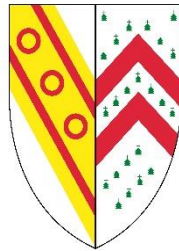


Pollington-Balne Primary



Equality Policy (including Accessibility Plan)



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Date Reviewed	
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Our Vision

Achieving and Aspiration – *a school in which children aspire to achieve their personal potential.*

Belonging and Becoming – *a place in which strong roots enable personal flourishing.*

Care and Community – *a school that is from and for the community.*

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
- Sexual orientation

It is therefore, unlawful for Pollington-Balne 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

Pollington-Balne 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

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.

Reasonable Adjustments

Pollington-Balne 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.

Pollington-Balne 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

Pollington-Balne 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 September 2025, 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 Pollington-Balne 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 Pollington-Balne is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Pollington-Balne 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 2025-2029

As stated above, Pollington-Balne 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 Kay Ray and Anna Laycock-Brown are the Chairs. Our objectives are set out below:

1	Increase understanding of and actively celebrate the diversity of culture and belief
2	Develop a more inclusive community through positive messaging and use of inclusive imagery in posters, books and other educational resources
3	Equip staff and pupils to discuss race and racial discrimination and to be able to challenge inappropriate statements and actions
4	Develop the equality knowledge and skills of staff and governors through relevant training
5	To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities
6	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 Pollington-Balne 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	✓	Equality Policy
Annual update towards the equality duty and equality objectives	✓	Equality Policy – Appendix 2
Accessibility Plan (including annual progress update)	✓	Equality Policy – Appendix 1
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	✓	Website
School performance data e.g. attainment, absence/attendance	✓	Website
Governing body minutes	✓	Available in school and on request in accessible format
Anti-bullying/ Anti-racism policies	✓	Website and on request in accessible format
School development plan	✓	Website and on request in accessible format
Parent and pupil surveys	✓	Surveys sent out via email and newsletter with links, also available on website. Available in School
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 Pollington-Balne 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: Pollington Balne Accessibility Plan 2025-2028

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 2028 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 Pollington-Balne 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 2025-2028

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 pupils can engage in the curriculum	Modify all resources as appropriate to pupils needs.	Ongoing	Class Teacher / SENCO	School Budget	Staff are well equipped to support all pupils needs and continue to support them. 2 EHCP's are in place and further plans in process and waiting for outcomes.

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
New accessible music room	Following refurbishment the music room will move and be more accessible for children taking individual music lessons. This space will also continue to be used as 1:1 and group SEN/ELSA sessions.	Oct 2025	Business Manager	Diocese of Sheffield as part of building repairs	Completion date aimed for October 2025.

Aim 3 - Improve the availability of accessible information to disabled pupils

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Accessible class rooms	Move year groups into accessible rooms as and when required, eg upper classes to be based in ground floor rooms. Use PPA to support individuals needs.	Ongoing	Business Manager	Non	No requirements for 25/26. As the year progresses support for individuals will be assessed throughout the year.
Annual Audit pupils medical needs – support all needs with in school	Investigate all disability needs as and when required – Wheel chair user, hearing loops, adjustable chairs.	Ongoing	Business Manager	Funding would be requested from ERYC/Diocese to support any adaptations/devolved capital funding	Medical records are kept on Arbor MIS system. Staff are aware of individual needs as they arise throughout the year and will action as appropriate.

Appendix 2: Pollington-Balne's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2024-25)

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 Pollington-Balne has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2024-25
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	The school monitors areas for concern using CPOMS for pupils. The school works with external agencies (e.g. anti-bullying alliance) to ensure children understand the anti-bullying charter. The school works with ERSCP.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	PSHCE Leads – Lessons which focus on diversity and inclusion. Annual school subscription to Jigsaw. Diversity Week in school. Follow safer recruitment procedures.
Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it	Links with PCSO. Work with Behaviour Support team, Educational Psychologist, SEND team. ELSA in school. Pupil, staff and parent surveys. Interventions. 1:1. PSHCE lessons.

Pollington-Balne 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 Pollington-Balne 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 Pollington-Balne's equality objectives for 2024-25.

Equality Objective	Progress in the last school year 2024-25
Increase understanding of and actively celebrate the diversity of culture and belief	SIAMS inspection 09.05.2025. SMSC embedded in the curriculum. Work with governors. Diversity week. Visit to Mosque in Spring 2025 as part of Mini Police. Visit to Sheffield Cathedral Summer 2025. Visit planned to Synagogue rescheduled 2026.
Develop a more inclusive community through positive messaging and use of inclusive imagery in posters, books and other educational resources	Anti-bullying, same families displays, gender stereotyping addressed in display.
Equip staff and pupils to discuss race and racial discrimination and to be able to challenge inappropriate statements and actions	Any racial incidents recorded on CPOMs and followed up in class. External agencies invited to speak with children where incidences may have arisen, e.g. Anti-bullying Alliance. PSHCE programme of Study and positive images promote racial equality as well as black history and current affairs.
Develop the equality knowledge and skills of staff and governors through relevant training	Staff meeting on equality. Training with governors on competency framework.
To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities	New experienced SENCo appointed September 2025 who is already familiar with the school and pupils. Termly support plans and EHCPs in place. Training for staff: dyslexia, autism. 1:1 and adapted learning for individuals. ELSA training Summer 2025. Team Teach training Autumn 2024.

	New accessible access via the playground avoiding steps.
Communications with pupils and parents are offered in clear and easily understood formats	Website has sign posts to request clear and easily understood format from the school office, displayed in large font.