



Equality Policy

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REVIEWED ANNUALLY

STATUTORY POLICY

Available on website in pdf form

This policy is maintained and updated by Neil Small (Executive Head)

Equality Policy
includes
Accessibility
Plan and
Equality Plan
Spring 2017

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Inspiring learners, changing lives

THE KEMNAL ACADEMIES TRUST

The Mill Primary Academy

EQUALITY POLICY

**FOR STUDENTS, PARENTS, VISITORS AND OTHERS
COMING INTO CONTACT WITH THE SCHOOL**

PART 1 – THE LAW

PART 1 – THE LAW – THE EQUALITY ACT 2010

The Equality Act 2010 replaced nine major Acts of parliament and almost one hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of equality law, covering all types of discrimination, harassment and victimisation that are unlawful. It simplified the law by getting rid of anomalies and inconsistencies that had developed over time, and extended protection against discrimination in several areas.

THE PROTECTED CHARACTERISTICS

The Equality Act 2010 makes it unlawful for the “responsible body” of a school to discriminate against (either directly or indirectly) an individual or group of individuals by treating them less favourably because they (or somebody they associate with) have one or more of the following characteristics:

- Sex;
- Race;
- Religion or belief;
- Sexual orientation;
- Gender reassignment;
- Pregnancy and maternity; and
- Disability.

The Equality Act 2010 also makes it unlawful for the “responsible body” of a school to discriminate against (either directly or indirectly) an individual or group of individuals **who are not the school’s students** by treating them less favourably because they (or somebody they associate with) have one or more of the above characteristic or the following characteristics:

- Age; and
- Marriage and civil partnership.

Specifically, the “responsible body” of a school must not discriminate against a student or group of students because they have a protected characteristic (with the exception of age or marriage and civil partnerships):

- In the arrangements it makes for deciding who is offered admission as a student;
- As to the terms on which it offers to admit a prospective student;
- By not admitting a prospective student;
- In the way it provides education for a student (but not in relation to the contents of the curriculum);
- In the way it affords a student access to a benefit, facility or service;
- By not providing an education for a student;
- By excluding a student;
- By subjecting a student to any other detriment (including the imposition of sanctions);

The Equality Act 2010 also makes it unlawful for the “responsible body” of a school to harass or victimise an individual or group of individuals because of some of the protected

characteristics, or because of something done in reliance on the Equality Act 2010, as outlined in further detail below.

The “responsible body” in an academy is its proprietor, namely the Governing Body. In practice, all persons acting on behalf of the Governing Body (including employees of the school) are personally responsible for ensuring that their actions or omissions are not discriminatory, and the Governing Body will also be responsible for the actions of the school’s employees if it cannot show that it has taken all reasonable steps to prevent the discriminatory actions or omissions being undertaken on their behalf.

The Equality Act 2010 covers discriminatory acts or admissions by the school against prospective students, current students and (in some circumstances) former students, as well as against parents (including non-parents with parental responsibility or care of a student), visitors and other people coming into contact with the school.

The Equality Act 2010 does not cover discriminatory acts by one student against another student, such as racist bullying (such behaviour by a student will, in any event, be a breach of the school’s Behaviour Policy and be sanctioned accordingly). However, if the school is aware of a discriminatory act by one student against another and does nothing to prevent it, or treats the act less seriously than it would for other acts, this may in itself be a discriminatory act by the school.

DISCRIMINATION

The Equality Act 2010 defines two types of discrimination; direct and indirect:

Direct Discrimination

Direct discrimination occurs where an individual or group of individuals are treated less favourably than others because they or somebody they associate with have (or it is mistakenly thought that they have) a protected characteristic.

Indirect Discrimination

Indirect discrimination occurs when a policy, criteria or practice is applied generally to all, which has the indirect effect of discriminating against an individual or group of individuals by putting them at a disadvantage, unless there is a legitimate reason for the policy, criteria or practice and there is no other way to achieve it.

Discrimination Arising from Disability

There are special provisions in the Equality Act 2010 relating to disability discrimination and, in particular, a third type of discrimination called **discrimination arising from a disability**, as well as failing to make reasonable adjustments for an individual with a disability. The definition of what constitutes disability discrimination is more complex than

that for the other protected characteristics, and is set out in further detail under the section relating to disability equality below.

HARASSMENT

The Equality Act 2010 makes it unlawful to harass an individual or group of individuals in relation to certain protected characteristics. Harassment is defined as an unwanted act, related to a relevant protected characteristic, which has the purpose or effect of violating that person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. Harassment only applies in relation to the following protected characteristics:

- Sex;
- Race;
- Religion or belief (in relation to those who are **not** students);
- Sexual orientation (in relation to those who are **not** students);
- Pregnancy or maternity;
- Disability; and
- Age (in relation to those who are **not** students).

Harassment does not apply to the otherwise protected characteristics of religion or belief, sexual orientation or gender reassignment in relation to students, however any discriminatory acts because of these characteristics are likely to be direct discrimination in any event.

VICTIMISATION

The Equality Act 2010 makes it unlawful to victimise an individual or a group of individuals in certain circumstances. Victimisation is defined as occurring when an individual or group of individuals are treated less favourably as a result of anything they have done in reliance upon the Equality Act 2010, for example by previously making an allegation of discrimination or harassment, even if it was not upheld.

Victimisation will also occur when an individual is treated less favourably as a result of anything their parent, sibling or other person has done in reliance upon the Equality Act 2010, for example where their older sibling has previously made an allegation of discrimination, even if it was not upheld.

POSITIVE ACTION

The Equality Act 2010 allows (but does not require) a school to take action to tackle disadvantages suffered by a particular group of students as a result of them having a protected characteristic, known as "positive action". This does not mean that the school can give a particular group of students preferential treatment (which would be positive discrimination and unlawful), it merely allows the school to put in place measures which redress the balance between those with the protected characteristic and those without.

The Equality Act 2010 does, however, allow for the school to treat disabled students more favourably than students who are not disabled (positive discrimination). In some cases, schools are *required* to treat disabled students more favourably than students who are not disabled, by making reasonable adjustments for their disability and providing auxiliary aids where necessary.

SEX EQUALITY

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their sex or the sex of somebody they associate with.

Schools must not treat a student, parent, visitor or other person coming into contact with the school (or a group of these people) less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their sex or the sex of somebody they associate with.

RACE EQUALITY

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their race or the race of somebody they associate with. Race is defined as including colour, nationality, ethnic or national origins, and would also include travellers whose cultural heritage is traditionally nomadic, for example gypsies and Irish travellers.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their race or the race of somebody they associate with. Segregation of students by race will always be unlawful.

RELIGION OR BELIEF EQUALITY

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their religion or belief or the religion or belief of somebody they associate with. Religion is defined as being any religion, and belief as being any religious or philosophical belief, including a lack of belief in religion (for example, humanism or atheism). Religion will include all of the major faiths, including denomination within the religion. Political beliefs are not included within the definition of religion or belief.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their religion or belief or the religion or belief of somebody they associate with.

SEXUAL ORIENTATION EQUALITY

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their sexual orientation, their parents' sexual orientation or the sexual orientation of somebody they associate with. Sexual orientation includes heterosexuality, homosexuality (gay or lesbian), and bisexuality.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their sexual orientation or the sexual orientation of somebody they associate with.

GENDER REASSIGNMENT EQUALITY

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their gender reassignment. Gender reassignment is defined as applying to anyone who is currently undergoing, has undergone or is proposing to undergo a process or part of a process of reassigning their sex to the opposite sex by changing their physical or other attributes. There is no requirement to undergo, or plan to undergo, a medical procedure – taking steps to live life as the opposite sex, or planning to live life as the opposite sex, is sufficient.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others because they, their parents or somebody that they associate with has undergone, is planning to undergo or is in the process of undergoing gender reassignment. Students must be included within a class of the sex that they identify with.

PREGNANCY AND MATERNITY EQUALITY

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of pregnancy or maternity. Maternity is defined as having had a baby within the preceding twenty-six week period, and includes breastfeeding. It is not discriminatory to treat an individual who is pregnant, has recently had a baby or is breastfeeding a baby more favourably than others who are not.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than another student or group of students because they are pregnant, have recently had a baby or are breastfeeding a baby.

Schools must not take any disciplinary action (including exclusion) against a student because they are pregnant, have recently had a baby or are breastfeeding. Schools should not authorise more than eighteen weeks' absence (or "maternity leave") from school to ensure the student's reintegration into education as quickly as possible following the birth of a baby.

DISABILITY EQUALITY

The overriding objective of the Equality Act 2010 is to achieve equality (equal treatment) for all people whether they have a protected characteristic or not. However, the provisions relating to disability are different to those for all of the other protected characteristics, in that it is lawful, and in fact is sometimes a legal requirement, to treat a disabled individual or group of individuals **more favourably** than an individual or group of individuals without a disability.

DEFINITION OF DISABILITY

The Equality Act 2010 defines disability as being where an individual or group of individuals has a physical or mental impairment which has a substantial and long term adverse effect (lasting or recurring, or likely to last or recur, for at least twelve months) on their ability to carry out normal day to day activities.

Some conditions such as being HIV positive, or having multiple sclerosis or cancer, are automatically deemed to have a disability regardless of their effect or longevity. Severe disfigurement will also come within the definition of disability (disfigurement by tattooing or piercing is excluded). Those that are certified as blind, severely sight impaired, sight impaired or partially sighted by a consultant ophthalmologist are automatically deemed to have a disability.

Others conditions are not deemed to be a disability, such as addiction to alcohol (unless it is a symptom of a psychiatric illness lasting or recurring for at least twelve months), legal or illegal substances (unless medically prescribed as treatment), fire-setting, kleptomania, a tendency towards violence or sexual abuse of others. Hay fever sufferers are not deemed to have a disability; however, hay fever may be taken into account where it aggravates the effect of another medical condition.

DIRECT DISABILITY DISCRIMINATION

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be directly discriminated against or harassed because of their disability.

Schools must ensure that a student or group of students are not treated less favourably than another student or group of students, because of their disability, their parents' disability or the disability of somebody they associate with.

Schools cannot justify directly discriminating against a student or group of students with a disability by maintaining that their discriminatory act was a proportionate means of achieving a legitimate aim, as was the case under previously disability discrimination legislation.

It is **not** unlawful for a school to treat a disabled student or group of students **more** favourably than another student or group of students who are not disabled. This is positive disability discrimination and is lawful.

INDIRECT DISABILITY DISCRIMINATION

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be indirectly discriminated against because of their disability, by the implementation of a provision, criterion or practice applied generally to those with or without the disability, unless there is a legitimate reason for the provision, criterion or practice and there is no other way to achieve it.

Schools must ensure that a student or group of students are not put at a disadvantage by the implementation of a school provision, criterion or practice which applies to all students because of their disability, unless they can show that it was implemented for a legitimate reason and was proportionate way of achieving the legitimate aim.

DISCRIMINATION ARISING FROM DISABILITY

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against because of **something arising in consequence of their disability**, unless there is a legitimate reason for discriminatory act and there is no other way to achieve it, and provided that the discriminator knew, or should have known, about the disability.

Schools must ensure that a student or group of students are not treated less favourably because of something arising in consequence of their disability, unless they can show that there was a legitimate reason for the less favourable treatment and there was no other way of achieving the legitimate aim.

REASONABLE ADJUSTMENTS FOR DISABILITY

The Equality Act 2010 requires “reasonable adjustments” to be made for individuals suffering from a disability.

Schools have the following duties:

- **Where a provision, criterion or practice places a disabled student or group of students at a substantial disadvantage compared to students who are not disabled, reasonable steps must be taken to avoid that disadvantage;**
- **Where a disabled student or group of students would, but for the provision of an auxiliary aid, be placed at a substantial disadvantage compared with students who are not disabled, the school must take reasonable steps to provide the auxiliary aid.**

An “auxiliary aid” includes equipment and services. The Equality Act 2010 does not provide a definition of “auxiliary aids”, however the dictionary definition includes helpful, supporting, assistant things or persons. Where a piece of equipment is necessary for all aspects of a student’s life rather than being required in an educational context only (for example, hearing aids), it is likely that it would be considered unreasonable for a school to be expected to provide these.

Factors which a school may consider when considering whether the provision of an auxiliary aid to a disabled student is reasonable include the financial or other resources required, its effectiveness, its affect upon other students and health and safety requirements.

Where a student with Special Educational Needs (SEN) is already being provided with an auxiliary aid as part of their SEN provision, there is no need for the school to provide the auxiliary aid as part of their “reasonable adjustment” duty. Schools should not, however, assume that an auxiliary aid is not required under their “reasonable adjustment” duty for a student with SEN simply because it is not being provided under their SEN provision. In addition, where a school determines that it is unreasonable to provide an auxiliary aid (perhaps, for example, on the grounds of cost), it is not necessarily reasonable for the local authority to refuse to provide the auxiliary aid.

AGE EQUALITY

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their age, unless it can be shown that it is a proportionate means of achieving a legitimate aim. Age is widely defined as being either of a particular age or as being within an age group.

Schools must ensure that a parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their age or age group, or the age or age group of somebody they associate with, unless they can show that there was a legitimate reason for treating them less favourably, and there was no other way to achieve it.

Schools are **not** under a duty not to treat students less favourably because of their age or age group.

MARRIAGE AND CIVIL PARTNERSHIP EQUALITY

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of they are married or in a civil partnership.

Schools must ensure that a parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of they or somebody they associate with are married or in a civil partnership.

Schools are **not** under a duty not to treat students less favourably because they are married or in a civil partnership.

SINGLE SEX SPORT

The Equality Act 2010 contains an exception allowing for single sex sports, games or other activities of a competitive nature, where the physical strength, stamina or physique of the average female student would put her at a disadvantage in competition with the average male student. However, schools must still allow students of both sexes to have an equal opportunity to participate in the same sporting activities.

THE CURRICULUM

The contents of the school curriculum are exempt under the Equality Act 2010 to allow schools to explore a full range of issues, ideas and materials, to expose its students to thoughts and ideas of all kinds, however controversial, without fear of legal challenge. However, the way in which the school delivers the curriculum to its students remains subject to the Equality Act 2010.

ASSEMBLIES AND COLLECTIVE WORSHIP

Schools are free to have a collective act of worship based upon one religion without acting unlawfully by not providing an equivalent act of worship for other religions. Schools are also free to celebrate any religious festivals of their choosing without acting unlawfully by offending those of another religion.

RELIGIOUS FREEDOM

Article 9 of the European Convention on Human Rights and Fundamental Freedoms provides:

- 1. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.*
- 2. Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.*

While a student has the right to manifest their religion or belief by, for example, by wearing a specific item of jewellery or clothing, this must be permitted by the school where:

- The act is in fact a manifestation of the student's religion or belief (the act does not need to be a *requirement* of the religion or belief, but there must be a sufficiently close link between the act and the religion or belief¹);

and;

- If the act *is* in fact a manifestation of the student's religion or belief, there is no justification in the school interfering with the student's right to do so.

In deciding whether the school is justified in interfering with a student's right to manifest their religion or belief, for example, by wearing a specific item of jewellery or clothing, the school should weigh up how important it is to the student to manifest their religion or belief in this way against the school's own considerations, for example the value in a school uniform policy being adhered to in encouraging pride in the school, enabling students to feel comfortable in the school environment, ensuring a sense of cohesion in the school, and protecting students from feeling pressure to dress in a certain way, in addition to security and health and safety considerations.

The school's Uniform Policy provides details of the school uniform to be worn by students, including confirming the school's policy in relation to religious clothing and jewellery.

¹ *Following the ruling by the European Court of Human Rights in the Eweida case, which may subsequently be overruled and will therefore be kept under review.*

THE RELATIONSHIP BETWEEN RELIGION AND SEXUAL ORIENTATION

Some people may hold personal views in relation to the protected characteristic of sexual orientation because of their own religious beliefs. While it is not necessarily unlawful for a teacher or other employee of a school to express their own personal view, in an appropriate way and in an educational context that takes into account guidance on the delivery of Sex and Relationships Education and Religious Education, employees at a school must always remember that they are in a very influential position and their acts must still comply with their duty not to discriminate against individuals or groups of individuals because of their sexual orientation under the Equality Act 2010, and not to manifest their religion or belief in contravention of the limitations prescribed under the European Convention on Human Rights and Fundamental Freedoms (see above).

BEHAVIOUR AND EXCLUSIONS

The process for excluding a student must be fair and equitable to students, however in relation to students with a behavioural disability, schools must keep in mind their duty to make “reasonable adjustments” for a student with a disability. A “reasonable adjustment” can be a decision to impose a less serious sanction for undesirable behaviour than the sanction which would have been imposed on a student who does not have a behavioural disability, including making a decision not to exclude for behaviour which would usually attract an exclusion.

The school’s Behaviour Policy sets out the school’s expectations in relation to the way its students behave, including the sanctions which will be imposed if the Behaviour Policy is breached.

THE SCHOOL AS AN EMPLOYER

The school also has responsibilities to comply with the Equality Act 2010 in its role as an employer, in relation to which separate HR policies apply. This policy applies to students, parents, visitors and other persons coming into contact with the school only.

PART 2 – THE SCHOOL’S EQUALITY DUTIES

THE PUBLIC SECTOR EQUALITY DUTY

The General Duty

The Equality Act 2010 makes provision for a single “public sector equality duty” which extends to all protected characteristics. As a result of this provision, schools are required to have due regard to the need to:

- **Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;**

and;

- **Advance equality of opportunity between those who share a relevant protected characteristic and those who do not, by having regard to the need to:**
 - remove or minimise disadvantages connected to a relevant protected characteristic; and
 - take steps to meet the different needs of those sharing a relevant protected characteristic; and
 - encourage those who share a relevant protected characteristic to participate in school life and activities in which participation is disproportionately low;

and;

- **Foster good relations between those who share a relevant protected characteristic and those who do not, by having regard to the need to:**
 - tackle prejudice; and
 - promote understanding;

The above duty is often referred to as the **General Duty**.

The reference to “relevant protected characteristics” includes the protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity and age (except that the public sector equality duty does not apply to age where it relates to the provision of education to students in schools, or the provision of benefits, facilities or services to students in schools).

Having “due regard” means giving relevant and proportionate consideration to the public sector equality duty.

DfE guidance on what this means in practice sets out the following:

- *Decision makers in schools must be aware of the public sector equality duty to have due regard to the three principles set out above when making decisions or taking action. Decision makers must assess whether their decision or action will have implications for a student or group of student with a protected characteristic;*
- *Schools must have due regard to the three principles set out above when drafting and amending policies and procedures, and this should be at the forefront of their mind in advance, rather than an afterthought. Policies and procedures should be kept under review on a continuing basis;*
- *The public sector equality duty must be integrated into the day to day functioning of the school, and the analysis required to comply with the duty must be carried out seriously, rigorously and with an open mind;*
- *Schools must not delegate their public sector equality duty to anyone else.*

The Specific Duty

Schools have a **Specific Duty** to:

- **Publish information to demonstrate how the school is complying with its public sector equality duty**, which must be updated at least annually, and re-published at least once every four years;
- Prepare and publish their **Equality Objectives**.

The **Specific Duty** exists to assist schools fulfil their obligations under the **General Duty**.

DfE guidance confirms that the publication of information to demonstrate how schools are complying with their public sector equality duty is not intended to be a “tick box” bureaucratic procedure, but rather a flexible, light touch exercise. Data about employees does not need to be published by schools which have fewer than 150 employees, although schools can choose to publish such information if they feel it would demonstrate their compliance. All data must be published in compliance with the Data Protection Act 1998 which means that, broadly speaking, individuals are not able to be identified in the published data. Schools are not required to publish any information which they do not already routinely collect, for example through RAISE online. The information published does not need to be statistical, it can be a reference to school policies or Governing Body meeting minutes, which are published online.

THE ACCESSIBILITY PLAN

Schools are legally required to prepare a written **Accessibility Plan** to:

- Increase the extent to which disabled students can participate in the curriculum;
- Improve the physical environment of the school to increase the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- Improve the delivery to disabled students of information readily accessible to students who are not disabled, within a reasonable time and in ways which are determined after taking into account the students' disabilities and any preferences expressed by them or their parents.

Schools must keep their Accessibility Plan under review throughout the period to which it relates and revise it if necessary. Schools must ensure that they implement their Accessibility Plan, and that they have adequate resources to implement it. A school inspector can ask to see the Accessibility Plan and may consider the preparation, publication, review, revision and implementation of it.

PART 3 – COMPLIANCE WITH THE GENERAL DUTY

The school has in place policies and procedures in order to comply with its general duty to eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010, advance equality of opportunity between those who share a relevant protected characteristic and those who do not, and foster good relations between those who share a relevant protected characteristic and those who do not.

1. Action Plan (written on 6 terms a year, impact reviewed)

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
1 <i>Ensure that gender is not a barrier.</i>	Gender	<ul style="list-style-type: none"> Survey pupil opinion in meetings 	ML	T1	
		<ul style="list-style-type: none"> Review sports and other extra curricular opportunities to ensure equality of access 	ND	T3	
		<ul style="list-style-type: none"> Purchase new resources for the school library that provide positive role models for same sex relationships 	LB	T4	
		<ul style="list-style-type: none"> Review attainment data to ensure that there is no gender bias. Compare attainment data with national data. 	NS/ML	T1	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
2 <i>Provide positive role models</i>	Disability	<ul style="list-style-type: none"> Arrange a school visit from a Paralympic athlete through PE / Sports links 	ND	T5	
		<ul style="list-style-type: none"> Provide a range of resources such as library books, posters etc. that promote positive images of disability 	LD/JP	T6	
		<ul style="list-style-type: none"> Links with Manor Green 	Year 3	T2	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
3 <i>Ensure that the school environment is adapted to help children with visual impairment</i>	Disability	<ul style="list-style-type: none"> Request advice and review from adviser and parents of children with visual impairment 	NS/KH	T1	
		<ul style="list-style-type: none"> Clearly mark hazards 	NS/AC	T2	
		<ul style="list-style-type: none"> Clearly signpost year groups 	NS/AC	T6	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
4 <i>Provide small teaching spaces for children who need periods of withdrawal for speech therapy, small group tuition etc.</i>		<ul style="list-style-type: none"> Adapt classroom space outside classes R/Y1/Y2 	Governors	T5	
		<ul style="list-style-type: none"> Maintain high quality environment in spare classrooms to enable small group teaching to take place 	Governors	T4	
		<ul style="list-style-type: none"> Complete RWI areas to be visual and clearly set up 	Premises team	T4	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
5 <i>Improve disabled wheelchair access within school</i>	Disability	<ul style="list-style-type: none"> Provide wheelchair friendly doors to all entrance doors 	Premises team	T6	
		<ul style="list-style-type: none"> Provide 	Premises	T1	

		disabled toilet in Rec	team		
		<ul style="list-style-type: none"> See Accessibility plan for further aims 	Premises team	T6	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
5 <i>Provide improved facilities for dispensing and storing medicines</i>	Disability	<ul style="list-style-type: none"> Provide new storage in Office 	Premises team	T5	
		<ul style="list-style-type: none"> Ensure all children with medicine stored in school are known to staff. Medicines clearly labelled and stored in unlocked cupboard. 	ZK	T6	
		<ul style="list-style-type: none"> Training for staff on use of epipens up to date 	ZK	T2	
		<ul style="list-style-type: none"> Training for staff supporting child with Type One diabetes. 	ZK	T3	
		<ul style="list-style-type: none"> Health care plans in place 	ZK	T2	
		<ul style="list-style-type: none"> New fridge with ice box for first aid 	ZK	T1	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
6 <i>Provide regular access to resources that reflect a multi-cultural society</i>	Race	<ul style="list-style-type: none"> Ensure that resources include positive images of black and minority ethnic children 	All staff / budget holders	T1 ongoing	
		<ul style="list-style-type: none"> Ensure that reading materials reflect multi-cultural society 	LB	T1 ongoing	
		<ul style="list-style-type: none"> Provide RE 	JP	T3	

		curriculum celebrating diversity			
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Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
7 <i>Enhance understanding of Roma and Traveller communities</i>	Race	<ul style="list-style-type: none"> Include examples of Traveller communities when choosing literature, resources etc. 	All teachers	T2	
		<ul style="list-style-type: none"> Challenge stereotypical views through PSHE 	All teachers	T4	
		<ul style="list-style-type: none"> Ensure SIMs is up-to-date to monitor groups 	AF	T1	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
8 <i>Working together with parents</i>	Disability	<ul style="list-style-type: none"> Ensuring that all colleagues are aware of the home experience that parents can provide 	KH	T1	
		<ul style="list-style-type: none"> Parents / Carers will be invited to attend a hand over meeting at the end of each year so that new staff teams are fully aware of how best to support each child. 	KH	T6	
		<ul style="list-style-type: none"> To invite parents to attend any relevant training 	KH	Ongoing	
		<ul style="list-style-type: none"> To provide opportunities for parents to make suggestions about whole 	NS	Ongoing at parents' evenings	

			<p>school improvements that would benefit their child – biannual survey with results reported to parents and governors</p>			
			<ul style="list-style-type: none"> • Ensure that information sent home is accessible to families 	ML	Home visits from FS team – identify any EAL issues or adult literacy needs	

PART 4 – COMPLIANCE WITH THE SPECIFIC DUTY

The school publishes the following information in compliance with its specific duty to publish information to demonstrate how the school is complying with its public sector equality duty, and publish its equality objectives.

The school will update the information contained in this part at least annually and republish it at least once every four years.

THE DUTY TO ELIMINATE DISCRIMINATION, HARASSMENT, VICTIMISATION AND OTHER PROHIBITED CONDUCT

DfE guidance states that relevant information to satisfy the specific duty under this heading will include confirmation that the school is aware of the requirements of the Equality Act 2010 and has taken steps to comply with it. References to other school policies may be appropriate where they have been amended to have regard to the equality provisions. Reference to any Governing Body meetings where equality has been on the agenda may also be appropriate. Evidence of staff training on equality and the gathering and monitoring of equality issues may also be appropriate.

Training

INSET in September recaps policies and staff handbook. Specific mention of equality policy and equality action plan. Staff meetings and TA meetings during the year discuss groups with reference to monitoring and data action.

Data monitoring

All data is monitored on a half termly basis with reference to groups. Any reporting is monitored through governor meetings. This policy and action plan is monitored through governor meetings.

Site improvement

The school is moving towards unisex toilets. The site is monitored for improvements and we are increasing the ability to make all parts of the building accessible.

THE DUTY TO ADVANCE EQUALITY OF OPPORTUNITY BETWEEN THOSE WHO SHARE A PROTECTED CHARACTERISTIC AND THOSE WHO DO NOT

DfE guidance states that attainment data (for example, data on RAISE online) will be relevant in helping to identify areas of inequality which need addressing. Information about steps taken by the school to address inequalities will be relevant, which may be contained in reports which have already been prepared by the school.

Governor minutes

Governor minutes show and discuss how the school monitors and uses data to address any inequality.

Data on parents/staffing

In accordance with Data Protection guidelines the school monitors and collects anonymous data on dads/mums attending parents evening or workshops for example in order to try and address any inequalities present. As part of TKAT data is used and collected in order to monitor any inequality.

THE DUTY TO FOSTER GOOD RELATIONS BETWEEN THOSE WHO SHARE A PROTECTED CHARACTERISTIC AND THOSE WHO DO NOT

DfE guidance states that fostering good relations will be evidenced in many ways, such as referring to parts of the curriculum which promote tolerance, respect and understanding in relation to equality issues, assemblies addressing equality issues, the school's Behaviour Policy and Anti-Bullying Policy, involvement with the local community and twinning with a foreign school.

Other documents to reference

Behaviour policy
Anti Bullying policy

Mill Primary Equality Policy Page 23 of 24

School Curriculum and ethos, including:
RE curriculum
Geography week
Being Safe week
PSHE policy including assemblies

THE SCHOOL'S EQUALITY OBJECTIVES

DfE guidance states that the school is free to choose its own equality objectives which best suit the school's students and wider school community. Like compliance with the duty to publish information, the publishing of equality objectives is not intended to be a "tick box" bureaucratic exercise. Equality objectives must be specific and measurable, and should be a tool for the school to use to improve the school experience for all students, particularly those with protected characteristics. Once an area of inequality has been identified, schools should formulate equality objectives to address them. Examples of equality objectives might be to reduce exclusion rates for Asian boys, to encourage girls to consider entering professions against the sex stereotype, to raise attainment in English for boys. After the first year, equality objectives should include progress made in meeting equality objectives previously set.

1. Vision and Values

Our school makes all members of our school community feel welcome irrespective of race, colour, creed or impairment. Our vision and values promote equality and tackle discrimination.

The Mill Primary Academy is committed to equal opportunities. Our school:

- Follows a Learning without Limits philosophy that resists notions that ability is fixed
- Offers a choice of learning challenges
- Responds to children's diverse needs
- Overcomes potential barriers to learning and assessment

The Mill Primary Academy has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. Our work is underpinned by **these guiding principles**:

All learners are of equal value

We see all learners and potential learners and their parents and carers as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender so that the different needs and experiences of girls and boys and women and men are recognised
- Religion, belief or faith background
- Sexual identity

We foster positive attitudes and relationships and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic assessment

We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identify and with full respect for legal rights relating to pregnancy and maternity

We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men and girls and boys
- Gay people as well as straight

Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as straight

We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector duty set out in clause 149 of the Equality Act 2010.

Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them through our School Improvement Plan.

PART 5 – ACCESSIBILITY PLAN

The school has prepared and will implement the following accessibility plan to increase the extent to which disabled students can participate in the curriculum, improve the physical environment of the school to increase the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school, and improve the delivery to disabled students of information readily accessible to

students who are not disabled, within a reasonable time and in ways which are determined after taking into account the students' disabilities and any preferences expressed by them or their parents.

The school will keep the Accessibility Plan under continual review and revise it as necessary.

THE SCHOOL'S ACCESSIBILITY PLAN

The Mill Primary Academy Accessibility Plan 2017-2020

The purpose of this plan is to show how The Mill Primary Academy intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

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

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. E.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

The Mill Primary Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The opening of the second floor and the increasing expansion of the school to become 3 form entry has meant that this part of the school building is not accessible to wheelchair users. This new part of the building does not have a lift. The classes would have to be rearranged if we had a child with mobility needs. However, the school can be adapted if this need arises before building improvement takes place.

The Current Range of Disabilities within The Mill Primary Academy

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder and serious medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts the LA and Academy professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff, on the staff noticeboard, the head teachers' office board and next to the central first aid point by the hall.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

The Mill Primary Academy Accessibility Plan 2017-2020

EQUALITY AND INCLUSION				
Priority issue and objective	Tasks	Responsibility	Date	Review/impact assessment
To ensure that the Accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Clerk/Chair	T2	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	SENCO KH	T1	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation. ML/NS	ongoing	

PHYSICAL ENVIRONMENT				
Priority issue and objective	Tasks	Responsibility	Date	Review/impact assessment
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	AC/CL	ongoing	
To ensure that EYFS is accessible and safe for all	Audit and complete budget report for PTA	CL/NS	T5	

CURRICULUM				
Priority issue and objective	Tasks	Responsibility	Date	Review/impact assessment
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	KH	ongoing	
To ensure that all children are able to access all out of school activities. E.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation as part of procedure	SC/ZK	ongoing	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. E.g. special pencil grips, headphones, writing slopes etc.	All teachers	Reviewed termly by SENCO.	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	All teachers	annually	

WRITTEN/OTHER INFORMATION				
Priority issue and objective	Tasks	Responsibility	Date	Review/impact assessment
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	SC	As needed	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	ML	ongoing	