



Learning through hard work, friendship and fun.

Mill Lane Primary School

Equality Policy & Access Plan

Adopted Sept 2025

Review date April 2027

Introduction

The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

This policy sets out how Mill Lane Primary School has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Specific Duties under the Public Sector Equality Duty

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

This scheme sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

Definition of 'due regard' and how we aim to comply with the principles of the general duty

1. While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated
2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community
3. The duty is continuing, so we will revisit it and bear it in mind constantly
4. We will keep records to show that the equality duties have been considered on each occasion

School Ethos, Vision and Values

At Mill Lane Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to include a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We apply the principles of the act as can be seen from the following: Anti Bullying Policy; Safeguarding Policy; Behaviour Policy; restorative practise; achievement of Kirklees Inclusion Quality Standard; the curriculum in general but with specific regard to PSHCE, RHSE and RE.

What we already do

In order to comply with the public duty we have the following procedures in place to ensure that we consider the needs of all of our pupils in everything we do.

- i) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
 - ii) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
 - iii) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it
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1. All newcomers to school are given the opportunity to identify themselves as disabled (children and adults)
 2. All children in school are included in school life via school council and Investing in Me
 3. Protected groups of children have been consulted on their attitude to school and any issues identified been rectified where possible (as part of DES)
 4. Kirklees recruitment policy adhered to
 5. We ensure all children are tracked throughout their school career and action is taken to improve access where needed
 6. All additional support given to children is recorded and evaluated on a regular basis
 7. All school activities are made available to all children by ensuring reasonable adjustments are made to include those who require it
 8. We teach tolerance and cohesion as part of our whole school ethic and explore difference and acceptance through as many teaching opportunities as possible but explicitly through PSHCE which is taught through daily Investing in Me sessions
 9. We employ a restorative approach to conflict resolution

Equality Impact Assessment

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of school life with regard to the protected characteristics by means of an Equality Impact Assessment.

Any gaps in provision and practice that are identified form part of an action plan (see action plan – appendix).

Our future intention is to use an Equality Impact Assessment when we intend the following actions:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice.

1. Consultation

Mill Lane Primary School recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

- We allow each class from year 2 upwards to elect their own school council but we ensure all groups are included in the process through the use of circle time to feed to and from the school council meetings.

- We offer all children the opportunity to talk with a peer mediator or an adult if they have something they wish to discuss.
- We include children's opinions in their review of a My Support Plan or an EHCP (Education, Health Care plan) and are able to contribute.
- We, periodically, speak to protected groups about their attitudes to school and any issues they perceive.
- We communicate with adults in a variety of ways to ensure as many can be included: newsletter (all read to children before being taken home), notice board, text message, website, email, parents' forums

2. How we measure the impact of any changes

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Pupil tracking meeting, which track the progress of children and identify needs
- Pupil interviews, consisting of teacher and pupil meeting
- Pupil surveys
- Bi-annual parent questionnaire
- Parents' forums
- School council

3. Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our equality impact assessment and action taken. We review and publish this information and its impact on our pupils through:

- The head teacher's report to the governing body
- Approved minutes of governing body meeting published on the school website and available in the school office
- Parents' consultation evening
- Parents' forums

Accessibility Plan

Objective	Actions	Time scale	Person/s Responsible	Resources	Measurable Outcome
To enable all learners to access the full curriculum	Activities and learning will be planned to account for any individual needs and appropriate adaptations made – minimum learning is identified on progression grids	Ongoing	All	Staff meeting time	All children will be fully engaged and involved in all aspects of the curriculum
To enable all pupils to succeed in school	Systems and procedures, eg behaviour system, may be adapted to enable a pupil with a disability to experience success and rewards that they may not have in the whole school system	Ongoing	Teachers and teaching assistants with SLT support	Time and some resources	There will be no child that sees them self as “naughty” or not good enough
To maintain and develop communication with parents which allows all to be involved.	Continue to use text, website, letters and phone calls to communicate with parents. Parent Hub introduced to reach a wider audience Ensure all parents are accommodated for parents evening and all other events through translation or special access arrangements as needed.	Ongoing	CB/AW	Time (staff meeting) Allocation of time/support to parent liaison worker	Positive feedback from parent questionnaire Parents involved in school events Laptops to be used at parents evening to gain views on Parent View

To give all community members access to information (general & relating to equality)	Approved governing body minutes displayed on school website and available in school entrance.	Ongoing	CB/AW/BO	Time	Parents' feedback
Incorporate equality legislation into all school policies.	All policies to be reviewed (following the review schedule) considering Equality Act 2010 and Public Sector Duty 2011	Ongoing	CB/AW and subject leaders as needed	Nothing additional to current practise	Policies will reference legislation as they are reviewed
To ensure all changes to provision reflect requirements of the Equality Act 2010 and the Public Sector Equality Duty 2011	As and when applicable				

Action Plan

Objective	Actions	Time scale	Person/s Responsible	Resources	Measurable Outcome
To maintain and develop a physical environment which is inclusive of all learning styles and needs	Regular drop ins, observations and professional dialogue used to identify need for adaptations to enable inclusion. Discussion with SENDCo linked to individual needs when and if necessary.	Ongoing	CB/AW and all teaching staff	Physical resources to be bought from team budget	All chn will participate fully in school and meet their potential. Adaptations recorded in, MSPs/I-APDRs, PEPs or medical care plans
To maintain and develop communication with parents which allows all to be involved.	Continue to use text, website, letters and phone calls to communicate with parents. Use Parent Hub as a means of texting and send electronic letters Letters translated into different languages when necessary. Maintain open access culture. Ensure all parents are accommodated for parents evening and all other events.	Ongoing	CB/AW	Time (staff meeting) Allocation of time/support to Educational Teaching Manager	Positive feedback from parent questionnaire Parents involved in school events Laptops to be used at parents evening to gain views on Parent View

To give all community members access to information (general & relating to equality)	Approved minutes displayed on school website and available in school foyer.	Immediately and ongoing	CB/AW/BO	Time	Parents feedback
Incorporate new equality legislation into all school policies.	All policies to be reviewed (following the review schedule) considering Equality Act 2010 and Public Sector Duty 2011	Immediately and ongoing	CB/AW and subject leaders as needed	Nothing additional to current practise	Policies will reference legislation as they are reviewed
To ensure all changes to provision reflect the requirements of the Children's and Families Act 2014.	Relevant policies to be reviewed. Procedures in school amended and adapted. Train all staff on changes and the requirements on them	Immediately and ongoing	AW	Time	Policies will relate to Children's and Families Act. Provision/interventions in school will show children who need support. Individual children's file showing meeting, Provision maps, support plans

Equality Impact Assessment

School	
Date	
Lead member of staff	
Other involved staff/role	

Proposed Plan

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision
to change or reduce practice/provision
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

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Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation **Y/N**

Promoting equality of opportunity **Y/N**

Fostering good relations **Y/N**

Please explain

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Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

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Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carers, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability			
Race			
Sex			
Gender reassignment			
Pregnancy, maternity			
Religion/belief			
Sexual orientation			
Marriage, civil partnership			
Age			

Explain in more detail

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