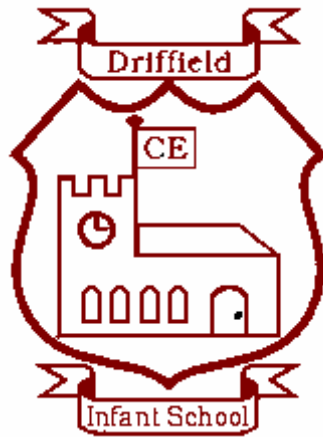


Driffield Infant School



Equality Policy (including Accessibility Plan)



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Contact	Louise Callaghan (Head Teacher)
Contact Number	01377 253094
Approved By	Debbie Sutton (Chair of Governors)

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Our Vision

(Jesus said) “You are the light of the world. A town built on a hill cannot be hidden.

Neither do people light a lamp and put it under a bowl.

Instead they put it on a stand, and it gives light to everyone in the house.

In the same way, let your light shine before others, that they may see your good deeds and glorify your father in Heaven.”

(Matthew 5: 14-16) (taken from the Sermon on the Mount)

“Learn to let your light shine!”

This passage taken from the words of Jesus at the Sermon on the Mount, underpins our vision to work to support all pupils and staff to flourish and excel in their aspirations. We welcome all God’s children and their families into our Driffield Infant School Community. A place where children and adults of all faiths and none, flourish and are inspired by the Christian character and values of our school and learn to love God, one another and themselves (Mark 12:30-31) in order that they can ‘Live Life in all its fullness’ (John 10:10).

We do this through:

- Embedding our Christian Values; Friendship, Peace, Respect, Perseverance, Creativity and Honesty throughout school life.
- Acknowledging that both academic achievement and social and emotional development and well-being are intrinsically linked and equally well supported.
- An engaging curriculum both indoors and out that fosters a delight and wonder in learning ensuring that all pupils (and adults) have the skills and wisdom for life-long learning.
- Being a beacon in the community through strong partnerships with others.

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 Driffield Infant School 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

Driffield Infant School 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

Driffield Infant School 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.

Driffield Infant School 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

Driffield Infant School 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 June 2023, by a member 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 Driffield Infant School 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 Driffield Infant School is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The ‘specific duties’

The ‘specific duties’ require Driffield Infant School 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 2023-2027

As stated above, Driffield Infant School 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 Debbie Sutton is the Chair. Our objectives are set out below:

1	Continue to develop children’s knowledge and understanding of diversity, the wider world and their role within it
2	Develop the EYFS area of school to make it fit for purpose, accessible and free flowing

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 Driffield Infant School 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	No	Equality Policy
Annual update towards the equality duty and equality objectives	No	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)	No	
School performance data e.g. attainment, absence/attendance	✓	Website - links to DfE Data Performance tables and GIAS
Governing body minutes	No	Website states copies can be obtained from office
Anti-bullying policy	✓	Website
School development plan	✓	Website
Equality training materials	No	
Parent and pupil surveys	✓	Parent survey results on 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 Driffield Infant School 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: Driffield Infant School Accessibility Plan 2023-2026

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 2026 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 Driffield Infant School 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 2023-2026					
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
Partially sighted pupils can participate in the curriculum	Large text books. Increase size of text on worksheets. Books in braille as and when required.	1 year	Louise Callaghan	£500 - school	Completed. No longer applicable due to no partially sighted pupils in school.
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
Whole school lighting project required	Working with the Local Authority, prices have been agreed and a lighting scheme is to go ahead.	2 years	Amanda Day / James Martin	£10k – School £25k – Local Authority	Implemented, the lighting is much improved.
Remodelling of EYFS required	Working with the Local Authority, currently awaiting plans and costings.	2 years	Amanda Day / Jamie Carter	£11K – School £11K – Local Authority	Partially completed – new toilet block with accessible physical management cubicle installed August 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
Partially sighted pupils can participate in the curriculum	Large text on peg. Increase size of text on information to pupil.	1 year	Louise Callaghan	£250 - school	Completed. No longer applicable due to no partially sighted pupils in school.

Appendix 2: Driffield Infant School'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 Driffield Infant School has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2022-23	Examples/Evidence for 2023-24	Examples/Evidence for 2024-25
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	Monitoring of victimisation or discrimination of pupils through CPOMS, hold an anti-bullying week annually.	Monitoring of victimisation or discrimination of pupils through CPOMS, hold an anti-bullying week annually. Any racist incidents are reported to Governors.	Monitoring of victimisation or discrimination of pupils through CPOMS, hold an anti-bullying week annually. Any racist or bullying incidents are reported to Governors.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	Safer recruitment ensuring equality of opportunity, in line with LA policy and procedures (e.g. provide appropriate adaptations for candidates where requested). Pupils with EAL and SEND receive additional teaching assistant support if required, to meet their individual needs. Parents, staff, governors and visitors with protected characteristics are offered adaptations when contacting/ visiting school	Safer recruitment ensuring equality of opportunity, in line with LA policy and procedures (e.g. provide appropriate adaptations for candidates where requested). Pupils with EAL and SEND receive additional teaching assistant support if required, to meet their individual needs. Parents, staff, governors and visitors with protected characteristics are offered adaptations when contacting/ visiting school	Safer recruitment ensuring equality of opportunity, in line with LA policy and procedures (e.g. provide appropriate adaptations for candidates where requested). Pupils with EAL and SEND receive additional teaching assistant support if required, to meet their individual needs. Parents, staff, governors and visitors with protected characteristics are offered adaptations when contacting/ visiting school

	(e.g. accessible routes into school, adapted furniture). Specialist support procured for pupils with specific needs or protected characteristics, as required (e.g. large print books and resources).	(e.g. accessible routes into school, adapted furniture). Specialist support procured for pupils with specific needs or protected characteristics, as required (e.g. large print books, soundfield equipment for hearing impaired pupils and resources).	(e.g. accessible routes into school, adapted furniture). Specialist support procured for pupils with specific needs or protected characteristics, as required (e.g. soundfield equipment for hearing impaired pupils, toileting support for children with incontinence issues, inclusive PE and sports equipment – Boccia purchased).
Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it	Promote social and emotional wellbeing, developed further strong community links (local care homes), Headteacher undertaken Senior Mental Health Lead training, pupil and staff wellbeing surveys. Enhanced PSHE and RSE curriculums promoting children’s understanding of diversity and equality. New English curriculum designed to use range of texts, to promote equality and diversity and foster understanding of experiences of people with protected characteristics.	Enhanced PSHE and RSE curriculums promoting children’s understanding of diversity and equality. Links developed with local care homes, ‘caring crew’ established and visit regularly. Staff wellbeing surveys undertaken in the summer term. PHSE Pupil Voice surveys	Enhanced PSHE and RSE curriculums promoting children’s understanding of diversity and equality. Links developed with local care homes, ‘caring crew’ established and visit regularly. Staff wellbeing surveys undertaken in the summer term. PHSE Pupil Voice surveys

Driffield Infant School 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 Driffield Infant School 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 Driffield Infant School's equality objectives for 2024-25.

Equality Objective	Progress in the last school year 2022-23	Progress in the last school year 2023-24	Progress in the last school year 2024-25
<p>Continue to develop children's knowledge and understanding of diversity, the wider world and their role within it</p>	<p>Year 2 visit to Madhyamaka Kadampa Meditation Centre. Buddhist Monk visited school and performed meditation with FS and Yr1.</p> <p>Grant received and school library expanded to include more multi-faith RE books, local history books, black history books and books by non-white authors.</p>	<p>Year 2 visit to Madhyamaka Kadampa Meditation Centre. Buddhist Monk visited school and performed meditation with FS and Yr1.</p> <p>Participated in Anti-Bullying Week and UK Parliament Week.</p>	<p>Participated in Black History Month through Collective Worship, reading suitable texts, learning about important historical and modern figures.</p> <p>Participated in Anti-Bullying Week and UK Parliament Week.</p> <p>Links developed with local care homes, 'caring crew' established and visit regularly.</p>
<p>Develop the EYFS area of school to make it fit for purpose, accessible and free flowing</p>	<p>Feasibility study arranged with the Local Authority.</p>	<p>Still waiting for the drawings.</p>	<p>New toilet block with accessible physical management cubicle installed August 2025.</p>