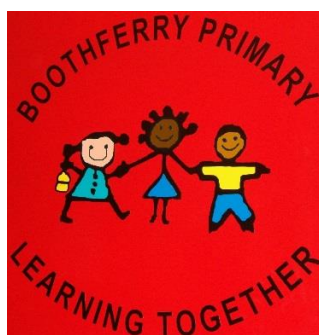


Boothferry Primary



Equality Policy (including Accessibility Plan)



Effective Date	September 2022
Date Reviewed	September 2023
Date Due for Review	September 2025
Contact	Mr Mike Sibley (Head Teacher)
Contact Number	01405 762151
Approved By	Mrs Patricia Dyson (Chair of Governors)

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Our Vision

Enquiry – Resilience – Adaptability – Thoughtfulness

Respect – Co-operation – Communication – Morality

The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

Protected Characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Religion or belief (including lack of belief)
- Sex (gender)
- Sexual orientation

It is therefore, unlawful for Boothferry Primary to discriminate against a person, pupil, parent (this includes adoptive, step, foster or anyone who has parental responsibility) or, staff member (teaching and non-teaching) because they have one or more of the characteristics mentioned above. This includes discriminating against pupils in relation to admissions, the way education is provided to pupils, the way pupils are able to access any benefit, facility or service, excluding a pupil, or subjecting them to any other detriment.

Age is a protected characteristic in relation to employment and the provision of goods and services, however, this does not apply to pupils. We are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

Definitions

Boothferry Primary recognises the different types of **discrimination, harassment and victimisation** as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

Direct discrimination – Treating someone less favourably because they have a protected characteristic

Discrimination by perception – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not

Discrimination by association – Treating someone less favourably because they are associated with someone with a protected characteristic

Indirect discrimination – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage

Harassment – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics

Victimisation – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination

Reasonable Adjustments

Disability is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Boothferry Primary is aware of the need to make **reasonable adjustments** in order to remove barriers faced by people with disabilities. This may involve treating disabled pupils or staff more favourably and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features. The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation to the physical environment of the school.

Boothferry Primary will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of the adjustment, health and safety requirements, the need to maintain academic, musical, sporting and other standards, the effect of the disability on the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

There is a significant overlap between those pupils who are disabled and those who have Special Educational Needs (SEN). Many disabled pupils may receive support in school through the SEN framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEN framework and therefore, there will be no obligation for the school or local authority to make reasonable adjustments. However, in other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that they are receiving.

Accessibility Plan

Boothferry Primary aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided
- The availability of accessible information to disabled pupils is improved.

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out May 2022 by members of staff. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

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

The Public Sector Equality Duty

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

The 'general' equality duty

The general duty requires Boothferry Primary to have 'due regard', or think about the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it**

All staff are responsible for having due regard for the three general equality aims.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Details of how Boothferry Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

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

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

Equality Objectives 2022-2026

As stated above, Boothferry Primary is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the 'general' equality duty. These objectives have been agreed with the Governing Body, of whom Mrs Patricia Dyson is the Chair. Our objectives are set out below:

1	Prepare the school community for living in a diverse cultural world
2	Communications with pupils and parents are offered in clear and easily understood formats

Progress against these objectives will be reported on annually (please refer to **Appendix 2**).

Publishing Equality Information

The specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Boothferry Primary and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published or N/A	Where is it published?
Equality Objectives	✓	School website (included in Equality Policy)
Annual update towards the equality duty and equality objectives	✓	School website (included in Equality Policy)
Accessibility Plan (including annual progress update)	✓	School website (included in Equality Policy)
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	✓	Encrypted networks, Confidential files, Governor Minutes
School performance data e.g. attainment, absence/attendance	✓	School Website
Governing body minutes	No	Available in School
Anti-bullying policy	✓	School Website
School development plan	✓	Website and in School
Equality training materials	✓	Available in School
Parent and pupil surveys	✓	School Website
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	

School Responsibilities

The Head Teacher/Head of Centres is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Ensuring that equality and accessibility plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives and accessibility plan
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for promoting equality in the workplace, adhering to the regulations of the Equality Act 2010 and following the Boothferry Primary Equality Policy.

References

Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012

Equality & Human Rights Commission, Public Sector Equality Duty Guidance for Schools in England, 2014

Equality & Human Rights Commission, Reasonable Adjustments for Disabled Pupils Guidance for Schools in England, 2015

GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6

Appendix 1: Boothferry Primary Accessibility Plan 2022-2025

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until September 2025 and is based on the findings of the recently completed Accessibility Audit.

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

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

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

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

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

Accessibility Plan 2022-2025

Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Children and adults All children are able to play a full part in curriculum opportunities and extracurricular activities	Promote opportunities for disabled sports Invite disabled athletes into school.	On-going (dependent on Sport Premium funding)	PE Co-ordinator	Sports Premium	Partnership work with the School Sports Partnership, this will continue into 2023/24 Future funding will be spent on the employment of outside sport providers who will provide sport activities accessible to all. Ongoing.
	Increase opportunities for disabled children to be involved in curriculum activities.	On-going	Deputy Head PE Sport Co-Ordinator	Sports Premium	Ongoing.
	Support provided for children (eg those on an EHCP or with a health condition like diabetes) so that they may attend clubs.	On-going	Deputy Head Sport Co-Ordinator SENCo	Sports Premium	The school has a broad range of extra-curricular activities on offer. Activities range from sports, music, well-being and art.
To have IT equipment suitable for disabled pupils (stakeholders) if needed	Purchase large keyboard, screen magnifiers, braille readers/writers if need arises.	If needed	Head	IT Budget	APPS are purchased to support those with a disability or additional needs.
Improved Provision for developing communication skills of those new to English and children in the EYFS	<p>‘Chatta’ and Chatterbox are used within the foundation unit.</p> <p>NELI is used within the EYFS to promote language development, alongside staff training and monitoring to ensure language is consistently modelled and scaffolded accurately.</p> <p>Existing staff are used and these interventions are timetabled in daily to ensure maximum impact.</p> <p>Timetabled in at times when staffing allows, ensuring quality of continuous provision is not impacted.</p>	Ongoing	EYFS Lead	Foundation budget	We are no longer using ‘Chatta’ or ‘NELI’ in the unit. However, Chatterbox sessions have been adapted to include some of the key principles in the ‘Chatta’ and ‘NELI’ programmes, ensuring we have tailored the scheme more specifically to the needs of our children. As before these sessions are timetabled in. Staff training during INSET focusing on vocabulary, in particular the vocabulary identified within each foundation subject area. Children not on track in C&I are identified and specific targets given to support these children in provision.

<p>Improved provision for developing communication skills of those new to English and children in the EYFS</p>	<p>SALT (Speech and Language Therapy) used throughout school. Specialised therapists are used to provide intensive blocks of therapy. A communication plan is then provided by staff in school to continue support. Children are then reviewed when needed.</p>	<p>Ongoing</p>	<p>SENCO and External Agencies</p>	<p>SEN Budget</p>	<p>The school regularly liaises and works with NHS SALT to offer tailored and specific support and advice to pupils who require this. This includes making referrals and following the advice from all reports which are given. Completed.</p>
<p>A regular screening programme is in place for dyslexia and dyscalculia</p>	<p>Children are identified by class teachers if they show dyslexic or dyscalculia traits. Children are then screened to pinpoint areas of need so provision can be tailored appropriately.</p>	<p>Ongoing</p>	<p>SENCO</p>	<p>SEND Budget</p>	<p>The school purchased dyslexia screeners through GL Assessment and the school currently uses Nessy to screen pupils for dyslexia. This is delivered by the SENCO and feedback is given to parents. Reports are shared with parents and they are also advised by the SENCO on how they can secure a formal assessment. Communication is held with the high school for those pupils who are transitioning into year 7. Training for class teachers on identifying and supporting dyslexia has been arranged by the SENCO and was given by Dyslexia Sparks. A screening check for dyscalculia now needs to be purchased.</p>
<p>Further knowledge of mental health issues</p>	<p>To identify training needs and undertake staff CPD in relation to mental health needs of children.</p>	<p>Review annually</p>	<p>Headteacher and Behaviour Support Worker</p>	<p>Training Budget</p>	<p>Mental Health of Children and well-being of staff is a school priority. Staff will have continual training on children's mental health on specified inset days. Links between PSHE, curriculum areas and the Goole Cluster. Schools will continue to support children at Boothferry and within the school community. An online bank of resources will support parents/carers, children and staff. Mental Health and Well-being of the whole school community will continue to be a focus, in 2023 a teacher was appointed as a mental health lead for pupils</p>

					working alongside our Designated Safeguarding Lead and a member of our admin team was appointed the mental health lead for staff. Staff will be made aware of mental health training courses available for them to access on the East Riding Safeguarding Children Partnership (ERSCP) site. The following courses are currently available: Understanding Young Minds, Suicidal Thoughts and Self-Harm.
Application of knowledge of mental health issues and supporting strategies for staff	Recruitment of Senior Mental Health Lead in school. Mental Health First Aiders.	Review annually	Headteacher and SBM	DFE Training Grant - Senior Mental Health	Application for DFE training grant was awarded. The Head is the Senior lead working alongside a member of the admin team who supports staff as a mental health leader. Notice board in staff area promoting mental health and well-being resources is continually updated. This is currently being developed into an online page for staff.
To ensure virtual learning can be accessed by all children	Virtual learning in place to support those children who may be impacted by an illness or COVID that prevents them from attending school.	Ongoing	Head IT Coordinator	DFE/IT	Google Classroom was installed during the pandemic. Those children who do not have access to a device will have the opportunity to have a Chrome Book on loan from school. Google Classroom and Chrome Books have been funded through the DFE. This has continued beyond COVID to support those children on long term illness. Members of the SLT and IT are on hand to offer support over the telephone if required.
Children progress through the curriculum at an appropriate pace	Children's progress is monitored through assessments and pupil progress meetings. If progress is not being made at an appropriate pace then interventions and scaffolds are put in place to break down the learning. This is then reviewed termly.	Ongoing	SENCo	SEN Budget	Children's progress is currently monitored by the SLT during termly pupil progress meetings. The SENCO meets with teachers termly to discuss concerns around

					SEND pupils, advice and support suggested interventions is offered and added into pupil's termly support plans.
Improving children's aspirations and knowledge of work	<ul style="list-style-type: none"> We recognise that a curriculum has to be broad and balanced and offer pupils opportunities to grow as individuals as well as learners, in order to prepare our pupils for life beyond school in a diverse and ever-changing world. A primary focus of the curriculum at Boothferry Primary School is to raise pupils' aspirations, create a sense of personal pride and achievement, provide a purpose and relevance for learning and ultimately help every individual pupil find their strengths and interests. This curriculum is underpinned by our learning goals which permeates through everything we do and a holistic set of learning goals such as perseverance, enquiry, adaptability, resilience and compassion. Boothferry provides all pupils with a strong foundation for learning, ensuring they are well prepared for the next stage in their journey. Throughout the curriculum, pupils acquire the necessary behaviours and habits to become effective life-long learners, developing enquiring minds and igniting their curiosity. All pupils are challenged in their school life; learning from failures and celebrating successes. Our curriculum empowers individual pupils, regardless of their starting point, to develop a passion for learning and a real thirst for knowledge. The curriculum is coherently planned and sequenced allowing all pupils to further deepen their knowledge, skills and understanding in all aspects of learning. We recognise that the key skills of reading, writing, oracy and numeracy are crucial in equipping our pupils with the necessary skills to live in modern Britain, and given our diverse school context we focus on providing a language rich curriculum. We understand that test outcomes are not our sole purpose. Therefore, we enhance our curriculum by providing our pupils with a wide range of new and exciting learning experiences such as learning to play a musical instrument, participating in school performances, sports tournaments and a wealth of extra-curricular clubs as well as attending educational trips and inviting visitors into school. Our curriculum provision raises aspirations through providing our pupils with opportunities to deepen their understanding about where they live as well as being internationally minded which is defined as having an awareness of ourselves and 				

	<p>others. We promote this through regular local and international fundraising events and charity work.</p> <ul style="list-style-type: none"> At Boothferry we firmly believe that our pupils should be given the opportunity to have a voice and to develop their leadership skills. Within school, pupils take on active leadership roles such as school council, playground leaders, digital leaders and sports leaders. 				
Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Improve signage around the school	<p>Provide signage in the reception area to signpost visitors in the right direction.</p> <p>Braille signage if required.</p>	On-going checks	SBM Caretaker	General Buildings	<p>Signage evaluated each term as part of maintenance walk around. Braille signage will be installed depending on the needs of the school at that time.</p> <p><i>There is no need at this time.</i></p>
External Ramps	Improvement of Year 2 Mobile ramp and outdoor classroom ramp to ensure accessibility for all pupils.	Summer 2022 (Completed)	SBM Caretaker	Buildings/Repairs & Maintenance	The Year 2 ramp has now been replaced. We are currently waiting for ERYC to complete the works by blocking in the exposed posts.
Visitor Information	Inventory signing in system accessible to all.	Ongoing	SBM	N/A	<p>Track and Trace has now been removed.</p> <p>We are currently investigating an IPAD version to be used outside of the building. In case of evacuation.</p>
Highlight all external steps	The edges of all steps on outside of building to be painted yellow.	Reviewed annually	Caretaker	R&M Budget	Ongoing.
School Field	Develop and incorporate activities/seating.	Summer 2022	Caretaker/SBM	Sport Premium/ SBM/Caretaker	<p>Reading area developed with seating accessible to all.</p> <p>Activity Trail installed May 2022. In July 2023 the Monkey Bars were replaced with a chain bridge.</p>
Year 1 Courtyard	Development of Year 1 courtyard area. Creating learning environment accessible to all children.	Ongoing	SBM/Year 1 Staff	Grants	Waiting for a design from Playscheme. Grant application submitted.

Improve Road Safety	SLT to monitor drop off and pick up, outside school gates. Area to be regularly monitored by council/traffic warden. Parking and speeding to be monitored by the council.	Ongoing	SLT/SBM	ERYC	Regular reports are made to ERYC to improve safety.
The environment (Carpark) is adapted to the needs of pupils (and other stakeholders)	Provide a dropped kerb for the drop off point outside the main entrance.	Summer 2020 Completed	SBM	General Buildings	Extension New Signage.
	Revisit the Traffic Management Plan. Implement a 'reverse' parking protocol to improve visibility for those using the car parks. All parking spaces near hedging to be filled first before using the spaces along the path.	Ongoing	SBM	General Buildings	Discuss at staff meetings.
	Provide clearly marked walking routes throughout carpark.	Completed October 2019	SBM	General Buildings	Clear Signage Provided. Parking bays and one disabled bay along the path. Spaces will be repainted. Shrubs will be cut back to allow easy access.
Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Consider all users in relation to information that is provided (not just those with a disability but EAL too)	To look at ways to improve letters to all users and make more accessible. Producing letters/information in multiple languages.	Ongoing	IT Co-ordinator	Office Buildings	Published on website with different formats available (Translation incorporated if required). Continual use of Teachers2Parents. Letters produced in various languages if required. A translator could be considered at Parent's Evenings. September 2023 - Implementation of Arbor MIS Tool which allows conversion to different languages.
Pupils (and other stakeholders) with profound hearing loss are supported to hear whilst on our site	Update our evacuation procedures to include hearing impaired and wheelchair users.	Ongoing	Head SBM	Office Buildings	Completed.
To ensure all children are clear about evacuation and CLOSE procedures	Three planned fire drills per year. September Inset day to include fire drills and CLOSE procedures.	Ongoing	SBM Head	N/A	Three planned fire drills. Due to Covid-19 the procedures were changed, staff have been made aware that these changes will remain.

					Staff are reminded at staff meetings the fire drill procedures and closure procedures. The SENCO has issued teachers with plans for children who require additional support during a fire drill.
Support for those with hearing loss	Look to improve facilities for children with hearing loss when applicable.	Ongoing	SENCo, Head, SBM	SEN Budget	Ongoing.
Improve communication with parents of SEND children	Children who are on the SEND register have termly meetings with class teachers and/or the SENCo. This ensures parents are aware of the support that is in place and that they build a strong relationship with staff.	Ongoing	SENCo	SEN Budget	The SENCO meets with teachers each term to discuss pupils' termly support plans. The plans are amended and reviewed and shared with parents by class teachers. A review of the termly support plan format is being undertaken for 23-24.

Appendix 2: Boothferry Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2022-23)

Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the 'general' equality duty, when exercising their functions, and must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

Further to the general duties of the PSED, as above, public bodies are subject to 'specific duties'. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Boothferry Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2021-22	Examples/Evidence for 2022-23
<p>Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act</p>	<ul style="list-style-type: none"> • Confidential meetings are held and detailed records are kept. • In the event of any exclusions or incidents relating to hate crime will be reported to governors termly through the Headteacher's Report. • Staff have received training on sexual discrimination, abuse and harassment, know how to identify and have procedures in place to report it. Behaviour and Safeguarding policies have been reviewed and updated. • Whole school training has taken place to develop the understanding of and promote inclusivity of all disabilities within the school community. • Staff understand the range of disabilities represented in school and in the wider society. • Staff make reasonable adjustments where necessary. • Staff have completed online Anti-Bullying training. 	<ul style="list-style-type: none"> • Safeguarding refresher training each September including reminders on recognised sexual discrimination, abuse and harassment. • Behaviour Policy revised to include legislation and guidance in relation to exclusions. • School continues to work with a variety of agencies to support children and families. • Governors Support SLA purchased to ensure regular meetings are held, accurate minutes are recorded and kept. • Continual staff development. • Annual review of all risk assessments. • Online reporting used for assessment.

<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<ul style="list-style-type: none"> • Educational opportunities and curriculum designed with needs in mind so that all children are included. • East Riding recruitment process followed to ensure equal opportunity for staff. • Risk assessments undertaken with protected characteristics. • All staff identify and address barriers in curriculum materials, resources and planning. Barriers are included in a provision map held on the server. • All curriculum materials and information are accessible. Information is presented in a variety of user-friendly ways. • Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed. • All staff are aware of the school's Equality Plan. • The talents of disabled pupils have been recognised and represented in Gifted and Talented programmes, representation on the programmes fully reflects the school population in terms of race and gender. • Children with disabilities take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE/dance and assemblies. • There is an inclusive approach to ensuring 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. • Extended school activities consider pupil 	<ul style="list-style-type: none"> • E-Learning equality training. • Children with an EHP or medical condition are encouraged to attend clubs. 1:1 support is funded by schools to enable this. • A translation service has been used to support families eg those with English as a second language or those who are profoundly deaf and communicate using BSL. • There is subsidisation of trips by the school. Parents are given advance warning of trips so that they may make voluntary contributions in instalments. • Reading has been a focus during 2022.23. All children have access to the school library, they are encouraged to make use of the new outdoor reading area.
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	<p>needs/accessibility issues and the pupils that attend reflects the diversity of the school population in terms of race, gender, disability and socio-economic status.</p> <ul style="list-style-type: none"> • Staff, pupils, parents and carers have been involved in the development of the Equality Policy through input and feedback from staff meetings, school council meetings, parents' evenings etc. • Recognition of the school's work within the Arts and the inclusivity of this, is reflected in the school achieving the Gold Artsmark in. 	
<p>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</p>	<ul style="list-style-type: none"> • Promotion of positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display. • Children have been given the opportunity to interact with people from different backgrounds and build positive relationships, including links with different schools and communities. Projects such as mission trinity, visits to local care homes, partnership work with English as Additional Language (EAL) families. • Children are able to understand others and value diversity as well as place importance on shared values, awareness of human rights and how to apply and defend them. Teacher planning throughout the curriculum as well as taught sessions of PSHE, British values are also taught throughout the topic plans. Whole school assemblies encompass a range of themes. 	<ul style="list-style-type: none"> • Well-being award achieved. The national standard for positive well-being and mental health. • Focus on mental health week. • Links with the local communities, these included visits to the local church and the choir singing at the local peoples home.

	<ul style="list-style-type: none"> • Provided opportunities for pupils, families and the wider community to take part in activities, events and services which build positive interaction and achievement for all groups. This can be demonstrated through various events such as the SEND coffee morning as well as family learning/stay sessions. 	
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Boothferry Primary collect information relating to pupils, or any other people who are affected by the schools policies and practices, who share a protected characteristic. This is used as a resource for decision-makers within the school.

Non-confidential equality-related data and information about Boothferry Primary and our pupils, is published in order to help parents understand what we are doing towards the three aims (*please refer to the 'Publishing Equality Information' section of the policy for details of the information the school has and where it is published*).

Progress against the Equality Objectives

The other 'specific' duty is to develop and publish measurable equality objectives that are needed to further the three aims of the 'general' equality duty and to publish an update on progress towards these on an annual basis. The table below provides an update on Boothferry Primary's equality objectives for 2022-23.

Equality Objective	Progress in the last school year 2021-22	Progress in the last school year 2022-23
<p>Prepare the school community for living in a diverse cultural world</p>	<ul style="list-style-type: none"> • International curriculum fully up and running. • Celebration of a multi-cultural community which has included up to 21 different languages. • Overseas staff employed and celebrated for their talent and contributions. • Election process for members of school council. The school council has an annual visit to the Houses of Parliament this inspires and connects the young people with Parliament and democracy. 	<ul style="list-style-type: none"> • IPC has continued into 2022/23 • Houses of Parliament Trip planned for 2023/24 • Specific curriculum considerations for our children considered and used to design the EYFS curriculum coverage.
<p>Communications with pupils and parents are offered in clear and easily understood formats</p>	<ul style="list-style-type: none"> • Translated welcome packs. • Website and key documents translated. • Translator support SLT. • Homework help. • Outside agencies, SENSS, School Nurse and Hearing Impaired agency. • Translators for key meetings in school. 	<p>This is ongoing however we are always looking at ways to improve to ensure we are supporting our families in the most effective way.</p>
<p>To increase awareness of menopause. To ensure the school culture supports women and encourages discussion between employees and their manager</p>	<p>Supporting information made available on a regular basis. Our mental health champion attends regular training and support webinars to pass onto staff.</p>	<p>All staff are encouraged to speak to our mental health lead or a member of the SLT for any additional support or guidance.</p>