

# Bridlington Secondary School



## Equality Policy (including Accessibility Plan)



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## Our Vision

Our vision is to ignite a passion and commitment for learning in a safe environment where all members of our school community thrive.

Our mission is to ensure that our school community has the ability to cope and contribute positively in an ever-changing world.

## 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 Bridlington Secondary 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

Bridlington Secondary 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

Bridlington Secondary 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.

Bridlington Secondary 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

Bridlington Secondary 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 August 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 Bridlington Secondary 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 Bridlington Secondary School is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

**The ‘specific duties’**

The ‘specific duties’ require Bridlington Secondary 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 2022-2026**

As stated above, Bridlington Secondary 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 Philip White is the Chair. Our objectives are set out below:

<b>1</b>	<b>To continue to embed curriculum based work on discrimination linked to race, faith, sex, gender identity, sexual orientation, disability and socioeconomic disadvantage.</b>
<b>2</b>	<b>To develop further our support for LGBT+ students, and serve as a beacon of best practice for other schools.</b>
<b>3</b>	<b>To increase student and community engagement in our work related to equality, diversity, social justice and global citizenship.</b>
<b>4</b>	<b>To continue to narrow the gap in achievement between students from different learner groups.</b>

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 Bridlington Secondary 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	✓	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)	No	
School performance data e.g. attainment, absence/attendance	No	
Governing body minutes	No	
Anti-bullying policy	✓	
School development plan	No	ERI Strategy is published under policies
Equality training materials	No	
Parent and pupil surveys	No	
Non-confidential equality data regarding staff (if employ more than 150 people)	No	

## 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 Bridlington Secondary 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: Bridlington Secondary 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 Bridlington Secondary 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
<b>Teaching resources</b>	Awareness of resources available for disabled students, including IT provision and practical lessons such as PE, Science & ADT.	As needed	SENDCo	EHCP or revenue funding	Reviewed and provided as needed.
<b>Specialist furniture and equipment</b>	Awareness of aids available for disabled students, dependent on individual need.	As needed	Finance & Operations Manager	Revenue funding	Reviewed and provided as needed.
<b>Teaching practice</b>	Preparedness to adapt teaching practices to suit disabled students as needed.	As needed	All teachers / SENCo	Revenue Funding	Prepared to adapt teaching practices as needed.

#### 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
<b>Hearing Loop</b>	To consider the installation of a portable hearing loop in reception.	As needed	Technical Lead	Revenue funding	No indication that this is required at present.
<b>Tactile markings</b>	To review and consider tactile markings on access ramps around the school.	As funding allows	Finance & Operations Manager / LA / PFI	Revenue funding	To implement as surface areas are repaired.
<b>Hand rails</b>	To review and consider the addition of hand rails at both sides of staircases.		Finance & Operations Manager / LA / PFI	Revenue funding	

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

<b>Outcome</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible person</b>	<b>Resource implication costs/source of funding</b>	<b>Progress/evaluation</b>
<b>Information Sharing</b>	Ensure staff are aware of which students require accessible information, through the prompt sharing of EHCPs and / or IHPs.	Ongoing	SENDCo / First Aider	N/A	Information is held centrally and shared with staff. It is accessible from the student record in Arbor.
<b>Accessible Information</b>	Awareness of a variety of methods of providing effective learning resources suitable to each student's needs.	Ongoing	SENDCo	N/A	Adapted as necessary.
<b>IT Software</b>	Awareness of appropriate aids to enhance the student's learning experience (ie. speech to text software).	Ongoing	SENDCo	Revenue Funding	Provided as needed.

## Appendix 2: Bridlington Secondary 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 Bridlington Secondary 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
<b>Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act</b>	<p>CPOMS referrals and student voice indicate a high frequency of discriminatory incidents across the student population.</p> <p>Developed and embedded the 'Call it out' strategy and 'Harassment and discrimination' written warnings to monitor discriminatory behaviours exhibited by students.</p> <p>Provision of small group intervention work with focus groups on anti-discrimination and 'respecting others'.</p>	<p>SMSC content developed and incorporated into the tutor programme, covering linked content such as protected characteristics and discrimination.</p> <p>Assembly programme developed to incorporate linked topics such as anti-bullying, protected characteristics and Black History Month.</p>	<p>SMSC and assembly programme further refined to include topical content, linked to local context, such as Far- Right, race riots and toxic masculinity.</p> <p>Further maximise the use of key dates as educational opportunities, such as delivering an assembly to celebrate Windrush Day 2025.</p>
<b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b>	<p>Developed the enrichment programme to include support groups, such as the student-led Pride group.</p>	<p>Tomorrow's Leaders group meet weekly to create educational content on topics such as diversity which is embedded into the tutor programme.</p>	<p>SMSC and assembly programme further refined to include topical content, linked to local context, such as Far- Right, race riots and toxic masculinity.</p>

		<p>SMSC content developed and incorporated into the tutor programme, covering linked content such as protected characteristics and discrimination.</p> <p>Assembly programme developed to incorporate linked topics such as anti-bullying, protected characteristics and Black History Month.</p>	<p>Further maximise the use of key dates as educational opportunities, such as delivering an assembly to celebrate Windrush Day 2025.</p>
<p><b>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</b></p>	<p>Develop the assembly programme to incorporate key events such as 'Black History Month'.</p>	<p>Tomorrow's Leaders group meet weekly to create educational content on topics such as diversity which is embedded into the tutor programme.</p> <p>SMSC content developed and incorporated into the tutor programme, covering linked content such as protected characteristics and discrimination.</p> <p>Assembly programme developed to incorporate linked topics such as anti-bullying, protected characteristics and Black History Month.</p>	<p>Further maximise the use of key dates as educational opportunities, such as delivering an assembly to celebrate Windrush Day 2025.</p>

Bridlington Secondary 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 Bridlington Secondary 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 Bridlington Secondary 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><b>To continue to embed curriculum based work on discrimination linked to race, faith, sex, gender identity, sexual orientation, disability and socioeconomic disadvantage</b></p>	<p>KS3 Life Skills curriculum delivered by subject specialists with anti-discrimination as a core theme.</p> <p>Developed the enrichment programme to include support groups, such as the student-led Pride group and guest speakers promoting an anti-racist culture.</p> <p>Developed and embedded the 'Call it out' strategy and 'Harassment and discrimination' written warnings to monitor discriminatory behaviours exhibited by students.</p> <p>Provision of small group intervention work with focus groups on anti-discrimination and 'respecting others'.</p> <p>Develop the assembly programme to incorporate key events such as 'Black History Month'.</p>	<p>SMSC content developed and incorporated into the tutor programme, covering linked content such as protected characteristics and discrimination.</p> <p>Assembly programme developed to incorporate linked topics such as anti-bullying, protected characteristics and Black History Month.</p> <p>Life Skills curriculum reviewed with the safeguarding team to ensure that content is bespoke to the context of the local area.</p>	<p>SMSC and assembly programme further refined to include topical content, linked to local context, such as Far- Right, race riots and toxic masculinity.</p> <p>Further maximise the use of key dates as educational opportunities, such as delivering an assembly to celebrate Windrush Day 2025.</p> <p>Life Skills curriculum reviewed with the safeguarding team to ensure that content is bespoke to the context of the local area.</p> <p>Maximise the use of external speakers, such as DVAP and Humberside Police.</p>
<p><b>To develop further our support for LGBT+ students, and serve as a beacon of best practice for other schools</b></p>	<p>Developed the enrichment programme to include support groups, such as the student-led Pride group.</p> <p>Developed and embedded the 'Call it out' strategy to address discriminatory</p>	<p>SMSC content developed and incorporated into the tutor programme, covering linked content such as protected characteristics and discrimination.</p>	<p>Continued development of the Life Skills curriculum to maximise the coverage of topics such as gender identity and transphobia.</p>

	<p>behaviours exhibited by students, including homophobic and transphobic behaviour.</p> <p>Provision of small group intervention work with focus groups on anti-discrimination and 'respecting others', including homophobic and transphobic behaviour.</p>	<p>Assembly programme developed to incorporate linked topics such as anti-bullying, protected characteristics and Black History Month.</p>	
<p><b>To increase student and community engagement in our work related to equality, diversity, social justice and global citizenship</b></p>	<p>Developed the enrichment programme to include support groups, such as the student-led Pride group.</p> <p>Develop the assembly programme to incorporate key events such as 'Black History Month'.</p>	<p>Establish a school council which promotes both the school's TORCH values and wider British Values. Increase the role of the school council in fundraising for local councils, such as The Hinge.</p>	<p>Further developed the role of the school council to support the creation of a Climate Action Plan.</p> <p>Plan a range of educational visits to develop global citizenship, such as the Camps International expedition to Borneo.</p> <p>Reestablished the international school link with Hope School Kenema, Sierra Leone and began a fundraising campaign.</p>
<p><b>To continue to narrow the gap in achievement between students from different learner groups</b></p>	<p>Launched #OverToYou to promote student independence and develop study skills.</p> <p>Ensured that exam access arrangements are in place for all students who are entitled to support for examination.</p> <p>Pupil Premium Grant is used to ensure that all students have access to learning opportunities in the classroom and beyond.</p> <p>Reading and Numeracy tutoring timetabled to students with low reading and numeracy ages.</p>	<p>Developed a sixth form mentor programme to provide one-to-one academic support for all learners, with a focus on embedding this at KS4 in the future.</p>	<p>Maximised the sixth form bursary fund to provide revision resources, IT equipment and stationary for disadvantaged students.</p>

	<p>Catch up intervention and LAC tutoring has supported students who have fallen behind age related expectation.</p> <p>Resources in line with the school curriculum have been provided for students who are unable to attend school and receive tuition via the LA.</p>		
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