



Safe • Happy • Learning

Anton County Junior School Equalities and Accessibility Policy

Date created: September 2020	Staff Responsible: Nikki Bennett/ Kerri Culver
Review period: Annual	Link Governor: Steve Williams
Date Reviewed: December 2024	Next due for review: December 2028

This policy reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One. To view the school's current equality objectives see our Single Equality Statement, accessible in the Policies and Documents section of the school website. The primary aim Anton Junior School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

1. Aims

Part One – Our Aims:

At Anton Junior School we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, sex, sexual orientation) within the school community.

This means:

- We will take all necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives.
- We will collect and analyse information (in line with GDPR) about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.

- We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. By planning ahead, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and we will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, we will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, homophobia, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- We welcome a diverse range of candidates and encourage those who are currently underrepresented to join our school.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- We will set out training and awareness sessions as needed.
- When drawing up policies, we will ensure the policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics.

We will consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations where necessary.

2. Legislation and guidance

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the

school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.

- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.

- **Sex** - A man or a woman.

- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians.

'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.

- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.

- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment (in line with normal provision such as sick leave).

- **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.

- **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative. Schools are allowed to treat disabled pupils more favourably than nondisabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

3. Roles and responsibilities

Public Sector Duties (applies to schools): A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above): 1. Eliminate discrimination, harassment, victimisation

and any other prohibited conduct. 2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life). 3. Foster good relations between people (tackle prejudice and promote understanding). In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

3.1 Key Responsibilities

Responsibilities of the Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Responsibilities of the Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should not seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

Responsibilities of all staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Responsibilities of the SENCo

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Ensure quality provision for all SEN pupils based on need.

Responsibilities of Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Responsibilities of Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.

- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises

4. Reasonable Adjustments and Accessibility Plans

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will:
 - Increase disabled pupils' access to the school curriculum
 - Improve the physical environment
 - Improve provision of information. The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate. For more information download guidance from the DfE: <http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equalityact-2010> and Equality Human Rights website: <http://www.equalityhumanrights.com> which includes the guidance for education providers (schools).

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

Key Task	Actions	How will impact be judged?	Budget & Timescale	Responsible	Interim Monitoring	Evaluation
Increase access to the curriculum for pupils with a disability	Offer a differentiated curriculum, tailored around the child's needs (including sensory and physical) <ul style="list-style-type: none"> • Ensure resourcing and provision are tailored to the needs of pupil • Ensure the physical environment and set up allows the pupil to have full access to the curriculum 	The curriculum is reviewed to ensure it meets the needs of all pupils	At regular intervals throughout the year	CT Team Leaders SLT	Planning scrutiny by SENDCo	Access to teaching and learning is equal for all pupils regardless of a physical need
Improve, maintain and	Purchase specialist	Monitoring of the school	Ongoing and where	Site manager	Review of the school site and	The school site and

make adaptations to the school setting as necessary, in order that pupils, their families, visitors and members of the wider community are able to access the full school site regardless of a disability	<p>resourcing</p> <ul style="list-style-type: none"> • Set up relevant intervention groups • Make physical adaptations such as hand rails, ramps etc • Involve the relevant STA services 	site, grounds and provision by STA (for example S&L)	there is a new entrant with a need that is not already being catered for	Health and Safety Lead and linked governor Specialist Teacher Advisory Service	grounds against the Health and Safety Policy	grounds are safe and accessible by all, regardless of a disability The STA is involved and advice sought is being embedded i.e. Braille machine, hand rails, toilet frame etc
Adapt the delivery of information to pupils with a disability	<p>Ensure there are a range of methods in place to enable all to access information, regardless of a disability for example</p> <ul style="list-style-type: none"> • Audio • Makaton • Enlarged print • Pictorial or symbolic representations 	Ensure, by asking, that pupils with a disability have an understanding of the information shared with them	Throughout the year	SLT CT Specialist Teacher Advisory Service	Questionnaires or similar to ascertain parental perspective	All pupils and families can easily access information
Improve staff knowledge and understanding of pupils' disabilities	<p>Share SEND register alongside guidance around the four areas of SEND need</p> <ul style="list-style-type: none"> • Regular guidance provided to staff via SENDCo/STA • CPD for staff focused on developing knowledge • SMSC Curriculum for pupils 	SENCO to observe the delivery of specialist provision and regularly monitor performance of pupils through the interventions	SENDCo time	SENDCo SLT	Staff audit of knowledge and practice	Staff practice is tailored to the need of the child and the child can access the curriculum

Appendix Definitions

Equality - This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusive - Making sure everyone can participate, whatever their background or circumstances.

Diversity - Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion - People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community- From the school's perspective, the term "community" has a number of meanings:

- The school community – the students we serve, their families and the school's staff.
- The community within which the school is located – in its geographical community, and the people who live and/or work in that area. • The community of Britain – all schools by definition are part of it.
- The global community – formed by European and international links.

Gender Dysphoria - Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.

LEGISLATIVE REQUIREMENTS OF THE PUBLIC SECTOR EQUALITY DUTY

On 5 April 2011, the Public Sector Equality Duty under section 149 of the Equality Act 2010 came into force replacing the previous race, gender and disability duties. This new duty extends to all aspects of a person's identity, known as 'protected characteristics' that are protected under the Equality Act 2010.

The Act provides for a **general duty** under section 149, which requires Governing Bodies to:

1. **Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010**, by removing or minimising disadvantages suffered by people due to their protected characteristic.
2. **Advance equality of opportunity between people who share a protected characteristic and people who do not**, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations across all protected characteristics - between people who share a protected characteristic and people who do not**, by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

In September 2011, the Equality Act 2010 (Specific Duties) Regulations 2011 came into force requiring all schools to comply with two specific duties, to demonstrate their compliance with section 149 of the Equality Act. The **specific duties** are:

1. **Annually publish equality information relating to people who share a particular characteristic and are affected by the school's policies and practices.** The legislation makes it clear that this does not apply to schools with less than 150 staff, so in many instances, you will be required only to publish pupil data. The purpose of this is to ensure that the public have as complete and clear a picture as possible of how their school has addressed the three aims of the general duty, what has been achieved as a result and what areas need to be targeted for development. The first date for publication of this information was June 2018.
2. **Publish one or more objectives at least every 4 years to achieve one of the three aims of the general equality duty.** The purpose of this is to demonstrate that Governing Bodies have analysed their equality information, engaged as appropriate with relevant groups and set specific and measurable targets for improvement. The objectives have been fully reviewed and updated in December 2024. **In practice this means that equality objectives need to be published again by December 2028 to meet the four yearly requirement.**

The legislation stipulates that the information is published in a manner which is accessible to the public, such as on the school's website, and this can be either published as stand alone document or as part of another document.

We will considered how well we are achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We will also involved staff, pupils, parents and others in the following ways:

1. questionnaires and surveys of pupils, staff and parents
2. involvement of the pupil leadership groups
3. discussion with wider pupil groups
4. contact with parents representing pupils with particular protected characteristics
5. contact with the local community and disability organisations

PROTECTED CHARACTERISTICS

The Equality Act sets out obligations in relation to “protected characteristics”.

The protected groups are:

Age	Not applicable to pupils
Disability	Applicable to both staff and pupils
Sex	Applicable to both staff and pupils
Gender re-assignment	Applicable to both staff and pupils
Race	Applicable to both staff and pupils
Pregnancy and maternity	Applicable to both staff and pupils
Marriage and civil partnership	Not applicable to pupils
Religion and belief	Applicable to both staff and pupils
Sexual orientation	Applicable to both staff and pupils

Schools may also have other characteristics that are not protected in the legislation but are relevant to their local circumstances, such as having a connection with the forces community, or those with refugee/asylum status etc. You may choose to consider these groups and publish information in relation to these groups, albeit there is not a legal requirement to do so.

Anton Junior School - EQUALITIES INFORMATION - DATE OF PUBLICATION – 18.12.2024

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

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

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

This information should also be read in conjunction with our equality objective(s). In compiling this equality information we have:

- identified evidence of equality we already have within policies and practice and identified gaps;
- examined how we engage with the protected groups, identifying where practice could be improved;

Pupil-related information – Date of publication 18.12.24

Information	Evidence and commentary		
Attainment in English Reading by gender 2023-2024		EXS+	GDS
	Girls	73%	23%
	Boys	50%	18%
Attainment in English Writing by gender 2023-2024			
	Girls	73%	17%
	Boys	65%	6%
Attainment in Maths by gender 2023-2024			
	Girls	53%	15%
	Boys	40%	7%
Roles of responsibilities – gender distribution:			
Participation in the School Council as of October 2024 by gender	Girls	4/8	
	Boys	4/8	
Participation in the Sports Leaders	Girls	8/15	

Ambassadors as of December 2024 by gender	Boys	8/15
Participation in the Reading Ambassadors as of Dec 2024 by gender	Girls	6/10
	Boys	4/10
Participation in the Pupil Leaders as of December 2024 by gender	Girls	2/4
	Boys	2/4

Attendance

Whole School	Demographics	Present R/C: Marks	Persistent Absentees
All Students	Female	97.02%	5.45%
All Students	Male	95.72%	9.76%

Workforce information - this is not required as we have fewer than 150 staff

Anton Junior School - EQUALITY OBJECTIVE(S) - DATE OF PUBLICATION: 18.12.2024

The Public Sector Equality Duty has three aims under the general duty for schools:

- 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.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

The objectives should also be read in conjunction with the school's current equality information from which the objective was derived.

As a Governing Body we feel that the aim of this equalities policy will be best delivered in delivering our school vision and values.

Our School Vision:

At Anton Junior we unleash the full potential in every child, fully embedding the knowledge and skills required for them to grow, develop, succeed and be happy.

Resilience and Respect - We prepare pupils to use the tools and strategies to succeed in school and the wider community

Aspiration - We strive to succeed and to be the very best we can in order to achieve our goals

Kindness and Respect - We treat others as we would like them to treat us and celebrate our differences

Innovation and Love of learning - We prepare pupils to be successful in the wider world

Pride - We value our learning, appearance and place inside and outside of school.

Objective 1: In order to develop our Resilience and Respect core value we will be establishing a mental health curriculum resource in order to be able to develop the emotional wellbeing of our pupils. This will be tracked within our School Improvement plan and will be evaluated through pupil discussions, incident tracking and discussions with parents/guardians/carers.

Objective 2: In order to develop all of our core values we will seek to raise awareness of the protected characteristics through developing pupils awareness of differences within our community and support them in celebrating this. This will be evaluated through pupil and staff discussions, incident tracking and discussions with parents/guardians/carers.