

Walkington Primary



Equality Policy (including Accessibility Plan)



Effective Date	September 2022
Date Reviewed	June 2023
Date Due for Review	September 2025
Contact	Amy Mableson (School Business Manager) Christopher Bullough (Head Teacher)
Contact Number	01482 861115
Approved By	Chris Howard (Chair of Governors)

Contents

Our Vision	3
The Equality Act 2010 <ul style="list-style-type: none"> • Protected Characteristics • Definitions 	3
Reasonable Adjustments	4
Accessibility Plan	5
The Public Sector Equality Duty <ul style="list-style-type: none"> • The 'general' equality duty • The 'specific duties' 	5
Equality Objectives	6
Publishing Equality Information	7
School Responsibilities	9
References	9
<i>Appendix 1: Accessibility Plan (including annual progress update)</i>	10
<i>Appendix 2: Annual Update on Progress towards the Equality Duty and the Equality Objectives</i>	12

Our Vision

Everything we do at Walkington School can be tracked back to three overarching aims:

- To enable every child to become a successful learner.
- To encourage every child to get the most out of life.
- To ensure every child is confident and likes the person they are.

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 Walkington 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

Walkington 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.

Walkington 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.

Walkington 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

Walkington 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 2022 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 Walkington 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 Walkington Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Walkington 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, Walkington 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 Chris Howard is the Chair. Our objectives are set out below:

1	To Increase understanding of and actively celebrate the diversity of culture and belief
2	To develop a more inclusive community through positive messaging and use of inclusive imagery in posters, books and other educational resources
3	Ensure communications with pupils and parents are offered in clear and easily understood format

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 Walkington 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	✓	School website and school internal network
Annual update towards the equality duty and equality objectives	✓	Combined within published equality objectives
Accessibility Plan (including annual progress update)	✓	School website and school internal network
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	✓	School performance comparison site with direct link from school website
School performance data e.g. attainment, absence/attendance	✓	School performance comparison site with direct link from school website
Governing body minutes	✓	Available on request from school office as advised on School website
Anti-bullying policy	✓	School website
School development plan	✓	Referenced within termly head teacher reports contained within governing body minutes
Equality training materials	✓	As part of the schools SLA the training materials we use are signposted by

Document/Data	Published or N/A	Where is it published?
		relevant team at the local authority. Either directly or on the Here for Schools training portal. A log of training accessed by staff is held by the school office
Parent and pupil surveys	✓	Parent responses to the online Ofsted questionnaire 'parent view' are available to general public online
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 Walkington 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: Walkington 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 October 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 Walkington 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>Ensure that all pupils irrespective of medical need or disability are able to fully engage in all aspects of the curriculum and school life</p>	<p>To provide additional staffing support particularly during extra curricular activities to ensure our diabetic children have constant support and monitoring. This will be particularly crucial during the annual residential visit where TAs will be linked to the parental trigger and online blood monitoring system. Staff in school through the year will also monitor and support pupils through the use of insulin delivery and blood monitoring technology.</p>	Ongoing	Class teacher/TA/Headteacher/parents	<p>Certain staff will have to have different protocols with regards to accessing mobile devices throughout lessons. School must remain aware that stable WIFI is required to operate successfully.</p>	<p>Residential visit autumn 2022 while this is clear that the new systems require significant adult monitoring and intervention, particularly on overnight stays. All parties recognised that pupils were able to safety and successfully take part in all activities. Parents were extremely supportive of the school's inclusive attitude and efforts to monitor this potentially life-threatening information.</p>
<p>Ensure that all pupils irrespective of medical need or disability are able to fully engage in all aspects of the curriculum and school life</p>	<p>For the school to create, follow and review comprehensive medical plans for a range of pupils. Some of which cover life critical situations.</p>	Ongoing	Class teacher/TA/Admin office/Senior Midday	<p>School works closely with parents/carers to ensure medication eg epi-pens are kept up to date and secured. For some medical items eg inhalers school will also order, store and date check.</p>	<p>Checks by SBM and headteacher on 11/11/22 ensured all Medication is correctly stored and in date and that medical plans relating to relevant children are on display.</p>

Appendix 2: Walkington 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 Walkington Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2021-22	Examples/Evidence for 2022-23
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	We do not have any instances of unlawful discrimination been raised with the school relating to any aspect of the Act.	We do not have any instances of unlawful discrimination been raised with the school relating to any aspect of the Act.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	The school at all times and all aspects of its business strives to ensure equality of opportunity for all individuals irrespective of any protected characteristics or not.	The school at all times and all aspects of its business strives to ensure equality of opportunity for all individuals irrespective of any protected characteristics or not.
Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it	For the last decade positive relations between individuals within the school community have been recognised both internally and externally as a strength of the school and this principle is firmly bedding within the school culture.	For the last decade positive relations between individuals within the school community have been recognised both internally and externally as a strength of the school and this principle is firmly bedding within the school culture.

Walkington 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 Walkington 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 Walkington 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>To Increase understanding of and actively celebrate the diversity of culture and belief</p>	<p>N/A as new target this term (September 2022).</p>	<p>Adoption across the school of the latest agreed syllabus for RE, including a whole school thematic focus on Hinduism.</p>
<p>To develop a more inclusive community through positive messaging and use of inclusive imagery in posters, books and other educational resources</p>	<p>N/A as new target this term (September 2022).</p>	<p>A 'trawl and cull' of reading resources in both Key Stages to eliminate any images or references which school feel are not appropriate, e.g. cultural or gender stereotyping</p> <p>The new Jigsaw PSHE programme has also provided a vehicle for using more multicultural images in puzzle launch assemblies.</p>
<p>Ensure communications with pupils and parents are offered in clear and easily understood format</p>	<p>N/A as new target this term (September 2022).</p>	<p>Currently working with our web designer on a full refresh of our school website, incorporating better accessibility and barrier awareness into the design and function.</p>