

Barmby on the Marsh Primary



Equality Policy (including Accessibility Plan)



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Our Vision

Our school motto is: Bee the Best!

Our philosophy for education is to encourage and develop children's abilities and talents so that each child grows into a confident, independent individual. We want our pupils to develop the ability to think and reason and to understand how our mind-set can help us to be successful. We have high expectations for every individual and we encourage respect and a sense of pride.

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 Barmby on the Marsh 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

Barmby on the Marsh 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.

Barmby on the Marsh 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.

Barmby on the Marsh 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

Barmby on the Marsh 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 2023, 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 Barmby on the Marsh 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 Barmby on the Marsh Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Barmby on the Marsh 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, Barmby on the Marsh 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 Doctor Kirsty Garrod is the Chair. Our objectives are set out below:

1	Increase the extent to which disabled pupils can participate in the curriculum
2	Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3	Improve the availability of accessible information to disabled pupils

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 Barmby on the Marsh 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	✓	Website
Anti-bullying policy	✓	Website
School development plan	✓	Website
Equality training materials	✓	Website
Parent and pupil surveys	N/A	N/A
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 Barmby on the Marsh 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: Barmby on the Marsh Primary Accessibility Plan 2023-2026

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 2026 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 Barmby on the Marsh 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 2023-2026					
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
Increase access to the curriculum for pupils with a disability	Teachers to ensure planning and teaching meets the needs of all children.	Ongoing	Class teachers and Headteacher		Learning walks and lesson observations show highly effective teaching and learning.
	Regular and up to date training and staff meetings.	Ongoing	All staff		Data shows pupils progress.
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
Improve and maintain access to the physical environment	Visitors to be advised at first point of contact.	Ongoing	SBM		Audit and plan shared with staff.
	Accessibility audit and plan consulted and all staff aware. Presented at staff meetings.	Ongoing	Headteacher		
Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Improve the delivery of information to pupils with a disability	Staff to ensure appropriate format is available by making necessary adaptations.	Ongoing	All staff		Material is appropriate for all users and visitors.
	Orders of any signage to be multi-formatted.	Ongoing	All staff		Future purchases meet the ‘actions to be taken’ criteria.

Appendix 2: Barmby on the Marsh Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2024-25)

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 Barmby on the Marsh Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2022-23	Examples/Evidence for 2023-24	Examples/Evidence for 2024-25
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	Staff receive training on the Equality Act 2010 and are regularly reminded of their responsibilities. The school has a designated member of staff for monitoring equality issues and an equality link governor who make senior leaders and governors aware of any issues and concerns.	Regular reminders are given throughout the year during inset and staff meetings.	Regular reminders are given throughout the year during inset and staff meetings.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	Children with protected characteristics are encouraged to fully participate in the school activities. The curriculum is tailored to ensure the needs of all children are met and curriculum progress is tracked. Reasonable adjustments are made to the physical environment to ensure it is accessible.	All children are fully included in all we do and progress is tracked. Afterschool club and Breakfast Club attendance is also monitored and analysed to ensure all children are participating. Adaptations are made as required to ensure all children's needs are met and they access the full curriculum. Eg	All children are fully included in all we do and progress is tracked. Afterschool club and Breakfast Club attendance is also monitored and analysed to ensure all children are participating. Adaptations are made as required to ensure all children's needs are met and they access the full curriculum. Eg

	A range of communication methods are used to ensure that it is appropriate and accessible.	personalised timetable, movement breaks, 'now and next' boards. All classrooms are 'autism friendly' and pictorial timetables/cues are displayed.	personalised timetable, movement breaks, 'now and next' boards. All classrooms are 'autism friendly' and pictorial timetables/cues are displayed.
Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it	The school promotes tolerance, friendship and understanding of a range of religions and cultures throughout the curriculum. The school engages with the local community, organising trips and activities based around the local community. Faith leaders are invited to speak at assemblies. The 'pupil voice' group has representatives for different year groups and backgrounds.	Through lessons and assemblies and in all we do on a daily basis. We invite the local community to events such as our end of year celebration and hold different events in places in the village such as Harvest Festival and Christmas Carol Concert. We take part in the local summer festival, where children attended to sing. All our children are part of our 'pupil voice', we do not have a select group.	Through lessons and assemblies and in all we do on a daily basis. We invite the local community to events such as our end of year celebration and hold different events in places in the village such as Harvest Festival and Christmas Carol Concert. We take part in the local summer festival, where children attended to sing. All our children are part of our 'pupil voice'.

Barmby on the Marsh 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 Barmby on the Marsh 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 Barmby on the Marsh Primary's equality objectives for 2024-25.

Equality Objective	Progress in the last school year 2022-23	Progress in the last school year 2023-24	Progress in the last school year 2024-25
Increase the extent to which disabled pupils can participate in the curriculum	• Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils.	• Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils. • If children with SEND wish to attend afterschool clubs we ensure extra staff are available to assist and ensure the children can participate fully.	• Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils. • If children with SEND wish to attend afterschool clubs we ensure extra staff are available to assist and ensure the children can participate fully.
Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided	The environment is adapted to the needs of pupils as required. This includes: • Ramps. • Corridor width. • Disabled parking bays. • Disabled toilets.	• Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum.	• Remodel of entrance space to offer an intervention room for children who may need a quiet/safe space. • Resurfaced FS2 outside area to ensure it is level and safe.

	• Library shelves at wheelchair-accessible height. • Signing in desk at wheelchair-accessible height.	• Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils. • Enquiries are ongoing re a fold-down changing station in the disabled toilet.	• Liaised with IP to ensure environment is 'friendly' and supportive for children with ASD.
Improve the availability of accessible information to disabled pupils	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage. • Large print resources. • Pictorial or symbolic representations.	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage. • Large print resources. • Pictorial or symbolic representations. • Background colour of interactive boards changed to suit the learners' preferences.	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage. • Large print resources. • Pictorial or symbolic representations. • Background colour of interactive boards changed to suit the learners' preferences.