareness of the different types of bullying and encouraging reporting of incidents.</p> <p>Whilst incidents of discrimination, harassment and victimisation remain low and there that been not exclusions during the 21-22 year to date, we continue to carefully record and monitor behaviour looking for patterns and taking action as necessary.</p> <p>With a growing number of children with medical needs across the school, we have been careful to ensure adequate staff training has taken place and that plans are drawn up in conjunction with medical professionals and parents. We maintain and inclusive environment, tracking small steps progress.</p>	<p>School records indicate no discriminatory or racist incidents have occurred in the academic year 2022-23. This continues to be monitored.</p> <p>Our Jigsaw Personal, Social, Health and Citizenship Education continues to focus on celebrating difference and teaching understanding, acceptance, and tolerance.</p> <p>Incident of bullying are followed up by trained staff and actions put in place to ensure repeat occurrences do not take place. Our anti-bullying group continue to take a lead role in ensuring awareness and a culture of speaking out against bullying is maintained.</p> <p>Staff training continues to ensure pupils needs are met with termly support plans, Education health Care Plans and Health Care plans outlining pupils needs and how these will be met.</p>

<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<p>Both pupil premium and SEND local authority monitoring activities, identified good practice across the school. The reports identify Hedon Primary School as ‘an inclusive school which strives to meet the needs of all pupils. Pupils are well supported with the additional resources they need.’ It was also identified that the school knows its pupils well and has a whole school approach to supporting them. The strategy used is described as coherent, joined up and aligned to the school improvement plan.</p> <p>Attendance for vulnerable groups is in line with that of the whole school.</p> <p>The school has continued to develop pupil voice. This includes ensuring that all pupil groups are represented within these groups e.g., School ambassadors, Eco-team, Junior Road Safety Team and Anti-bullying Team.</p>	<p>We continue to monitor and evaluate outcomes for all vulnerable groups. This information feeds into development planning and pupil progress meetings to ensure maximum progress for all. The school continues to ensure inclusivity is at the heart of all it does and prides itself on knowing pupils and their families well. We work holistically; engaging outside agencies, as necessary.</p> <p>Attendance for vulnerable groups continues to be in line with that of the whole school.</p> <p>We maintain open lines of communication with pupil check ins, pupil voice and a range of pupil's groups as stated in last year's evaluation.</p> <p>Our curriculum promotes equality and ensures our pupils understand difference.</p>
<p>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</p>	<p>Following recent periods of uncertainty, more pupils and their families have needed support than ever before. We have worked to train an additional Emotional Literacy Support Assistant to meet this need and to develop greater community links to enable more effective signposting to external agencies. We have worked to remove some of the barrier for parents needing support when pride can sometimes get in the way. As a result of this support, increasingly these families are coping and the number of pupils requiring in school support has diminished.</p> <p>We have worked hard, post COVID disruptions, to engage all parents in their child's learning and our ‘Stay and...’ sessions are more popular than ever. Widening this</p>	<p>The school continues to employ highly training staff in Emotional Literacy Support and Mental Health which, alongside, a carefully planned curriculum, ensures our pupils work as a team and that barriers are eliminated when families or individuals need additional support.</p> <p>We maintain over 90% attendance across the school for school assemblies and ‘Stay and’ sessions. Charity activities have engaged a wider audience from the local community and the school has useful links to businesses and the Town Council. This high-level community involvement ensures a wider understanding of the diversity of our wider community.</p>

	<p>engagement across our community is developing an understanding of the diversity of our wider school community.</p>	
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Hedon 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 Hedon 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 Hedon Primary's equality objectives for 2022-23.

Equality Objective	Progress in the last school year 2021-22	Progress in the last school year 2022-23
<p>Review of safeguarding practice and policies</p>	<p>Objective set in April 2022.</p>	<p>The school updated all relevant policies in September 2023. Completion of the Local Authority Safeguarding Audit indicates that all training, policy, and processes are in place to ensure the school meets its legal obligations and ensures the safety of all pupils.</p>
<p>To tighten identification procedures for those with SEND or social and emotional needs, ensuring targets set are SMART, well monitored and coproduced with parents, pupils and staff</p>	<p>Objective set in April 2022.</p>	<p>Pupils with social and emotional needs are now tracked as part of the school's SEND register. These pupils have a termly support plan in place which is coproduced and reviewed termly alongside parents/carers.</p>
<p>Ensure that the achievement of identified groups (girls / high starters / pupil premium) is at the same levels / above that of their peers in school</p>	<p>Objective set in April 2022.</p>	<p>Tracking is in place. For pupil premium, high starters and other vulnerable groups.</p> <p>As these groups can be quite small e.g., one or two children, tracking can give a false picture.</p> <p>Overall, vulnerable groups perform well compared to their peers except when they sit within multiple vulnerable groups e.g., SEND and Pupil premium. It is this that they school is now focussing on.</p>
<p>Develop a more inclusive community through positive messaging and use of inclusive imagery in posters, books and other educational resources</p>	<p>Objective set in April 2022.</p>	<p>This continues to be an area for development. The school has a wide range of text available which use inclusive imagery. This is not always reflected in displays around the school which is now the school's focus particularly looking at the use of braille signage.</p>