Swinemoor Primary

Equality Policy

(including Accessibility Plan)



Effective Date	**September 2025**
Date Reviewed	**September 2026**
Date Due for Review	**September 2028**
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Our Vision

In our school everybody should work constantly to develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation.

We believe this environment is necessary to create a broad and balanced curriculum where everybody has their best chance to:

- **Achieve beyond expectations.**
- **Be proud of our community, our school, our achievements and our peers.**
- **Compete, with the belief that we have every chance of success.**
- **Develop a culture where we take appropriate risk.**
- **Enable people to work together, in order to achieve more than we could on our own.**

We believe these aims will develop us spiritually, morally, socially and culturally, therefore helping to prepare us for the next challenges and opportunities in our lives.

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 Swinemoor Primary 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

Swinemoor Primary 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

Swinemoor Primary 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.

Swinemoor Primary 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

Swinemoor Primary 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 November 2025, by various 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 Swinemoor Primary 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 Swinemoor Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Swinemoor Primary 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, Swinemoor Primary is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the 'general' equality duty. These objectives have been agreed with the Governing Body, of whom Mrs J Simpson is the Chair. Our objectives are set out below:

1	**To equip staff and pupils with the skills to identify, discuss and support anyone with mental health and wellbeing issues to ensure they are fully supported and included in all aspects of school life**
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	**To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities and support non-SEND student to become more accepting and inclusive of SEND students in their daily life**

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 Swinemoor Primary 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	No	
Anti-bullying/ Anti-racism policies	✓	Website
School development plan	No	
Parent and pupil surveys	No	
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 Swinemoor Primary 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: Swinemoor Primary 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 Swinemoor Primary 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**
More disabled pupils play a full part in curriculum opportunities	Review all statutory policies to ensure that they reflect inclusive practice and procedure.	Ongoing	LW/SENCO/SLT/FGB	N/A	All children, including those with disabilities, are encouraged to take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE; performances and competitions and assemblies. There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option; performances and competitions and website appearances. Educational visits and visitors to the school are planned with the needs of all pupils in mind and all children are
	Monitor teaching and learning to ensure all children are being offered: • A differentiated curriculum. • A range of support including that from trained teaching assistants. • Multimedia and ICT opportunities that support most curriculum areas. • Specific equipment sourced form Occupational Therapy (where appropriate).	Ongoing	SLT/SENCO/All staff	PPG School budget	
	Promote the involvement of disabled students in all aspects of the curriculum through the use of equipment or staff. Raise awareness of disabilities through teaching and learning by creating positive images of disability within the school.	Ongoing	All staff	PPG School budget	

					supported to access these. Displays and learning resources demonstrate an inclusive approach to a range of needs and disabilities.

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**
Improve and adapt the physical environment to ensure access for all	Take into account the needs of pupils, staff and visitors with physical and sensory difficulties when planning and undertaking future improvements and refurbishments of the school site.	Ongoing	SLT/CB/SENCO/Caretaker	School budget Buildings budget	Medical room work completed in 2024 to further meet the needs of some pupils who are newer to the school but will benefit all. Disabled 'button' for access to the main reception area installed. Work with parents is done on an ongoing basis. Risk assessments undertake for all pupils who require one when injuries or physical limitations occur.
	To work with parents, pupils and external agencies to identify training needs and establish protocols where necessary.	Ongoing, to be constantly reviewed	SLT/CB/SENCO	School/training budget	

Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	**Action**	**Timescale**	**Responsible person**	**Resource implication costs/source of funding**	**Progress/evaluation**
Improve ways of communication with all	Availability of written material in alternative formats when specifically requested.	Ongoing	LH/CB/LW	School budget	All documentation is available in a range of formats as stated on the school website including letters, emails and text messages as well as the school website. The school uses translators and translation apps for meetings and consultations with families for whom English is an additional language. Social media is well used to share information where appropriate and with consent. A portable hearing loop for the hall has not yet been purchased of ruse during performances, assemblies etc. however should there be a need identified this is something the school is willing to look into.
	Make available school newsletters and other information for parents, in alternative formats when specifically requested.	Ongoing	LH/CB/GM/JS/LW	School budget	
	Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Termly meetings	FGB/LW/SENCO	School budget	
	Raise the awareness of adults working at and for the school on the importance of good communication systems.	Ongoing	LW/CB	N/A	

Appendix 2: Swinemoor Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2025-26)

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 Swinemoor Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2024-25	Examples/Evidence for 2025-26
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	Ongoing monitoring by the DHT of pupils whose actions/behaviour falls below the standards expected by the school. Reported to the Full Governing Body at termly meetings. Behaviour case studies completed October 2025. Pupil Exclusion – July 2024.	School leaders continue to review behaviour and safeguarding records to identify and address any concerns relating to discrimination, bullying or prejudicial behaviour. Patterns and trends are monitored by the Senior Leadership Team and updates are shared with Governors through regular reporting. Where incidents occur, appropriate support, intervention and follow-up actions are implemented in line with school policies.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	Consideration given when preparing graduate awards, displays, assemblies etc to the inclusion of people from all walks of life, including those with protected characteristics. PSHE curriculum (Jigsaw) used to support this and aid discussions with pupils.	The school promotes equality of opportunity between people who share a protected characteristic and people who don't through curriculum planning, assemblies, graduate awards and classroom resources that reflect the diversity of modern society. Learning opportunities enable pupils to develop an understanding of different backgrounds, experiences and perspectives. The PSHE (Jigsaw) programme continues to support pupils' knowledge of equality, rights

		and responsibilities, helping to ensure all children feel valued and represented.
Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it	Range of clubs, sporting events and opportunities, and curriculum enhancements to discuss, share and consider any potential issues, open to a range of pupils from a range of groups. Performances, competition and sporting events used to promote a range of characteristics. PSHE curriculum used to support this and aid discussions with pupils.	Pupils are encouraged to work collaboratively through clubs, art projects, sporting activities, performances and whole-school events, creating opportunities to develop respect and understanding for others. Through the curriculum and wider enrichment activities, children are supported to celebrate differences, challenge stereotypes and build positive relationships within the school community. The PSHE curriculum reinforces these messages and promotes a culture of mutual respect and belonging. The school aims are continually referred to and promoted in a way which highlights the benefits of good relationships between everyone in the community.

Swinemoor Primary 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 Swinemoor Primary 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 Swinemoor Primary's equality objectives for 2025-26.

Equality Objective	Progress in the last school year 2024-25	Progress in the last school year 2025-26
To equip staff and pupils with the skills to identify, discuss and support anyone with mental health and wellbeing issues to ensure they are fully supported and included in all aspects of school life	Named staff member as Mental Health Lead in school to support both staff and pupils. Training attended by all. SENCO inducted into Mental health role and links made with Mental Health teams and other professionals in this area. Referrals made to the Community Mental Health Team and/or Early Help and use of the EBSA toolkit made for pupils where required.	The school's Mental Health Lead has continued to provide guidance and support for both pupils and staff. Mental health awareness has remained a focus through staff training and signposting to appropriate support services. The school continues to liaise well with external agencies, including Mental Health Support Teams, Early Help and other specialist professionals, ensuring timely access to advice and intervention where required. Referrals have continued to be made for pupils requiring additional support, with strategies implemented to promote engagement, inclusion and emotional wellbeing. The Emotional Based School Avoidance (EBSA) toolkit has been used where appropriate to support pupils experiencing attendance-related anxiety and barriers to learning. Pupil wellbeing has also been promoted through pastoral support/ interventions helping to ensure all children feel safe, supported and able to participate fully in school life. Collaborative play is facilitated through numerous clubs and other opportunities. Ordinarily Available Provision is embedded across the school enabling children's needs to be responded to in a timely and consistent manner. In addition, the Biorhythmic Timetable is embedded across the

		school, resulting in a calm environment that supports wellbeing and emotional regulation.
Develop a more inclusive community through positive messaging and use of inclusive imagery in posters, books and other educational resources	Consideration given when preparing graduate awards, displays, assemblies etc to the inclusion of people from all walks of life, including those with protected characteristics. PSHE curriculum (Jigsaw) used to support this and aid discussions with pupils. Performances, competition and sporting events used to promote a range of characteristics.	The school has continued to promote an inclusive environment by ensuring that displays, learning resources, reading materials and visual imagery reflect the diversity of the wider community. Assemblies, learning opportunities, including through the graduate awards, and the PSHE (Jigsaw) curriculum have provided pupils with regular opportunities to explore equality, diversity and inclusion, encouraging respectful discussion and an appreciation of individual differences. Staff have continued to review resources and curriculum content to ensure that inclusive messages are consistently embedded throughout the school. The school aims foster inclusivity for all.
Equip staff and pupils to discuss race and racial discrimination and to be able to challenge inappropriate statements and actions	Consideration given when preparing graduate awards, displays, assemblies etc to the inclusion of people from all walks of life, including those with protected characteristics. PSHE curriculum (Jigsaw) used to support this and aid discussions with pupils. Performances, competition and sporting events used to promote a range of characteristics. Referrals made to the behaviour support team for support with this and safeguarding procedures followed when incidents occur. Ongoing work with local PCSO to discuss issues and work undertaken	The school has continued to develop pupils' and staff's understanding of race, equality and respect through the PSHE (Jigsaw) curriculum, assemblies and wider curriculum opportunities. Learning activities have encouraged open and age-appropriate discussion about diversity, inclusion and the impact of prejudice and discrimination, helping pupils to recognise and challenge inappropriate language, attitudes and behaviours. Where concerns relating to discriminatory behaviour have arisen, these have been addressed promptly through the school's behaviour and safeguarding procedures. School leaders have

	with pupils, where appropriate to minimise incidents of this nature.	worked with external agencies, including the Behaviour Support Team and local Police Community Support Officers (PCSOs), to provide guidance, support and educational opportunities for pupils where appropriate. This proactive approach has helped to reinforce expectations around respectful behaviour and promote a safe, inclusive environment for all members of the school community.
To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities and support non-SEND student to become more accepting and inclusive of SEND students in their daily life	All children, including those with disabilities, are encouraged to take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE; performances and competitions and assemblies. There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option; performances and competitions and website appearances. Educational visits and visitors to the school are planned with the needs of all pupils in mind and all children are supported to access these. Displays and learning resources demonstrate an inclusive approach to a range of needs and disabilities.	The school has continued to promote an inclusive culture in which pupils with Special Educational Needs and Disabilities (SEND) are encouraged and supported to participate fully in all aspects of school life. Appropriate adaptations, reasonable adjustments and targeted support have enabled pupils to access learning, educational visits, residential experiences, extracurricular clubs, performances, sporting events and wider enrichment opportunities alongside their peers. The clubs on offer have been carefully thought about and tailored to meet the needs of different children. Staff have worked closely with families and external professionals to ensure that individual needs are understood and effectively supported. Pupils with SEND have been encouraged to take on roles of responsibility and contribute to the school community through activities such as the School Council, pupil leadership opportunities, performances and school events. The curriculum, learning environments and school resources have continued to reflect a diverse range of needs and abilities, helping all pupils to develop a greater understanding of inclusion and

		difference. Through PSHE, assemblies and everyday classroom practice, pupils have been encouraged to value diversity, demonstrate empathy and build positive relationships with their peers, fostering a culture of acceptance, respect and belonging across the school. An explicit focus on learning behaviours, particularly those relating to collaboration and respect, are used to further embed the school aims. Educational visits, visitors and enrichment opportunities have continued to be planned with accessibility and inclusion at the forefront, ensuring that all pupils can participate meaningfully and achieve success regardless of need or disability.