



Equality Duty and Accessibility Plan

Compliance statement

Every policy is reviewed at regular intervals and where applicable, as stipulated by law. Each policy is also available in additional formats including Braille and in additional languages upon request, within reasonable timescales as stipulated by the federation.

Reviewed and adopted:	March 2025
Next review due by:	March 2026

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

Our school aims to promote respect for difference and diversity in accordance with our values.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Amanda Agard.

They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff, Danielle Ashley for equality will:

- ☐ Promote the knowledge and understanding of the equality objectives among staff and pupils
- ☐ Meet with the equality link governor every term to raise and discuss any issues
- ☐ Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

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New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- ❑ Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- ❑ Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- ❑ Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- ❑ Publish attainment data each academic year showing how pupils with different characteristics are performing
- ❑ Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- ❑ Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- ❑ Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- ❑ Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- ❑ Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- ❑ Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are

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encouraged to participate in the school’s activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- ❑ We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- ☐ Is accessible to pupils with disabilities
- ☐ Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1

To ensure that the environment remains inclusive and welcoming for all stakeholders to foster a positive and supportive atmosphere for both staff and students.

Why we have chosen this objective:

This objective aligns with the school's commitment to equality and inclusion, supporting the well-being of all members of the school community. It also helps to reduce barriers to learning and participation, enhancing collaboration and communication. Furthermore, a welcoming environment contributes to higher morale, improved engagement, and a greater sense of belonging, which can positively impact both academic outcomes and the overall school experience. Ultimately, this objective supports the school's broader values of respect, fairness, and social justice.

To achieve this objective, we plan to:

Conduct Regular Surveys: Collect feedback from students, staff, and parents through annual or biannual surveys to assess how inclusive and welcoming they feel the environment is. The data can be analysed to identify areas for improvement and track progress over time, aiming for increasing satisfaction levels.

Diversity and Inclusion Training: Ensure 100% of staff participate in diversity and inclusion training sessions, with a follow-up evaluation to measure the effectiveness.

Accessibility Audits: Carry out annual accessibility audits of the school's physical environment (e.g., ramps, signage, facilities) to ensure that it is accessible to people with diverse needs, including those with physical disabilities. spaces.

Promote Inclusive Events and Activities: Organise at least one school-wide event or activity each term that celebrates diversity (e.g., cultural festivals, awareness days, or open forums).

Objective 2

To ensure all children achieve and make progress from their starting points, particularly those from underperforming groups such as pupil premium students, to promote equity and close the achievement gap.

Why we have chosen this objective:

By focusing on these students, the school demonstrates its commitment to giving every child the opportunity to succeed, regardless of their background. The objective ensures targeted interventions are put in place to support the academic and personal development of underperforming groups. Regular tracking of progress against their starting points allows for tailored support and timely adjustments to teaching strategies. This approach helps to ensure that all students, regardless of their background or circumstances, are able to reach their full potential and make consistent progress.

To achieve this objective, we plan to:

Targeted Interventions: Implement evidence-based interventions for students, such as small-group teaching, one-to-one tutoring, or additional pastoral support. Set a target that students will receive personalised support tailored to their individual needs. Progress will be measured by monitoring improvements in their academic performance through termly assessments.

Tracking Progress: Track pupil premium students' progress against their starting points using regular formative and summative assessments and by setting a measurable target that ---- of pupil premium students will show at least one full step/level of progress in reading, writing, and mathematics by the end of the academic year.

Parental Engagement: Increase engagement with parents of underperforming students by offering regular meetings, workshops, or resources to support learning at home, fostering better collaboration between home and school.

Professional Development for Staff: Provide staff with training on how to effectively support disadvantaged students, focusing on differentiation, high-quality feedback, and addressing learning barriers. Staff will complete professional development on inclusive teaching practices, with their effectiveness measured by pupil progress data and observation feedback.

Have in place a reasonable adjustment agreement for all staff with disabilities , to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective:

The objective of having a reasonable adjustment agreement in place for all staff with disabilities by July aims to ensure that the school provides appropriate support to address any disadvantages experienced by these staff members. This agreement will outline tailored adjustments or accommodations, such as modified workspaces, flexible hours, or assistive technology, to help staff perform their roles effectively. By identifying and implementing these adjustments, the school demonstrates its commitment to equality and compliance with the Equality Act 2010, ensuring that staff with disabilities are not placed at a disadvantage in their work environment. The goal is to create an inclusive workplace where all employees can contribute fully, without being hindered by their disabilities.

To achieve this objective we plan to:

Conduct Individual Assessments: Meet with each staff member with a disability to understand their specific needs and any challenges they face in the workplace. This could involve consultations with healthcare professionals or occupational health advisors to determine the most appropriate adjustments.

Tailor Adjustments to Roles: Offer targeted adjustments such as modified workstations, ergonomic furniture, or specialised equipment (e.g., screen readers or voice recognition software) to assist staff in carrying out their duties comfortably and effectively.

Flexible Working Arrangements: Provide options such as flexible hours, part-time work, or remote working where feasible, to support staff with disabilities in managing their condition while ensuring they can continue to fulfil their roles.

Ongoing Monitoring and Support: Establish a system for regularly reviewing the effectiveness of the adjustments and maintaining open lines of communication with staff to make any necessary modifications, ensuring long-term support and inclusivity.

Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: This objective demonstrates the school's commitment to promoting social justice and providing an environment where all staff and students are treated with fairness and respect. Ultimately, the aim is to improve recruitment practices, ensuring they reflect the principles of diversity and inclusivity.

To achieve this objective, we plan to:

- Provide structured training sessions provided by the LA
- Ensure collaborative learning: Facilitate interactive training where staff and governors can engage in discussions. This approach helps to deepen understanding and allows participants to explore different perspectives and real-life situations, enhancing the application of the principles in recruitment decisions.
- Provide regular refresher courses: Schedule periodic refresher courses to keep staff updated on any changes in legislation and reinforce best practices for maintaining equality in recruitment. These could be offered annually or biannually to ensure continued compliance and awareness.
- Use evaluation and feedback: Collect data on their ability to apply this knowledge in recruitment processes. Ensure that all attendees show evidence of a strong grasp of the material, using this feedback to adjust future training or address gaps in understanding.

Progress we are making towards this objective:

9. Monitoring arrangements

The governing board lead Amanda Agard and the headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the Headteacher, governing board, senior leader at least every 4 years.

This document will be approved by the governing board

10. Links with other policies

This document links to the following policies:

- ☐ Accessibility plan
- ☐ Risk assessment
- ☐ SDP

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