

Hornsea Burton Primary School



Equality Policy (including Accessibility Plan)



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Our Vision

‘A special place to learn and succeed together’

The Schools aim to:

- Provide a high quality of education ensuring that all learners have equality of opportunity and personal growth.
- Encourage everyone to achieve in a happy, safe, secure and caring environment.
- Equip the school community with a passion for learning to enable them to become independent, resilient learners who strive to reach their full potential in life.
- Promote respect for all, self-esteem and emotional well-being, to enable achievement of high standards of behaviour and positive attitudes.
- Celebrate differences and diversity and equip learners with the core values so that they positively participate in and contribute to life in Modern Britain and the global 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 Hornsea Burton Primary 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

Hornsea Burton Primary 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

Reasonable Adjustments

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.

Hornsea Burton Primary 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.

Hornsea Burton Primary 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

Hornsea Burton Primary 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 November 2021 by various members of staff and the Chair of Governors. 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 Hornsea Burton Primary 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.
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- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Details of how Hornsea Burton Primary School is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Hornsea Burton Primary 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 2021-2024

As stated above, Hornsea Burton Primary 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 Mrs Cheryl Morgan-Muir is the Chair. Our objectives are set out below:

1	To increase opportunities for pupils to learn about and experience different cultures and beliefs in order to promote respect for all and greater understanding of diversity.
2	To clearly communicate information with pupils and parents regarding children's learning and steps needed to make progress. To seek views regarding school improvement issues and how to improve provision for all learners and their families.
3	To develop a more inclusive community through positive messaging and use of inclusive imagery in posters, books and other educational resources.
4	To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities.

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 Hornsea Burton Primary 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)	✓	As part of Pupil Premium strategy published on website
School performance data e.g. attainment, absence/attendance	✓	Website
Governing body minutes	x	Hard copies are available for viewing from school office. Attendance at governor meetings and governor details are available on the website
Anti-bullying policy	✓	Website
School development plan	✓	School shared drive Hard copy available from school office.
Equality training materials	✓	Website
Parent and pupil surveys	✓	Newsletter and annual survey
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	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 Hornsea Burton Primary 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: Hornsea Burton Accessibility Plan 2021-2024

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 November 2024 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 Hornsea Burton Primary 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 2021-2024

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
All pupils can access all areas of the school	Reasonable adjustments will be made to meet the needs of individual children, if necessary, e.g., specialist aids and equipment such as portable hearing loops; appropriate agencies in place to support children with additional needs.	When need arises	Victoria Hart	Substantial costs could potentially be associated with adjustments. Release time for training.	Pupils can access all areas; Referrals made quickly and experts consulted for advice.
To have IT equipment suitable for disabled pupils (stakeholders) if needed.	Purchase large keyboard, screen magnifiers, braille readers/writers if need arises.	When need arises	IT Coordinator	Devolved IT Capital.	Smartboards have been lowered to ensure children can reach them; large keyboards purchased for VI; slope boards purchased; No progress at the current time as not needed at the moment. This will still be looked into for the future.
To include pupils with disabilities, medical conditions or other access needs as fully as possible in the wider curriculum including trips, out of school clubs and residential visits.	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identify training needs and implement training where needed. Ensure actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.	Ongoing 2021-2024	SLT, SENDCo and teaching staff	Time allocated during subject-release time; cost cover from school budget; training cost when necessary.	Office staff review medical needs annually with parents; Risk assessments made when a child becomes at risk; Training needs identified and training in place; emergency evacuation plans detailed and in place; Plans practiced as part of fire drills.

To create a space for children in crisis	Set up a room which is safe for children to go to; Purchase resources to meet sensory needs; Displays to include ways to calm and self-regulate; ELSA provision available.	Ongoing 2021-2024	SLT, SENDCo and teaching staff	Resources for room; sensory provision; ELSA TA time and training.	Room provided; staff appointed to provide provision; staff trained in Team Teach to de-escalate behaviour and get children to the room.
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
To improve the physical school environment	The school will take account of the needs of the pupils with physical and sensory needs when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings. Corridors and classrooms will be clutter free.	Ongoing, when needed	SLT, site manager	Cost as needed from school budget.	Corridors decluttered and lightened. Displays lowered so children can see (especially in KS1/EYFS). Parking lines clear and disabled parking identified at both end of the car park and this is communicated to disabled parents.
Ensure reasonable adjustments are made for pupils with disabilities, medical conditions or other access needs.	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identify training needs and implement training where needed. Ensure actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.	Ongoing	SLT SENDCo, teaching staff	Time allocated during subject-release time; cost cover from school budget; training cost when necessary.	Medical needs plans in place; asthmas updated training requested; Disability plans in place for children with wheelchairs.

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

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Pupils (and other stakeholders) with profound hearing loss are supported to hear whilst on our site.	The purchase of a portable hearing loop system will be considered. Signage will then be displayed to indicate the availability of this. Staff will be trained in its use.	By summer 2022	Admin Officer	Devolved IT Capital.	No progress at the current time as not needed at the moment. This will still be looked into for the future.
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements considered and put in place for statutory testing.	Ongoing	SLT SENDCo, teaching staff	Time and cost allocation from school budget.	Available on request. Access arrangements considered, evidence provided and put in place for statutory testing.
Ensure reasonable adjustments are made for pupils with disabilities, medical conditions or other access needs.	Adopt proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Ongoing	Whole school team	Time and cost allocation from school budget.	Accessibility to all areas; Disabled car park facilities; Adjustments made for drop offs and pick-ups for disabled parents.

Appendix 2: Hornsea Burton Primary School's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2022-23)

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 Hornsea Burton Primary School has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2020-21	Examples/Evidence for 2021-22	Examples/Evidence for 2022-23
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	<ul style="list-style-type: none"> • Behaviour plan reviewed September 2021; review of anti-bullying policy and peer-on-peer abuse policy written and implemented with child view version. Clear reporting and tracking procedures for behaviour and bullying incidents. • Positive Discipline approach adopted, and training given September 2021. • Friendship week carried out annually -each class participating. • ACE training, Attachment disorder and De-escalation and restorative conversation staff 	<ul style="list-style-type: none"> • Clear plans and procedures in place to identify any children at risk, including multiagency and parental involvement. • Regular training and staff updates • Attachment and de-escalation training. • Use of clear recording and reporting procedures when dealing with cases of bullying. • Procedures in place of racial incident reporting. • ELSA continues alongside out positive discipline policy and procedures and all children can say what the 3 rules are and what this means. 	<ul style="list-style-type: none"> • Procedures in place to identify any children at risk of exclusion, discrimination, victimisation etc e.g., PPMs, PHPs; clear plans in place to reduce the risk inc multi agency working and parental involvement. • Regular training and updates for staff – first aid, SAPTs training, S&L training, Team Teach training. • Use of clear recording and reporting procedures when dealing with cases of bullying. • Use of restorative practice to resolve conflict. • Regular ELSA sessions. • Nurture space and nurture principles adopted and regularly reminders given.

	<p>meeting training for all staff September 2021.</p> <ul style="list-style-type: none"> • ELSA TA in both schools. • CPOMs purchased and training carried out in staff meetings. • Behaviour incidents logged. • Nurture provision researched and nurture space set up in each classroom. Regular training and updates for all staff. • Internet safety week carried out annually. • Jigsaw programme fully embedded and weekly assemblies with certificates. • Time to Shine assembly established. • Procedures in place for racial incident reporting. 	<ul style="list-style-type: none"> • Continued nurture space set up in each classroom. Regular training and updates for all staff. • Internet safety week carried out annually. • Jigsaw programme fully embedded and weekly assemblies with certificates. • Time to Shine assembly established. 	<ul style="list-style-type: none"> • Previous year's systems continue to be in place and are regularly reviewed and improved/adapted to meet the needs of our current cohorts.
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<ul style="list-style-type: none"> • Continued adjustment of curriculum e.g., resources, print, font, seating arrangements in class. • Continued liaison with external agencies e.g., speech and language, behaviour support, Educational Psychology to ensure full participation. • Nurture classrooms set up • Reasonable adjustments for children with emotional and social issues and behavioural difficulties. 	<ul style="list-style-type: none"> • Termly tracking and reporting of attainment of vulnerable groups (SEND, PP, MA). • Pupil Premium spending plan aligned to key barriers to learning (emotional, practical, achievement). • Updated admission procedures e.g. new prospectus, new admissions pack. • Parent voice surveys at Autumn and Spring term parent evenings. • Pupil voice forms part of teachers termly formal observation process. Pupil emotional well-being 	<ul style="list-style-type: none"> • Termly tracking and reporting of attainment of vulnerable groups (SEND, PP, MA). • Pupil Premium spending plan aligned to key barriers to learning (emotional, practical, achievement); dedicated 1:1 time for all PP children ring-fenced. • Termly pupil progress meetings to discuss every child and their individual needs. • Daily assemblies planned with a clear focus on equity and diversity.

	<ul style="list-style-type: none"> • Social and emotional competency profiles completed for all children in school. • Friendship groups set up. • Specific plans in place for vulnerable children. • All pupils encouraged to take part in wider opportunities and after school clubs. • Termly tracking of and reporting of attainment of vulnerable groups (SEND, PP). • PP spending plan aligned to key barriers to learning. • Admission procedures to be updated in a new prospectus. • Parent voice survey Autumn and Spring term. • Pupil voice questionnaires and student council inform actions in curriculum and wider opportunities. • Staff meetings contribute to school evaluation, informing action planning in line with school priorities. • Year 6 transition activities in place and established throughout the whole academic year. 	<p>questionnaires completed annually.</p> <ul style="list-style-type: none"> • Staff meetings to input ideas into school evaluation form. • Subject leaders adjust action planning in line with school development priorities. • Access to children's support workers, behaviour support team and educational psychologist. • Year 6 transition activities in place and established throughout the whole academic year. • Continued liaison with external agencies. • Pupil voice questionnaires and student council inform actions in curriculum and wider opportunities. 	<ul style="list-style-type: none"> • Admission procedures improved: nursery visits, parent handbook. • Continued adjustment of curriculum e.g., resources, print, font, seating arrangements in class. • Continued liaison with external agencies e.g., speech and language, behaviour support, Educational Psychology to ensure full participation. • Nurture classrooms set up. • Reasonable adjustments for children with emotional and social issues and behavioural difficulties. • Social and emotional competency profiles completed for all children in school • Friendship groups set up. • Specific plans in place for vulnerable children. • All pupils encouraged to take part in wider opportunities and after school clubs. • Parents and pupil voice surveys inform actions to improve.
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<p>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</p>	<ul style="list-style-type: none"> • Community links widened with implementation of career curriculum. • Community links with local businesses. • Continued ELSA training. • Working with HSLC for wider opportunities and involvement within the community. • Working with the local Church in projects, Open-a-Book sessions and assemblies. Visits and joint services. • Activity days/weeks for events such as comic relief, Science week, careers week which involve visiting speakers and community links. Parents invited to share these events. 	<ul style="list-style-type: none"> • Pupil voice: pupil questionnaire, pupil voice during lesson observations. • School council. • Developing close links with children service e.g., ELSA 1:1 session, play therapy, speech therapy. • Developing community links • Positive imagery – themed days, weeks and assemblies e.g., Chinese New Year, comic relief, etc. • Last year’s projects continued. 	<ul style="list-style-type: none"> • Continuing close links with children services e.g., family therapy. • Continuing community links so children are aware of their part in village life eg Church, village hall, PCSO. • Community links widened with implementation of career curriculum. • Community links with local businesses. • Continued ELSA training. • Working with HSLC for wider Opportunities and involvement within the community. • Working with the local Church in projects, Open-a-Book sessions and assemblies. Visits and joint services. • Activity days/weeks for events such as comic relief, Science week, careers week which involve visiting speakers and community links. Parents invited to share these events.
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Hornsea Burton Primary 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 Hornsea Burton Primary 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 Hornsea Burton Primary School equality objectives for 2022-23.

Equality Objective	Progress in the last school year 2020-21	Progress in the last school year 2021-22	Progress in the last school year 2022-23
<p>To increase opportunities for pupils to learn about and experience different cultures and beliefs in order to promote respect for all and greater understanding of diversity.</p>	<p>Wider variety of opportunities continued to be provided both in assemblies and also in lessons especially using Primary Edge and also Picture News which are linked to British Values.</p> <p>Visits linked to the Children's University as well as visitors in school to support learning.</p> <p>Long term plan reviewed and completed and updated again and key drivers identified to inform curriculum planning.</p> <p>Knowledge planners also starting to be produced to support learning and teaching.</p> <p>Going to use Primary Futures as a new link in future.</p>	<p>Continue with interventions from last year.</p> <p>One of our curriculum drivers is cultural diversity and awareness.</p> <p>Books purchased for the daily story times and teaching of reading include diversity. Ask for the rationale behind our reading material and teaching in school.</p> <p>New inclusive RE curriculum adopted which is more diverse and covers world viewpoints.</p>	<p>Wider variety of opportunities continued to be provided both in assemblies and also in lessons especially using Picture News which are linked to British Values.</p> <p>Long term plan reviewed and completed and updated again and key drivers identified to inform curriculum planning.</p> <p>One of our curriculum drivers is cultural diversity and awareness.</p> <p>Books purchased for the daily story times and teaching of reading include diversity. Ask for the rationale behind our reading material and teaching in school.</p> <p>New inclusive RE curriculum adopted which is more diverse and covers world viewpoints.</p>
<p>To clearly communicate information with pupils and parents regarding children's learning and steps needed to make progress. To seek views regarding school improvement issues and how to improve provision for all learners and their families.</p>	<p>Regular drop ins were continued to be offered to Parents and Carers (Termly) prior to lockdown. Parents offered other means of communication such as e mail and also telephone during Covid-19 restrictions.</p>	<p>Parent questionnaires carried out; Head teacher on the gate when in school to seek parent's views.</p> <p>Newsletters and suggestion boxes ask for parent's views on improving the school.</p> <p>Questionnaire at parents evening and at SEND</p>	<p>Regular drop ins were continued to be offered to Parents and Carers. Parents offered a variety of communication such as e mail and also telephone</p> <p>SEND review meetings and termly parent consultation meetings alongside open</p>

Equality Objective	Progress in the last school year 2020-21	Progress in the last school year 2021-22	Progress in the last school year 2022-23
	<p>During lockdown, Class teachers rang Parents of pupils in their class to see how they were bearing up and also how they were coping with home learning packs.</p> <p>Alterations made to organisation re dropping off and collecting pupils re Covid-19 restrictions in bad weather as a result of feedback from a Parent.</p> <p>School newsletter or letters to Parents used to clarify things raised by Parents and Carers.</p> <p>Parent Questionnaire was sent out to Parents and reminder to complete Parent View online (Questionnaire in Autumn term). Use of school newsletters to explain things raised in questionnaire (e.g. some did not know what the school did re personal development of pupils according to questionnaire results so next newsletter gave detailed information about everything school does re this aspect).</p> <p>Made more effective use of school website and class folders on the website to engage parents and carers in their child's learning.</p> <p>Copies of medium-term plans are put in the class folder and also relevant</p>	<p>reviews to seek parent's viewpoint.</p> <p>New website to ensure information is clear and accessible as well as more user-friendly.</p>	<p>afternoons to inform parents.</p> <p>Parent questionnaires carried out; Head teacher on the gate when in school to seek parent's views.</p> <p>Questionnaire at parents evening and at SEND reviews to seek parent's viewpoint.</p> <p>New website to ensure information is clear and accessible as well as more user-friendly.</p> <p>Newsletters and suggestion boxes ask for parent's views on improving the school.</p> <p>Class newsletters sent out every half term to inform parents of their children's learning that term so support can be given from home. Termly phonics, maths and English meetings to inform parents of how children learn in school and strategies and methods used to prevent misconceptions and errors.</p>

Equality Objective	Progress in the last school year 2020-21	Progress in the last school year 2021-22	Progress in the last school year 2022-23
	<p>knowledge planners to support learning.</p> <p>Activities put on website in each folder for home learning to support those unable to come into school due to Covid-19.</p> <p>Use of other Lead Professionals to liaise and consult with Parents e.g., PSA, Children Centre staff, School Nurse (Termly)</p> <p>EYFS Parents have had personal log ins for Tapestry and were invited to a session to learn how to use it and how to upload information from their own observations.</p>		
<p>To develop a more inclusive community through positive messaging and use of inclusive imagery in posters, books and other educational resources</p>	<p>New objective for 2021.</p>	<p>Aware of inclusivity when designing posters and information.</p> <p>Books purchased for the daily story times and teaching of reading include diversity. Ask for the rationale behind our reading material and teaching in school.</p>	<p>Aware of inclusivity when designing posters and information.</p> <p>Books purchased for the daily story times and teaching of reading include diversity. Ask for the rationale behind our reading material and teaching in school.</p> <p>Daily assemblies planned with a clear focus on equity and diversity.</p> <p>Equity and diversity training for all staff</p> <p>Focused safeguarding training around contextual safeguarding and protected characteristics.</p>

Equality Objective	Progress in the last school year 2020-21	Progress in the last school year 2021-22	Progress in the last school year 2022-23
To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities	New objective for 2021.	Continued differentiation and support; Other agencies consulted to ensure all pupils can participate in all aspects of curriculum and access the environment. Social stories used where appropriate.	Nurture space created and used for those with sensory needs; sensory resources purchased; Staff received Team Teach training to help support those children who are in crisis Continued differentiation and support; Other agencies consulted to ensure all pupils can participate in all aspects of curriculum and access the environment. Social stories used where appropriate. PD system used to motivate participation.