



Equalities Policy Incorporating the Disability Accessibility Plan

Rationale

Badgerbrook Primary School is committed to tackling discrimination and promoting equality of opportunity for all pupils their parents, staff and other users of the school.

"We want everyone to achieve their personal best, be happy, highly motivated lifelong learners, be able to express their feelings and ideas, be confident and independent learners and thinkers, be able to work independently and with others, be able to use technology effectively, adopt a safe and healthy lifestyle, value and respect themselves, others and the world in which they live and make a positive contribution to society."

Signature: 

Date: 10 March 2021

Printed Name: Mrs M Moran

Position: Chair of Governors

Date of Review January 2021

Next Review January 2024

Aims

The Governing Body of Badgerbrook Primary School aims to meet its obligations under the public sector equality duty and reflect the legal duties under the Equality Act 2010:

- to eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equalities Act 2010.
- to advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- to foster good relations across all characteristics.

The duty covers nine protected characteristics: (**Appendix 1**)

- age (for employees)
- disability
- race (including ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- marriage and civil partnership (for employees)

Badgerbrook is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, visitors and community users of the premises, irrespective of race, gender, disability, faith or religion, sexual orientation, age and socio-economic background. The Governing Body is committed to promoting community cohesion at school, local, national and global levels.

2. Legislation and guidance

This policy has due regard to statutory legislation, but is not limited to the following;

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.
- Department for Education (DfE) guidance: The Equality Act 2010 and schools and complies with our funding agreement and articles of association.
- [UN Convention on the Rights of the Child](#)
- UN Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- [Special Educational Needs Regulations 2014](#)

Roles and Responsibilities

All members of the school community and visitors to the school are expected to support the school's commitment to promoting equalities and meeting the requirements of the Equality Act.

The Governing Body is responsible for:

- drawing up, publishing and implementing the school's equality objectives
- ensuring the school complies with the relevant legislation
- ensuring the school's equality policy and its procedures are communicated throughout the school to staff, pupils and parents,
- monitoring progress towards the equality objectives and reporting annually
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The Headteacher is responsible for:

- implementing the equality policy and procedures.
- ensuring the equality policy and access plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them.
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- enabling reasonable adjustments to be made, in relation to disability, in regard to pupils, staff, parents/carers and visitors to the school
- taking overall responsibility for dealing with reports of prejudice-related incidents
- reporting racist incidents to the Governors and the Local Authority on an annual basis.

All staff are responsible for:

- having regard to this document and work to achieve the objectives.
- promoting equality and community cohesion in their work
- challenging prejudice and discrimination
- avoiding unlawful discrimination against anyone
- fostering good relations between groups
- dealing with prejudice related incidents
- being able to recognise and tackle bias and stereotyping
- taking up training and learning opportunities.

Pupils will be responsible for:

- Not discriminating or harassing any other pupil or staff member.
- Actively encouraging equality and diversity in the school by contributing their cultural and life experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to their Class Teacher or to another member of the school staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

All visitors to the school, including parents and carers are expected to support the school's commitment to equality as expressed in this policy. They are also expected to support our 'No Outsiders – everyone welcome' ethos.

Promoting Equality / Practice

Badgerbrook operates equality of practice in the following ways:

- we are proud to be a 'No Outsiders' school.
- we focus on the 9 protected characteristic.
- promoting attitudes and values that challenge racist and other discriminatory behaviour or prejudice through our No Outsiders work, assemblies and discussions
- collecting and analysing contextual and achievement data to identify gaps in achievement and to target intervention strategies to support vulnerable individuals and groups of pupils
- ensuring equality of access for all pupils and preparing them for life in a diverse society
- using materials that reflect the diversity of the school population and the local community in terms of race, gender, disability, ethnic and socio-economic background, without stereotyping
- effectively dealing with any discriminatory incidents that may occur
- recording and monitoring prejudice-related incidents
- providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- seek to involve all parents in supporting their child's education
- including teaching and learning approaches appropriate for the whole school population
- consulting with outside agencies regarding recommendations to improve access for children and adults
- ensuring all activities, including after-school activities, are open to all, making reasonable adjustments where appropriate
- considering equality implications when reviewing or developing policies or procedures
- adhering to recruitment and selection processes which are fair, equitable and in line with statutory duties and Leicestershire County Council guidelines
- ensuring all staff receive annual performance reviews (Performance Management policy)
- providing training and development opportunities to all staff (linked to the School Development Plan)
- publishing equality objectives and action plans on the school's website.

Leicestershire County Council operates a fair and transparent admissions policy for the school and does not discriminate on the grounds of their gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Equality and Opportunity

Badgerbrook aims to advance equality of opportunity by

- removing or minimising disadvantages suffered by those connected to a particular characteristic they have (e.g. pupils with disabilities, pupils who are being subjected to gender bullying)
- taking steps to meet the particular needs of people who have a particular characteristic (eg enabling pupils to pray at prescribed times)
- encouraging people who have a particular characteristic to participate fully in any activities (eg encouraging all pupils to be involved in school activities).

Links to other policies and documentation

This policy should be read in conjunction with the following documents:

- SEND policy
- Anti-bullying policy
- Behaviour policy
- Gifted & Talented
- Supporting Pupils at School with Medical Conditions policy

Equality Objectives

We continuously aim to improve the implementation of our equality-related policies and procedures. We will review for equality impact whenever building adaptations are made or when an application is made for a child to join the school who has different needs to other pupils already attending.

Badger brook has established the following objectives from reviewing the previous ones:

Objective 1:

Monitor and analyse data to actively close gaps in attainment and achievement between all groups of pupils; especially pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after pupils, pupils from minority ethnic groups and across genders and act on any patterns/ additional support needed.

To achieve this we will...

- Monitor and analyse data termly throughout the year at pupil progress meetings
- Ensure any trends or patterns in the data are noted and provision is implemented to ensure that all children are supported to achieve and access the curriculum

Objective 2:

To continue to remove and reduce prejudice and work towards increasing understanding of equality in relation to the protected characteristics listed in the Equality Act 2010.

To achieve this we will...

- To ensure anti-bullying work continues to be a high priority across school. All incidents of bullying taken extremely seriously and dealt with in line with the school's anti-bullying policy.
- Continue to promote our 'No Outsiders – Everyone Welcome' work across school.
- To further embed our character muscles through our Route to Resilience work.
- Ensure children have access to E-safety training and are aware of bullying on-line and through gaming. Begin to incorporate Project Evolve work across school.

Objective 3:

To promote spiritual, moral, social and cultural development with particular reference to issues of equality and diversity.

To achieve this we will...

- Continue to develop and expand our 'No Outsiders – Everyone Welcome' work across the school through lessons, books and assemblies
- Continue to develop our parental workshop/ engagement sessions for this work

Objective 4:

To ensure balanced access to the curriculum offer for those with differing abilities, access to appropriate pathways and through promoting inclusive approaches to teaching and learning.

To achieve this we will...

- Continue to ensure that pupils have individual adjustments linked to need to be able to access all areas of the curriculum
- Continue to provide staff with access to training for inclusive approaches to teaching and learning

Objective 5:

To strive to ensure high attendance of all disadvantaged pupils to diminish gaps between the attendance of disadvantaged pupils and other pupils.

To achieve this we will...

- Continue to monitor attendance of all groups on a half termly basis.
- To analyse and follow up to support any families/pupils where attendance is causing concern

Objective 6:

To endeavour to ensure that governance and the staff body and representation of staff in leadership roles is reflective of the local community.

To achieve this we will...

- Ensure that staff and Governor recruitment and selection procedures are monitored to ensure equality in relation to all nine protected characteristics

Monitoring and Review

The policy and scheme will be reviewed in line with changes to Government policy, statutory changes and the school's cycle of policy review. Progress against the Equality Objectives will be reviewed annually by Governors.

The school records regular assessments of pupils' learning and uses this information to track pupil progress. As part of this process, the Senior Leadership Team regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

This policy was reviewed and adopted on February 2021 and will be reviewed as part of the school's 3-year policy review cycle.

Signed

Headteacher

The 9 Protected Characteristics

As defined within the Equality Act (2010)



Age

This refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).



Belief and Non-Belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief or Atheism.

Generally, a belief should affect your life choices or the way you live for it to be included in the definition.



Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.



Gender Reassignment

The process of transitioning from one gender to another.



Marriage and Civil Partnership

In England and Wales marriage is a union between same sex or opposite sex couples. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'.

Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).



Pregnancy and Maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.



Race

Refers to a group of people defined by their race, colour, nationality (including citizenship) and ethnic or national origins.



Sex (Gender)

A man or a woman.



Sexual Orientation

A person's attraction towards their own gender, the opposite gender or more than one gender



Access to the Provision of Goods, Facilities and Services

This rolling plan identifies where additional adjustments could be made in the future to improve the accessibility to our site. We always endeavour to take into account the needs of our pupils (see SEND school offer on our website) staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved access, lighting, colour schemes and more accessible facilities and fittings.

Priority	Action	Timescale	Cost	Responsibility
Physical environment and accessibility - Whole school environment	Regular health and safety walks and equipment checks (ensure fire escape routes are accessible to all) Repairs & maintenance carried out or referred to LCC Property Dept Report major works to Governors Finance or Premises Committee	On-going Ongoing Termly	none	Premises Officer/ Senior Leadership Team Premises Officer Business Manager/ Governors Finance/ Premises committee
- Accessibility of school trips	Risk assessments for educational visits/trips to ensure that all pupils can access (physically). Individual risk assessments if needed	On-going when trips occur	none	Class teacher Senior Leadership Team Educational Visits Co-ordinator
Access to the curriculum and participation in off site visits - Accessibility of school trips/ whole school events	Risk assessments for trips to ensure all pupils can access the curriculum content. All staff fully briefed to support access/ needs	On-going when trips occur	none	Class teacher Senior Leadership Team Educational Visits Co-ordinator
- Access to lessons/ in class provision	Continue to review SEND pupils' access to the curriculum within class sessions and have access to equipment and resources needed.	On-going monitoring/ SEND passports and SEND targets	None	Class teacher SENDCo

<ul style="list-style-type: none"> - Within class and LSA provision 	<p>Continue to liaise with external agencies/ professionals. Incorporate strategies and support within classrooms and around school with pupils with hearing/ vision impairments and SEND which requires specific equipment and adaptations</p>	<p>On-going</p>	<p>Specialist Teaching Services support charged on a per visit basis</p>	<p>SENDCo</p>
<p>Information and supporting families</p> <ul style="list-style-type: none"> - Access to professionals and written communication 	<p>Continue to support families by reviewing written information to parents and to support them in identification of needs and signposting to external professionals</p>	<p>On-going</p>	<p>none</p>	<p>Senior Leadership Team SENDCo</p>
<ul style="list-style-type: none"> - Access to remote learning 	<p>Continue to ensure that families of vulnerable pupils can access remote provision and curriculum</p>	<p>On-going (when a class bubble is off) (Spring/Summer 2021 – remote learning)</p>	<p>DfE- provided additional laptops – no cost Repurposing of older school laptops for home use</p>	<p>Senior Leadership Team ICT Support</p>