

Burlington Infants



Equality Policy (including Accessibility Plan)



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Our Vision

Our School Motto:

'Always do your best and be your best'

Our School Vision:

To be the best school we can be, doing the very best we can for every child with:

Children who are the best they can be and who are; happy, safe, cared for and nurtured, supported, challenged and given every opportunity to achieve their potential so that they are well prepared for the next stage of their education and to take an active part in our local community.

Staff who are the best they can be; recruited with belief in the vision, dedicated to serving our community, valued, supported, positive, caring individuals, committed to continuous professional development with high expectations and an understanding of teaching a broad, balanced and inclusive curriculum, preparing children for the future.

Parents and carers who are the best they can be and who are; welcomed, valued partners, encouraged to contribute their thoughts and ideas, supportive of the vision and integral to the life of the school.

Governors who are the best they can be and who are; enthusiastic, dedicated and ambitious, committed to sustaining and improving achievement, able to promote, challenge and hold the school to account and who are fully involved in setting the strategic direction of the school.

We are a happy, caring, welcoming and friendly school. This is the result of everyone working closely together, as a whole school team, to take shared responsibility for implementing the vision of our school in order to achieve the best possible outcomes for the children.

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 Burlington Infants 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

Burlington Infants 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.

Burlington Infants 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.

Burlington Infants 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

Burlington Infants 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 October 2021 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 Burlington Infants 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 Burlington Infants is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The ‘specific duties’

The ‘specific duties’ require Burlington Infants 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, Burlington Infants 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 Angela Norton is the Chair. Our objectives are set out below:

1	To continue to support EAL families to ensure they can access the full school experience including refugee families who attend our school
2	Support the health and well-being of staff, pupils and families post Covid-19 pandemic
3	To celebrate diversity and prepare pupils for the diverse world we live in
4	Develop the equality knowledge and skills of staff and governors through relevant training

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 Burlington Infants 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)	✓	School website (included in Equality Policy)
School performance data e.g. attainment, absence/attendance	✓	School website link to DFE performance tables
Governing body minutes	✓	Available to view in the school office and County Hall (ERYC)
Anti-bullying policy	✓	School Website
School development plan	✓	Available to view in the school office
Equality training materials	✓	Available to view in the school office
Parent and pupil surveys	✓	Results published via school newsletter. Newsletters available on the school website and Facebook page.

Document/Data	Published or N/A	Where is it published?
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	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 Burlington Infants 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: Burlington Infants 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 Burlington Infants 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
All policies reflect inclusive practice and procedure.	<ul style="list-style-type: none"> Review all statutory policies to ensure that they reflect inclusive practice and procedure. Check terminology used. 	2023-2024	Headteacher/subject Leaders/ Full Governing Body	N/A	New Headteacher and Deputy Headteacher in post from January 2023. Reviewing policies alongside Governing Body during 2023/2024.
All children have full access to the Curriculum.	<p>Monitor teaching and learning to ensure all children are being offered:</p> <ul style="list-style-type: none"> A differentiated curriculum, with appropriate resources or equipment provided for pupils with disabilities. A range of support, including that from trained teaching assistants. 	Ongoing	Senior Management Team/SENCO	<p>Resources to be purchased as and when required from SEN budget.</p> <p>Support Staff training to be provided as necessary and funded through staff training budget.</p>	Burlington Infant School follows guidance and expertise from a wide range of outside agencies including; SAPTS VI/HI/PD, SEMH Team, Acorn SEN consultancy, Educational Psychologist, Inclusion Practitioner, SALT. This ensures that all children can access the Curriculum.
To ensure that the needs of all disabled pupils, parents and staff are represented positively within the school.	<ul style="list-style-type: none"> Promote the involvement of disabled pupils in all aspects of the curriculum, through the use of equipment and or staff. Raise awareness of disabilities through teaching and learning by creating positive images of disability within the school. 	<p>Curriculum review each half term</p> <p>Ongoing</p>	Subject Leaders/ Senior Management Team, SENCO, Headteacher, SEN Governor	Resources to be purchased as and when required from SEN and Curriculum budgets.	Audit of books completed. New books on display and used in school.

	<ul style="list-style-type: none"> • Subject Leaders to audit resources and books in school to ensure they reflect diversity including people with disabilities. • Senior Leadership Team to plan assemblies which include some reference to people with disabilities. • Subject Leaders to highlight appropriate links to people with disabilities in relation to each whole school topic in order to raise awareness and celebrate diversity. • RSHE Policy – Healthy Relationships introduced 2020. 				<p>Bespoke PSHE Curriculum written by Subject Leader.</p> <p>Subject Leaders to continue to raise awareness and celebrate diversity through Curriculum reviews.</p> <p>RSHE embedded.</p>
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
Fire doors open easily for wheelchair users.	<ul style="list-style-type: none"> • Fire Risk Assessment updated to prioritise assistance for wheelchair users in place during an evacuation. • Internal fire doors re-hung or upgraded to ensure they open more easily. 	3 year rolling programme to upgrade doors 2018-2022	Headteacher/ School Business Manager	Quotes to be requested from Local Authority.	Part of works completed Oct 2021. Glazed panels replaced Dec 2021 to allow further visibility. Doors replaced Feb 2022.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	<ul style="list-style-type: none"> • To work with parents, pupils and external agencies to identify training needs and establish protocols where needed. 	As and when required	SENCO, Headteacher and School Business Manager	Staff training costs as and when necessary.	Health Care Plans in place, written with parents and Health professionals (when appropriate). Improved knowledge of Breakfast Club Staff and Lunchtime Staff about medical needs of pupils.

					Red 'grab' bags containing asthma inhalers hung in a prominent place within every classroom.
Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Availability of written material in alternative formats when specifically requested.	<ul style="list-style-type: none"> Alternative formats to be made available as and when requested. 	On-going	School Business Manager	Resource and admin costs e.g. photocopying/ enlarging print/translations/coloured overlays etc.	Parents supported to read information and/or complete forms. Communication translated, either over the phone or in written form.
Make available school newsletters and other information for parents/carers, in alternative formats when specifically requested.	<ul style="list-style-type: none"> Digital and hard copies of newsletters to be made available to parents/carers at all times. Website manager to ensure all material published is easily accessible and available in alternative format if necessary. Ensure consistency of practice. 	On-going. As required	School Business Manager/ Headteacher	Resource and admin costs e.g. photocopying/ enlarging print/translations/coloured overlays etc.	Written communication photocopied onto yellow paper for parents with dyslexia.

Appendix 2: Burlington Infants' 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 Burlington Infants 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>	<p>All children and families are treated equally.</p> <p>No exclusions recorded by school during past 3 years.</p> <p>Staff Training on Behaviour Management and Anti –Bullying, Autism and Attachment 2017-2018.</p> <p>Behaviour and Anti Bullying Policy updated in line with this training and reviewed annually.</p> <p>Any incidents of discrimination reported, logged and all those involved supported and monitored carefully.</p> <p>Restorative approach to any incidents of unkind behaviour e.g. name calling.</p> <p>PSHE (Personal, Social and Health Education) and RSHE is priority in curriculum planning and is regularly reviewed and adapted, depending on any issues arising.</p>	<p>Continued use of the CPOMS system for the monitoring and analysis of behaviour incidents.</p> <p>Curriculum review January 2023 onwards.</p>

	<p>It is taught through class circle times and whole school assemblies. and ensures pupils awareness and understanding of similarities and differences, alongside their right to feel safe and their responsibility to keep others safe.</p> <p>Designated teacher for Mental Health appointed January 2018.</p>	
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<p>The majority of children enter the school attaining below the typical level of development for their age in every area of development and, in particular, in Communication, Language and Literacy. Some pupils are significantly below the typical level of development for their age.</p> <p>The majority of children leave school, however, attaining in line with or above the national average. The school therefore prides itself on the good and often outstanding level of progress made by the children from on entry to exit.</p> <p>We have a higher than average number of disadvantaged pupils on role (approximately 44% of pupils) and work hard to ensure that any identified barriers to learning are removed through our Pupil Premium Strategy Plan.</p> <p>We have comprehensive transition arrangements in place for children joining our school or moving to the Junior School. Additional support is provided for individual children and families where needed.</p>	<p>Comprehensive transition arrangements are in place for children joining our school or moving to the Junior School. Additional support is provided for individual children and families where needed. Barriers to Learning are identified and opportunities for support and intervention are maximised in order that pupils in all groups are able to access the curriculum to their full potential.</p>
<p>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</p>	<p>We have a School Circle, a form of School Council, made up from representatives from each class. They meet regularly and help lead assemblies and suggest ideas for fund raising and improving our school. They give feedback on school</p>	<p>We have continued to enhance our links with the Children’s Centre to support families and build relationships.</p> <p>Parents/carers are welcomed into school for meetings and informal</p>

	<p>issues and provide an effective pupil voice.</p> <p>We work in close partnership with the adjoining Burlington Pre School, a private and voluntary organisation which shares the same building. We also work in collaboration with our partner Junior School which shares the same site and some staff. This includes operating a joint Breakfast Club for the benefit of all our 'Burlington' children and families.</p> <p>Before the pandemic parents, carers and families and friends were invited into school on a regular basis for traditional events such as Harvest Festival, Christmas Performances, Easter Bonnet Parade, Sports Day and Open Evenings. These are always very well attended. They were also invited into school for weekly 'Stay and Play' sessions and special occasions such as our recent very successful Grandparents Day. These activities are beginning to be re-introduced.</p>	<p>support sessions. Phone call appointments are offered/appointments during 'quiet times' of the school day/after school to support engagement.</p> <p>Parents/carers are welcomed into school for events including Parent's Evenings, Assemblies, performances, open classroom sessions and festivals.</p>
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Burlington Infants 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 Burlington Infants 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 Burlington Infants' equality objectives for 2022-23.

Equality Objective	Progress in the last school year 2021-22	Progress in the last school year 2022-23
<p>To continue to support EAL families to ensure they can access the full school experience including refugee families who attend our school.</p>	<p>Translation services accessed for translation of documents where necessary.</p> <p>Translation services accessed for Parents Evening consultations.</p>	<p>Further developed links with refugee council.</p> <p>Ensure displays reflect all families within school and the local community.</p> <p>Translation services accessed for translation of documents where necessary.</p> <p>Translation services accessed for Parent's Evening consultations.</p>
<p>Support the health and well-being of staff, pupils and families post Covid-19 pandemic</p>	<p>Mental Health and well-being champion identified within Teaching staff.</p> <p>Parent & Pupil Support Worker offering support to pupils and families with concerns.</p> <p>Deputy Headteacher trained in psychological first aid during Covid-19 pandemic.</p>	<p>Effective signposting to support for health and well-being needs for staff, pupils and families.</p> <p>Staff training booked for 2023/2024 - Trauma and Attachment.</p>
<p>To celebrate diversity and prepare pupils for the diverse world we live in.</p>	<p>A diverse curriculum continues to be developed and enhanced. PSHE curriculum has focuses on diversity.</p> <p>Family tree in library area celebrating all our different school families.</p> <p>Participation in RSE day and Odd Socks day</p>	<p>Religion and World Views Curriculum.</p> <p>A diverse curriculum continues to be developed and enhanced.</p> <p>PSHE curriculum celebrates diversity.</p> <p>Family tree in library area continues to celebrate all our different school families.</p> <p>Participation in RSE day and Odd Socks day.</p>

Equality Objective	Progress in the last school year 2021-22	Progress in the last school year 2022-23
<p>Develop the equality knowledge and skills of staff and governors through relevant training</p>		<p>Headteacher completed 'Disability Confident' for education settings in September 2023.</p> <p>Further training to be completed 2023/2024.</p>