

Marshlands Primary



Equality Policy

(including Accessibility Plan)



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Our Vision

Everyone is Important.

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 Marshlands 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

Marshlands 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.

Marshlands 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.

Marshlands 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

Marshlands 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 2024, by members of staff. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

The 'general' equality duty

The general duty requires Marshlands 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 Marshlands Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Marshlands Primary to do the following:

- Publish information annually to show compliance with the general equality duty.
- Prepare and publish one or more specific and measurable equality objectives at least once every four years and publish an update on progress towards these objectives annually.

Equality Objectives 2024-2028

As stated above, Marshlands 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 Daniel Howard is the Chair. Our objectives are set out below:

1	Prepare the school community for living in a diverse cultural world.
2	Develop the equality knowledge and skills of staff and governors, through relevant training.
3	To support and encourage SEND students to ensure they are as fully able as possible to participate in all school activities.
4	To increase the awareness of the menopause, to ensure the school supports women and encourages open discussions.
5	To ensure mental well being is a school priority for both Pupils and staff.
6	For all curriculum subjects to consider how equality and diversity are represented within the subject they lead.

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 Marshlands Primary and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published or N/A	Where is it published?
Equality Objectives	✓	Equality Policy
Annual update towards the equality duty and equality objectives	✓	Equality Policy – Appendix 2
Accessibility Plan (including annual progress update)	✓	Equality Policy – Appendix 1
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	No	Accessed via school internal systems
School performance data e.g. attainment, absence/attendance	✓	Website
Governing body minutes	No	Inspection copies held securely in school
Anti-bullying policy	✓	Website
School development plan	No	Headteacher keeps but this is shared with staff, governors and the IP
Parent and pupil surveys	No	Paper copies are kept. Any results are shared in the school 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 Marshlands 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: Marshlands Primary Accessibility Plan 2024-2027

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until September 2027 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The plan shows the ways in which Marshlands Primary intends, over time, to achieve the following three aims:

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.*
- *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.*

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Curriculum Policies, Emergency Plan, Health & Safety Policy, School Improvement Plan, Special Educational Needs Policy and the Teaching and Learning Policy.

Accessibility Plan 2024-2027					
Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Improve communication skills to those new to English.	- Additional support from a key worker. - Picture cards to support key vocabulary needed.	September 2024 onwards	SENDco	This would need to be undertaken by existing staff.	
Improve communication skills for pupils in EYFS (entry level is very low).	- Neli and Talk Boost used to improve basic language. - SALT referrals made is needed. - Additional staff in EYFS to support and model basic language development.	September 2024 onwards	EYFS lead	Additional staff already in place. Staff trained in NELI and Talk boost.	
Develop mental health support and strategies.	- CPD for staff on supporting and identifying MH needs. - Pastoral team in place for all pupils to access. - Referrals to Early Help for pupils and families that need additional support. - Assemblies on mental health and well being. - Mental health and well policies reviewed.	September 2024 onwards	Headteacher	CPD to be taken from the budget. Pastoral staff already in place.	
To screen pupils for additional support.	- Screening for ADHD, Dyslexia, EBSA etc to be undertaken if necessary. - From this additional support/resources can be put in place or purchased.	September 2024 onwards	SENDco	Screeners already in place. Most resources have already been purchased but will need to be replaced as necessary.	

				This will need to be from the SEN budget.	
To widen pupil experiences by the use of AI and virtual reality.	To use VR to enable all pupils to experience new scenarios/contexts and broaden their vocabulary.	September 2024	Headteacher	Significant cost to purchase VR headsets. £3000	
To raise aspirations of pupils and develop their knowledge of the world of work.	- Lessons identify key jobs linked to the skills taught. - Aspiration Tree to be created and past pupil achievements. - Pupils to apply for any roles in schools. - Professor Fluffy and university visits in y6. - Carer talks to parents and Y6.	September 2024 onwards	Headteacher	Tree: £1000 University Visits: approx. £600	
To ensure pupils make progress appropriate for them.	- Accurate assessments to showing starting points in place. - Intervention plans created and support given. - Pupils at risk of not making progress from their starting points are highlighted and further support in place. - Referrals to outside agencies. - Specific resources purchased as advised.	September 2024 onwards	Headteacher	All classes have a full time support staff to ensure additional support can be given.	
All pupils to be able to access extra-curricular activities.	- Review of after school clubs on offer, so that they reflect more than sport options. - Monitor the clubs on offer and who is attended. - School Parliament to suggest clubs.	September 2024 onwards	Headteacher	All staff to offer 1 club per school year. Sports apprentice to run a club most evenings.	

	Short explanations of each club given, to allow pupils to make informed choices.				
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 road safety outside of the school site.	- Work with the local PSCO to improve the parking outside of school. - Ensure no parking signs are clear. - Continue to include within the school newsletter the risks of parking outside school. - Pupils to undertake pedestrian training.	September 2024 onwards	Headteacher		
Safer crossing within the car park area.	- To review traffic management plan to ensure the safety of pedestrians when cars are reversing. - Look at drop of points for the pupils that arrive by taxi. - Ensure cars are only parked in bays and not other areas. - Re paint the hatched area near the kitchen. - Ensure kitchen deliveries are not made during pupil start and exit times.	September 2024 onwards	Headteacher	£1000 for markings.	
Improve internal signage.	- Implement signs for key areas around school ie hall. - Implement signs in school that show where places are ie School office.	September 2024 onwards	Headteacher	£300 for signs	

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 communication with parents of SEND children.	• Ensure the school's SENDco is known to parents. • Create a SEND information leaflet. • Termly SEND meetings with parents. • Signpost parents to useful resources and training.	September 2024 onwards	SENDco	Already costed in SENDco salary	
Safety of all pupils in place in case of emergency.	• Termly fire drills with actions shared after each one. • Fire safety to be part of the safeguarding annual training. • Evacuation folder in place that can be taken if the site needs to be evacuated. • Review of all policies. • PEEPs to be in place and reviewed as needed.	September 2024 onwards	Headteacher	N/A	

Appendix 2: Marshlands Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2023-24)

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 Marshlands Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2023-24
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	• Anti-bullying policy updated. • Behaviour policy updated to show changes in suspension. • Prevent training undertaken every 2 years. • Search, screen and confiscate policy created to protect pupils. • DSL monitors CPOMs to ensure a consistent approach.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	• Pre loved uniform available to all families at no cost. • After school clubs continue to be monitored to ensure they are accessible to all pupils. • School parliament formed to represent all pupils across school and ensure their voice is heard. • Boom reader launched to support all pupils read at home. All pupils can access books for free via the school library.
Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it	• Pastoral team continues and SEMH support in place. • 2 additional staff trained in YMHFA. • Interfaith day planned and organised for UKS2 pupils.

Marshlands 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 Marshlands 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 Marshlands Primary's equality objectives for 2023-24.

Equality Objective	Progress in the last school year 2023-24
Prepare the school community for living in a diverse cultural world.	• Picture news continued to ignite debates about world issues. • Interfaith days planned and organised for UKS2 pupils. • Whole school assemblies and fund raising for global events. • Faith calendar of all key religious events created.
Develop the equality knowledge and skills of staff and governors, through relevant training.	• Equality training undertaken and a record kept to ensure staff repeat this as needed.
To support and encourage SEND students to ensure they are as fully able as possible to participate in all school activities.	• SEND student continue to be supported to access and be included in all aspects of school life. This includes: clubs after school, visits, outdoor learning and lessons.
To increase the awareness of the menopause, to ensure the school supports women and encourages open discussions.	• Working staff menopause group. • The school PSW attended menopause training. • Local authority menopause guidance shared with staff.
To ensure mental well being is a school priority for both Pupils and staff.	• Mental health training for staff. • Well being policy for staff, alongside workload charter created. • Full pastoral support available for all pupils. • Key objective in the SIP.

For all curriculum subjects to consider how equality and diversity are represented within the subject they lead.	New objective.
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