



Hebden Royd C.E. (VA) Primary &
Nursery School

Equality Policy & Accessibility Plan

Approved by:	Headteacher & Governing Body	Date: November 2021
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1. Mission Statement

At Hebden Royd Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, age, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Hebden Royd Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate and celebrate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education

- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability, religion or belief, or socio-economic factors.

Exclusions will always be based on the school's Behaviour and Discipline Policy and follow the DfE statutory Guidance 2017 and Regulations. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Hebden Royd Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as age, gender, race, disability, sexual orientation, gender re-assignment and faith or religion should not be a relevant consideration when appointing staff, allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, except to the extent where it is necessary to consider making reasonable adjustments in relation to a person who is disabled.

- Actions to ensure that decisions are free of discrimination include:
- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

4. Equality and the law

The Equality Act 2010 covers all types of discrimination making it unlawful for the School to discriminate against children/potential children and staff/potential staff by treating them less favourably on grounds of:

- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

The above grounds are referred to as "protected characteristics". Decisions in relation to staff/potential staff should also not discriminate on grounds of age.

Unlawful discrimination under the Act may be direct or indirect or may be by way of harassment or victimisation (a child must not be victimised because of something done by their parent in relation to the Act); discrimination on grounds of association or because of a perception (mistaken or otherwise) that a person has a protected

characteristic is also unlawful.

New Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics, such as for example catch-up classes for pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim.

The action plan at the end of this Equality Plan outlines the actions Hebden Royd Primary School will take to meet those responsibilities detailed below.

4a. The Equality Duty

The single Public Sector Equality Duty [PSED] has replaced the three separate general duties on race, disability and gender that existed under the anti-discrimination legislation that applied before the consolidation of the discrimination law in the Equality Act 2010.

The new general duty now applies to all protected characteristics: sex, race, disability, religion or belief, sexual orientation, gender reassignment and, in relation to staff/prospective staff, age and pregnancy or maternity.

The Public Sector Equality Duty [PSED] requires the School to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Promote equality of opportunity between people who share a protected characteristic and people who do not share it
- Promote good relations between people who share a protected characteristic and people who do not share

The PSED should be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind.

- Staff and Governors at the School must be aware of the duty to have "due regard" when making a decision or taking an action and must assess whether it may have implications for people with particular protected characteristics.
- Staff and Governors at the School should consider equality implications before and at the time that they develop policy and take decisions and should keep them under review on a continuing basis.

Specific Duties

The legislation also imposes specific duties to enable schools to fulfil their obligations under the general duty. Making such information available means that the school's local community can see how the school is advancing equality in line with the PSED, and what objectives it is using to make this happen:

These specific duties are:

- (a) to annually publish information to demonstrate how they are complying with the Public Sector Equality Duty
- (b) to prepare and publish equality objectives at least once every four years.

Under these specific duties we will:

- Prepare an Equality Plan setting out equality objectives
- Assess the impact of our policies, including this Plan, on children, staff and parents with protected characteristics including, in particular, the achievement levels of pupils with those characteristics
- Monitor the impact our plans and policies have on such children, staff and parents towards raising the achievement of children with protected characteristics

4b. Disability

This section should be read in conjunction with the School's Special Educational Needs Policy and Accessibility Strategy.

The law on disability discrimination is different from the rest of the Equality Act in that schools are allowed to treat children with disabilities more favourably than non-disabled children, and in some cases must do so, by

making reasonable adjustments to put them on a more level footing with children without disabilities.

Definition of Disability

The Equality Act defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

- People with HIV, multiple sclerosis and cancer are deemed disabled regardless of the effect of those conditions
- Individuals with a mental illness do not have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities

Legal duties

The general duty schools previously had which required them to take proactive steps to tackle disability discrimination and promote equality of opportunity for disabled pupils has been replaced by the general Equality Duty [PSED] introduced by the Equality Act and the new specific equality duties – see 6a.

- It is unlawful for schools
- to directly discriminate against disabled pupils/staff, even if they are trying to achieve a legitimate aim
- to indirectly discriminate against disabled pupils/staff
- to discriminate against pupils/staff because of something that is a consequence of their disability
- harass a pupil because of their disability

Reasonable adjustments and when they have to be made

Schools have a duty to consider reasonable adjustments for particular individual children with disabilities so as not to place a child with disabilities at a disadvantage compared to other children, then the school must take reasonable steps to try and avoid that disadvantage.

Schools have to consider whether to provide auxiliary aids and services as a reasonable adjustment for children with disabilities. This may particularly apply where a disabled child does not have an SEN statement or where the statement does not provide the auxiliary aid or service.

Schools also have to consider potential adjustments which may be needed for children with disabilities generally, as it is likely that any school will have a child with disabilities at some point.

The 'reasonable adjustments' duty also applies to staff/prospective staff who are disabled.

The School will:

- Prepare and publish an Equality Plan which identifies our disability equality goals and actions to meet them
- Review and revise this annually

4c. Prevent and British Values

Hebden Royd Primary promotes British Values to ensure good relations are built between pupils from different races, faiths / beliefs and socio-economic backgrounds. We are informed by the Prevent agenda.

5. Consultation and involvement

The development of the Equality Plan and the actions within it have been informed by the input of staff, pupils, parents and carers. We have achieved this by using the following to shape the plan:

- Parents/Carers invited to review the policy and make suggestions/improvements.
- Completion of the Annual Audit Checklist
- Pupil voice via school council, pupil questionnaires, suggestion box and pupil wellbeing checks

6. Roles and Responsibilities

6a. the role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to all children, and responsive to their needs based on race, gender and disability, religion and belief and other protected characteristics
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of protected characteristics
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and children
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability or other circumstances
- The governing body strives to ensure that no child is discriminated against whilst in our school on account of their race, sex or disability or other protected characteristics

6b. The role of the headteacher (or senior leader responsible for Equalities)

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that all staff apply these guidelines fairly in all situations
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

6c. The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- All staff will strive to provide material that gives positive images based on race, gender, disability, and other protected characteristics and challenges stereotypical images
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

7. Tackling discrimination and Inequality

Discrimination on account of race, gender, disability or sexual orientation or other protected characteristic is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are trained and supported to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Discrimination on grounds of race, gender, disability, sexual orientation, other protected characteristics or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

‘any incident which is perceived to be racist by the victim or any other person’.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

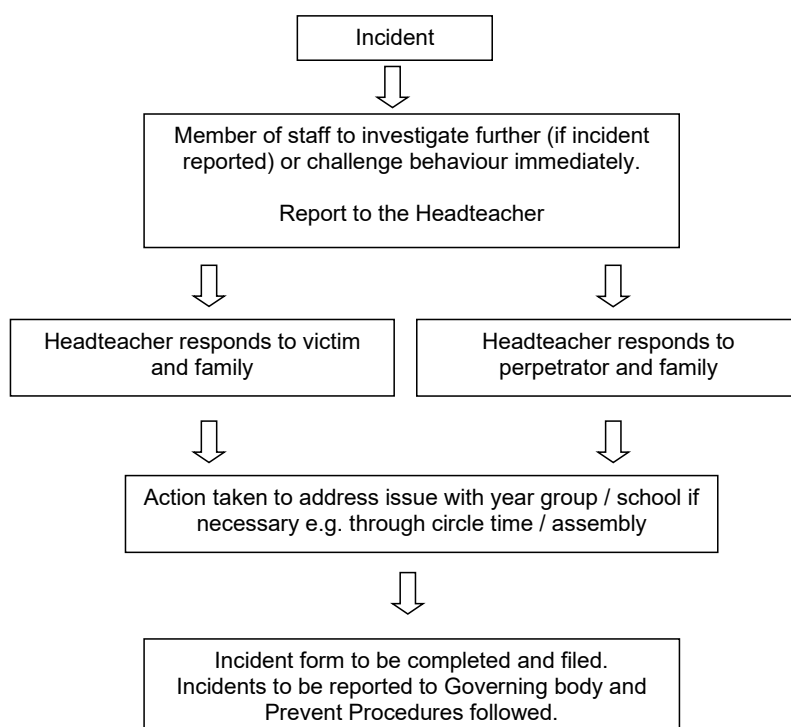
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation or another characteristic
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g., food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability, sexual orientation or another protected characteristic

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for responding and reporting is outlined below:

Response to an Incident Involving a Pupil



8. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan annually.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we 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.

9. Publishing the plan

In order to meet its Equality Duty and the statutory requirements, we will:

- Publish our Plan on the school website setting out our equality objectives;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

This policy should be read in conjunction with the SEN Policy, Inclusion Policy and the Anti-Bullying Policy

Further information on the School's responsibilities under the Equality legislation can be found in the DfE guidance: Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities

Action plan

This plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

EQUALITY STRAND	ACTION	HOW CAN THE IMPACT OF THE ACTION BE MONITORED	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS INDICATORS
ALL	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Ensuring the policy is only renewed with input/suggestions from either pupils or parents.	Headteacher / designated member of staff	At Annual Review of Policy Next due December 2022	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays Parents and older children are aware of the Equality Plan
ALL	Improve policy and practice by actively seeking the views of school community members who have expertise, knowledge or who have a passion in promoting Equality. Feedback passed to Governing Body for annual review of Policy.	Through the Governing Body.	SENCO	Next due December 2022	Parental involvement.

EQUALITY STRAND	ACTION	HOW CAN THE IMPACT OF THE ACTION BE MONITORED	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS INDICATORS
ALL	<p>Ensure that the curriculum promotes positive role models which reflect society's diversity in terms of race, gender, sexual orientation and disability. Also ensure that there is time for critical discussions about prejudice within lesson time to deepen understanding.</p> <p>To include broader curriculum links that lead to true local, national and global community cohesion.</p>	<p>Through visits, activities and lessons.</p> <p>Formative assessment</p> <p>Wellbeing Check</p> <p>Pupil voice</p> <p>Lesson observations</p>	Subject Coordinators and class teachers, through history, debates, PSHE and other lesson plans	Next due December 2022	Examples of children developing their knowledge of positive role models and understanding of the diversity of society as a whole

EQUALITY STRAND	ACTION	HOW CAN THE IMPACT OF THE ACTION BE MONITORED	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS INDICATORS
ALL	To promote positive images which reflect the diversity of society as a whole in terms of race, age, gender, sexual orientation and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display	Discussions with children, and children's work	Class teachers	Ongoing	Tolerance and respect within the school community
Disability	Ensure children with disabilities can participate in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance, assemblies and extra-curricular activities, providing additional support and making reasonable adjustments where required to ensure success and inclusion.	Monitoring of activities and clubs is identified, vulnerable pupils' review meetings to identify how children could have been prevented from participating and how this can be remedied and in light of this taking steps to facilitate participation in the future.	Headteacher	Ongoing.	Participation and confidence and participation of pupils within targeted groups

EQUALITY STRAND	ACTION	HOW CAN THE IMPACT OF THE ACTION BE MONITORED	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS INDICATORS
Race	Use worldwide sporting events such as the World cup, commonwealth games, the Olympics and the Paralympics to promote international community cohesion i.e., show children how different cultures work together; helping children to communicate and understand the world where they live.	Pupil voice Lesson observations	Headteacher/SENCo/Subject leads	As appropriate	Tolerance and respect within the school community when discussing and referring to the international community.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g., through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School Council Eco Group representation monitored	Member of staff leading on school council	Achieved and Ongoing	Inclusivity in School Council membership

EQUALITY STRAND	ACTION	HOW CAN THE IMPACT OF THE ACTION BE MONITORED	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS INDICATORS
All	<p>Develop and adapt procedures on anti-bullying to include equality perspectives. To support all staff to challenge and address any bullying and harassment that is based on prejudice.</p> <p>The school to review its approach to race, gender, sexual orientation, age and disability bullying and discrimination.</p>	Headteacher to monitor incidents through the behaviour logs and concerns forms. To be reported to Governing Body	Headteacher to feed necessary changes through to policy and procedure changes. To include staff training.	Autumn term 2021 onwards	Pupils are confident enough to self-refer. Staff are confident and knowledgeable about action required.
All	Identify, respond and report prejudiced based bullying incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e., have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are children and parents satisfied with the response?	Headteacher / Governing Body	See Headteacher's reports to Govs	<p>All staff are aware of and respond to prejudiced incidents to minimise the escalation to bullying. All staff to use the concerns process.</p> <p>Consistent nil reporting is challenged by the Governing Body</p>

EQUALITY STRAND	ACTION	HOW CAN THE IMPACT OF THE ACTION BE MONITORED	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS INDICATORS
All	<p>To complete a full review of all literature available within school. This includes teaching resources and free choice books available to children. Suitability of books, especially any older publications, should be analysed to ensure school literature reflects diversity, ensures against stereotyping whilst promoting positive role models.</p> <ul style="list-style-type: none"> • Parents asked to highlight any books in library via newsletter • Children asked to be vigilant (mention in assemblies) • Staff asked to monitor the teaching resources they use 	Reduction in incidents of prejudice – monitored through the concerns procedure and behaviour log	Headteacher with help from pupils, staff, and volunteers.	Annually on the newsletter at the start of the academic year	Positive, respectful relationships around school.

EQUALITY STRAND	ACTION	HOW CAN THE IMPACT OF THE ACTION BE MONITORED	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS INDICATORS
All	When purchasing books and teaching resources, check to ensure against stereotypes whilst keeping in mind the need to promote positive role models which reflect diversity.	Reduction in incidents of prejudice – monitored through the concerns procedure and behaviour log	Headteacher and class teachers	Achieved and Ongoing	Positive, respectful relationships around school.
Race and Gender	Ensure there is no gender or race bias in logging poor behaviour.	Headteacher to monitor.	Headteacher to monitor and act upon any inequality found.	Achieved and Ongoing	Positive, respectful relationships around school.
Gender	Playtime integration – increase promotion of mixed gender games & activities to involve all.	Through the school's concerns procedure which identifies children who don't participate or exhibit signs of anxiety.	Headteacher through play-leaders and clubs	Achieved and ongoing	Happy playtimes where all pupils participate.

EQUALITY STRAND	ACTION	HOW CAN THE IMPACT OF THE ACTION BE MONITORED	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS INDICATORS
Disability	Include an accessibility statement on the school prospectus and school website which states: "If you would like this information in another format (e.g., Braille, large print, audio tape or computer file) or another language, telephone 01422 842859."	Monitoring of school community members by disability to see if material was effective.	SENCO and Headteacher	Ongoing	Increase in overall participation by members of the school community who may have disabilities.
Disability	To make reasonable adjustments to ensure that people with disabilities are able to be members of the Governing Body and to fully participate and contribute	To consider what reasonable adjustments might be necessary to ensure any person with disabilities is not prevented from becoming a governor	Headteacher/Governing Body	As required	This action plan to prompt discussion at Governors meeting to ensure that persons with disabilities are not precluded from becoming governors

EQUALITY STRAND	ACTION	HOW CAN THE IMPACT OF THE ACTION BE MONITORED	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS INDICATORS
Religion/ Belief	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g., Diwali, Eid and Christmas.	Pupil Interviews/ subject coordinator evidence.	Member of staff leading on RE	Ongoing	Increased awareness of different communities Community cohesion