

Seaford Primary School



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Equality Policy

Why we have developed this Equality Policy

This Equality Policy for Seaford Primary School is a single policy for all protected characteristics covered under the Equality Act 2010. We are committed to developing cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's outcomes, both educational and wellbeing, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we will listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.

Seaford Primary School is located to the Eastern end of a coastal, urban strip. The index of multiple deprivation for the wards served by the school range from 28,960 to 12,157 within the town of Seaford. We also have an intake of pupils from the local town of Newhaven where the deprivation ranges between 11,058 and 5,223. The percentage of children eligible for pupil premium (FSM and Ever 6) is below the national average at 17%. Of this our current FSM percentage is 14% (March 2021).

9% of our pupils are currently children with SEND in comparison to a National Average of 14%. Of this number, 0.4% have EHCPs compared to 3.1% (all schools' national average). In line with the code of practice, we apply criteria rigorously in our assessment of pupils with SEND. 7% of our pupils have English as an Additional Language (EAL).

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes¹.

The themes are reflected in our Equality Objectives.

Our vision statement about Equality

Seaford Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process of developing this policy in order to ensure better outcomes for all². We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils/students and the wider school community.

We are also guided by the United Nations Convention on the Rights of the Child³ as well as recognising and accepting our duty to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- preparation for entry to the school and transition
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approaches and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities

¹ <http://www.unicef.org/crc/>

² See *Appendix A* for further information about legislation

³ <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

- activities to enrich the curriculum
- school sports
- employees' and staff welfare
- the involvement of a broad and diverse range of children, young people, their parents and partner agencies
- school policies

The roles and responsibilities within our school community

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the school improvement plan
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors/contractors are engaged in the development of and review of the Equality Policy
- oversee the effective implementation of the policy including communicating with staff parents/carers, pupils/students and visitors/contractors about the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our school staff will:

- be involved in the development and review of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Our pupils/students will:

- be actively encouraged to be involved in the development and review of the Policy and will understand how it relates to them, appropriate to age and ability
- be encouraged to actively support the Policy
- be involved in producing a simplified version of this policy that can be displayed in classrooms and communal areas, such as reception, hallways and canteens

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development and review of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

How we developed our Policy - Participation and Involvement

The development of this Policy has involved our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of the protected characteristics listed under the Equality Act 2010.

- Our pupils/students

Our School Council prepared a presentation about Equality and delivered this to the entire school community. School Councillors initiated discussion about Equality in their classrooms and all pupils' views were relayed to the Senior Management Team. In addition to this, we also consulted individual children and groups about specific needs in order to ensure effective access to learning and provision. We established a working party of children representative of our school community to generate a summary version of this policy.

- Parents/carers

We involved our parent/carer community through an online survey to establish their views and ideas. We used knowledge of our community to ensure we had an accurate representation of views. We spoke to some parents individually to ensure we engaged with as wide a group as possible.

- Our school governors

Our school governors have the opportunity to discuss and review the policy through governor meetings.

- Our staff

All staff were involved in contributing their views and ideas. The whole staff team of teaching and support staff were encouraged to participate through online submission of views and individual discussions.

- Our partners in the community

Our governing body has representation from organisations and groups within our local community. We work with a wide group of partner professionals including local voluntary groups, the local business community and East Sussex Careers Hub to identify and develop aspects of the policy.

- Ongoing:

Our policy and Action Plan will be available via our website. We plan to review progress with parents at regular parent discussions and through our annual school survey. We also plan for:-

A regular slot at School Council meetings to discuss equality and diversity issues.

A regular slot at staff meetings embedded within our training plan.

Having staff available to discuss equality and diversity matters during parent consultation meetings.

Having annual school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback.

How we developed our Policy - Using information

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

We have used data and other information about our school, and Equality Impact assessments (EQIAs) as a common-sense measure to determine the effects of a policy, practice or project on different groups. EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

- The performance of boys and girls in both national tests and assessments.
- The progress of children with EHCPs is reviewed through the annual review process.
- Tracking data for those children who are entitled to pupil premium.
- Phonics screening in Years 1 and 2.
- Children with special educational needs are supported through the Assess, Plan Do Review process,
- Structured Conversation, transition meetings, parent consultations and Provision Mapping.
- Speech Link assessments and Language Link assessments across the school.
- Use of the LEXIA programme in KS2.
- Accelerated Reader Assessments in KS2.
- Children who are identified as more able are assessed and supported through additional groups and good differentiated and annotated planning.
- Children's social and emotional development is identified and tracked through the use of Boxall profiles.
- Pupil Progress Meetings support us to identify and monitor those children vulnerable to underachievement.
- Pupil, teacher, parental and Governor feedback with the focus on the impact of our curriculum.
- The attainment and achievement of children with EAL is monitored.
- Attendance constantly monitored with additional support from the Education Support, Behaviour and Attendance Service.
- The involvement of children in clubs and extra-curricular activities is monitored.
- CPOMS supports us to monitor all children attending Seaford Primary School.

We also collect information relating to incidents of harassment and bullying including those relating to racism, homophobia, transphobia, biphobia, faith, disability and gender.

We have identified the following issues from this information gathering exercise:

- Girls' and boys' participation in sport activities/physical activities at break times.
- Further opportunities for mixed sports across the school.
- The attendance of vulnerable groups including those children with SEN and entitled to pupil premium as well as EAL pupils.
- For all staff to become more familiar with the completion of EQIAs.
- To review the curriculum and further embed the teaching of race equality, ethnic and cultural diversity.
- To challenge further gender stereotypes through our engagement with the Curriculum Careers Project which incorporates making links between the curriculum and future prospects.

These actions have been prioritised within our Equality action plan and School Improvement Plan.

Ofsted inspectors visit us regularly and report on how we are actively promoting equality and diversity, tackling bullying and discrimination and narrowing any gaps in achievement between different groups of children and learners, as well as how we are promoting British values and preventing radicalisation and extremism, preparing Pupils/students to respect others and contribute to wider society and life in Britain.

In our most recent inspection inspectors stated:

'You use pupil premium funding to good effect. You carefully identify any barriers that prevent disadvantaged pupils from doing as well as they should, and put in place the right, tailored support. As a result, most disadvantaged pupils currently in the school are making similar rates of progress to other pupils. Where differences remain, they are diminishing rapidly. You are aware that disadvantaged pupils attend less regularly than other pupils in the school. You work effectively with parents to ensure they understand the importance of regular attendance. As a result, rates of absence for disadvantaged pupils are beginning to fall.'

'The weekly Rainbow Group sessions, chaired by older pupils, enable pupils from all year groups to talk about issues in the school that concern them. Last year, leaders introduced a salad bar into the lunch hall following representations from the Rainbow Groups, demonstrating pupils' awareness of healthy lifestyles. The school continues to make outstanding provision for pupils' spiritual, moral, social and cultural development. For example, in an assembly, pupils were moved by a talk from a veteran of the second world war.'

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required. We have relationships with a variety of local places of worship and are continually seeking to foster relationships across a wider representation of faith communities. We make regular contact with local services such as the Fire Service, Library Service and the Community Police Officers. We are in regular discussion with community health care practitioners.

We value these opportunities highly for the benefits they bring to our school community.

Purchasing

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed purchase affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until

a job offer has been made⁴ or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team undertake training to help them understand their equality duties/and or the differing needs of protected groups within our school community.

We have mechanisms in place to identify areas for development.

We have as a staff team accessed a wide range of training both individually and collectively to support us in our equality duties, this has included:

- Safeguarding training
- dyslexia training,
- training on speech and language needs,
- INSET training on RSHE,
- training in supporting children with complex needs,
- specific medical training, e.g. administering an insulin injection for a Type 1 Diabetic child
- Thrive and Nurture training,
- training in the use of Communication in Print and Clicker,
- training in Therapeutic Thinking,
- ASD training,
- CPOMS training.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Staff have developed the knowledge of how to identify racist or other hate incidents or bullying based on prejudice. If incidents do occur clear procedures are in place to report these to the Headteacher so that they can be pursued in line with our anti-bullying and behaviour policies.

Where incidents of bullying are reported to the Senior Leadership, the parents of the perpetrators and victims have all met with Senior Leaders and formal responses given to parents.

Implementation, monitoring and reviewing

This policy was published in May 2021. It will be actively promoted and disseminated through:

School website
Staff and parent newsletter
Staff induction
Staff meetings
Discussion with Governors
Discussion with partnership workers and stakeholders e.g. health and social care contacts

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and our equality data. We will analyse whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality Objectives

Using the views of pupils/students, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years. See Section 3.

Section 3

EQUALITY OBJECTIVES: 2021 - 2025

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/ progress:
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For all staff, Governors, Parents and pupils to be aware of and be involved with the development of the Equality Policy and have awareness of their responsibilities.	All pupils and staff	Raise awareness of the Policy at Induction and Staff meetings. Promote the Policy at School Council meetings and during class RSHE discussions	Senior Leadership Team and Governors	May 2021 – July 2025	
All aims of duty	All protected characteristics	To fully consider the impact of all policy and decision making on equalities.	To ensure that all staff are aware of how to effectively carry out an Equalities Impact Assessment. To embed consistent, effective EQIAs into policy formulation and practice throughout the school.	Staff	Discussion at staff meeting on the basis of a sample EQIA. All teaching staff to have the opportunity to carry out an EQIA. Changes to existing practice and new initiatives to be accompanied by an EQIA.	SLT	September 2021 in line with Policy Review	
All aims of duty	All protected Characteristics	To provide a curriculum which ensures pupils have a clear understanding and appreciation of	To review the curriculum and further embed the teaching of race equality, ethnic and cultural diversity.	All stakeholders	Curriculum review to plan and embed effective opportunities across all subjects for children to learn about and experience race equality, ethnic and cultural diversity.	SLT, Governors and Subject Leaders, Teachers.	May 2021- July 2025	

		race equality, ethnic and cultural diversity.			<p>As part of the action review the resources available to support this teaching and learning. Celebrate race equality, ethnic and cultural diversity through appropriate whole-school events. Evaluate and refine the school environment to ensure inclusivity and representation of race equality, ethnic and cultural diversity.</p> <p>Within the teaching and learning of RE, build in more visits to different religious buildings to further enhance children's understanding of different beliefs.</p> <p>Assemblies are rich in diversity and include presentations from people from different backgrounds.</p> <p>Diversity in our society is also explored in RSHE sessions.</p>			
All aims of duty	All protected characteristics	To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in decision and policy making, including pupils with SEND	Increase the diversity of pupils/students involved in the decision-making processes of the school, including SEND pupils/students.	Minority, marginalised and vulnerable pupils/students, including pupils with SEND	<p>Identify which groups are under-represented in the School Council and/or pupil voice processes within the school. In annual votes for the school council ensure that all groups are represented.</p> <p>Encourage participation to stand for election by ensuring pupils are equipped with training in skills linked to communication. This can be achieved through assemblies linked to School Council and lessons in RSHE and also through links in the curriculum.</p>	SLT, teacher with responsibility of school council	May 2021 – July 2025	Elections will be annual.

					Actively encourage and facilitate vulnerable groups participation, e.g. making use of communication tools that might help some students' voice to be heard e.g. pupils with SEND.			
All aims of duty	All	To ensure that policy and practice relating to the teaching and learning of RSHE is inclusive	To update and amend the RSHE Policy, scheme and practice as required and ensure a prominent place for this in the curriculum.	Whole School	<p>Exploration of RSHE Schemes and review annually at staff meetings. Strategic planning and review of RSHE content ensuring it remains in line with Statutory guidelines 2021 and those that change/adapt after that time.</p> <p>Language used within the policy is shared and understood by all staff and stakeholders. It is used consistently across the school.</p>	SLT and RSHE lead	March 2021 - July 2025	
Eliminate unlawful discrimination, harassment and victimisation	All	To continue to prevent and respond effectively to all hate incidents and prejudiced based bullying.	<p>To ensure all staff are trained and confident in the Therapeutic Thinking approach to behaviour.</p> <p>Increase pupils' understanding of how to regulate emotions using zones of regulation, where appropriate.</p> <p>Continue to ensure pupils feel safe in school. They will be aware of all characteristics of</p>	Whole school	<p>Whole-staff training on Therapeutic thinking and the Zones of regulation.</p> <p>To review and update existing policies and practice relating to bullying in line with the Therapeutic approach.</p> <p>Promotion of the fact that we are an Anti-bullying School is conducted systematically and through mediums such as anti-bullying week and through school council meetings.</p> <p>Via the school council, surveys will be conducted to gain feedback about how incidents are dealt with in school.</p>	SLT Anti-bullying lead	Annually	

			bullying, their role in preventing it and continue to feel that it is dealt with effectively.					
Advance equality of opportunity	Other	To increase the attendance and attainment of pupils eligible for FSM and Ever Six	Improve the attendance of pupils eligible for Pupil Premium ensuring that attendance is in line with the national average. Attainment improves in all areas, so that outcomes are in line with the national average.	FSM and Ever-Six pupils	Pupil Premium Policy objectives are reviewed and published each year with strategic catch up provision outlined. Review the implementation and impact of interventions annually. Pupil Progress Meetings include a focus on PP children to ensure that progress is in line with their non-PP peers.	Pupil Premium Lead Link Governor All staff.	Bi-annual reviews	
Advance equality of opportunity	Sex	To ensure that both girls and boys are more engaged with physical activity at break time and that the activities are available to all.	Improved participation of girls and boys at break time.	All pupils	Survey pupils about their participation in activities at break time. Continue to employ Sport Coach/provision to help initiate activity-based games at break time. Develop the provision of games/clubs which are not gender specific.	PE SLOL	July 2021- July 2022	
Advance equality of opportunity	Disability/ All	To increase social and emotional skills for pupils/students with social, emotional and mental health needs	Improved ability by pupils to recognise personal emotions and have the skills to manage and regulate situations/emotions which become barriers to learning.	Pupils/students with social, emotional and mental health needs.	Using the principles of Therapeutic Thinking, train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills. Continue to engage with Counselling services to provide the next level of intervention for pupils	SLT & Inclusion Manager	May 2021- July 2024	

					who require social and emotional support.			
Advance equality of opportunity	Sex	To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping	Positive changes in understanding the options open to children beyond the KS2 curriculum. Children challenge stereotypes recognising that jobs are not limited to gender	All Pupils as we know that gender stereotypes are generally in place by the age of four.	<p>Provide activities that allow pupils/students to explore gender stereotyping in careers.</p> <p>To ensure that there are links in the curriculum between current learning and future prospects.</p> <p>Further develop use of STEM activities across the curriculum for pupils to employ skills taught and make links between current learning and their futures.</p>	SLT	May 2021- July 2025	
Fostering good relations	All	To promote good relations between people from different backgrounds.	Improved understanding of local, national and global community and the diversity within it.	All pupils and Staff	<p>Within the teaching and learning of RE, build in more visits to different religious buildings to further enhance children's understanding of different beliefs.</p> <p>The curriculum is reviewed annually focusing on subject matter and resources. Books and resources across the curriculum to be reviewed so that the characters/people represented are diverse. This diversity is celebrated throughout day to day lessons and within celebrations like Black History Month.</p> <p>Assemblies are rich in diversity and include presentations from people from different backgrounds.</p> <p>Diversity in our society is also explored in RSHE sessions.</p>	SLT RE RSHE Coordinator	May 2021 ongoing .	

Appendix A Key legislation

Equality Act 2010

Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

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

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Accessibility planning

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people

Auxiliary aids and services:

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012

- The school and the Local Authority acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to

disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they could consider building these actions into their Equality policy.

