Approval date: September 2026
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Committee: Curriculum & Standards

Accessibility and Equality Policy

1. **Mission statement**
2. **Mainstreaming equality into policy and practice**
3. **Equal Opportunities for Staff**
4. **Equality and the law**
   a. age
   b. sex
   c. race
   d. disability (SEND)
   e. religion or belief
   f. sexual orientation
   g. marriage and civil partnership
   h. gender reassignment
   i. pregnancy or maternity
   j. community cohesion
5. **Consultation**
6. **Roles and Responsibilities**
7. **Tackling discrimination**
8. **Review of progress and impact**
9. **Publishing the plan**
10. **Action Plan**

1. Mission statement

At Mylor Bridge School, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the following protected characteristics: age (as appropriate), disability (SEND), ethnicity, gender (including issues of transgender and of maternity/paternity and pregnancy), religion and belief, and sexual identity. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school.

We aim to develop 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.

The achievement of pupils will be monitored by groups including: SEND, FSM, race, and gender and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Mylor Bridge School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Mylor Bridge School 's Commitment to Equality

We are committed to:

- ***Eliminating discrimination and harassment in all areas***
- ***Making our school safe and secure for all***
- ***Promoting equality of opportunity. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential***

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- ***Promoting good relations and positive attitudes towards all people***
- ***Developing tolerance, empathy and respect for people of all religions and beliefs***
- ***Encouraging active participation in the life and work of the community***

Our commitment covers equality on the grounds of all protected characteristics listed above. We expect all our Governors, staff and local governing body members to put in place our commitment and organisation's values by:

- ***Ensuring a high standard of behaviour, we will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable***
- ***Responding quickly to complaints and incidents in a positive and pro-active way***
- ***Providing equality of access to services, facilities and information***
- ***Ensuring that the adults working or volunteering in the school where possible, are a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.***
- ***Promoting activities that celebrate our common experience as well as those that recognise diversity and foster understanding and respect for the culture and faith of all our learners and their families***
- ***Where possible planning to meet the specific needs of individual pupils within the recognised protected characteristics and FSM pupils.***

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data of all groups and respond to any gaps with appropriate targeted interventions
- Take account of the enjoyment and achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures within the context of the five British values (Parents have the right to withdraw their child from certain aspects of this)
- Teach and show tolerance of and empathy for others
- Ensure children understand that they have a voice and contribute to our school, local, national and global communities
- Seek to involve all parents in supporting their child's education
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Utilise teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

Admissions and exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of any of the protective factors listed above.
Exclusions will always be based on the school's Behaviour Policy and sanctions and consequences. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Mylor Bridge School .
We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made based on merit and ability and in compliance with the law.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.
Actions to ensure this commitment is met include**:**

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Performance Management support to ensure equality of opportunity for all

4. Equality and the law

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. There are a number of statutory duties that must be met by every school in line with the Equality Act 2010.
According to the Act it is unlawful for a school to discriminate against a pupil, prospective pupil or member of staff by treating them less favourably because of their:

- age
- sex
- race
- disability (SEND)
- religion or belief
- sexual orientation
- marriage and civil partnership
- gender reassignment
- pregnancy or maternity
  plus community cohesion

It is also unlawful to discriminate by 'association' or 'perception'. That is, schools may not discriminate on the grounds of the above listed protected characteristics by virtue of a child's association with another person, such as, for example, a parent or other family member; or due to a characteristic that one thinks a child may have (actually or by association), even if the judgement is mistaken. At Mylor Bridge School, we take this view in relation to all individual school members.

4a. Age

Mylor Bridge School will ensure that individuals are not singled out for less favourable or inequitable treatment due to their age.

4b. Sex/Gender

Mylor Bridge School will ensure that individuals of one sex are not singled out for different and less favourable treatment from that given to other individuals. We ensure that there are no practices which could result in unfair, less favourable treatment of females or males.
Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender;
- Promote equality between genders.

4c. Race
The definition of race includes colour, nationality and ethnic or national origins. At Mylor Bridge School, we will make sure that individuals of all races are not singled out for different and less favourable treatment from that given to individuals. We will check that there are no practices which could result in unfair, less favourable treatment.

4d. Disability
This section should be read in conjunction with the school's SEND Policy.
The Equality Duty requires schools to make reasonable adjustments for people with disabilities. At Mylor Bridge School, we fulfil this duty by taking reasonable steps to avoid placing a person with identified disability at a disadvantage compared to others. We do it through providing auxiliary aids, services and support.
The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Accessibility Plans
The school has a provision accessibility plan written which is attached to this policy. (Appendix 1)
In the long term the intention is to ensure that we are wholly accessible in curricular, premises and communication terms to all people that we serve. Should any prospective child or member of staff be in need of premises adaption, the Headteacher will inform County PFI team immediately.

4e. Religion or Belief
The Equality Act defines "religion" as being any religion, and "belief" as any religious or philosophical belief. A lack of religion or lack of belief are also protected characteristics.
The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

4f. Sexual Orientation
At Mylor Bridge School we ensure that all LGBTQIA+ individuals are treated fairly [LGBTQIA+ is an inclusive term that includes people of all genders and sexualities, such as lesbian, gay, bisexual, transgender, questioning, queer, intersex, asexual, pansexual, and allies. While each letter in LGBTQIA+ stands for a specific group of people, the term encompasses the entire spectrum of gender fluidity and sexual identities.] We check that there are no practices which could result in unfair, less favourable treatment.

4g. Marriage or Civil Partnership
Mylor Bridge School recognise that a person is legally married if the union is recognised as a marriage under UK law. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples.

4h. Gender Reassignment
The protection against discrimination because of gender reassignment now matches the protection because of sexual orientation in schools. That is protection from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association. Mylor Bridge School will ensure that all gender variant school members are not singled out for different and less favourable treatment from that given to others.

4i. Pregnancy or Maternity/Paternity

Protection from discrimination because of pregnancy and maternity in schools means that it will be unlawful for schools to treat an individual differently because she becomes pregnant or has recently had a baby, or because she is breastfeeding.

4j. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

6. Roles and Responsibilities

The role of the Board of Governors is to:

- ensure all policies give due regard to the individual school plan (Appendix 1)
- support the Chief Executive to implement the school Equality policy and school plans with Headteachers and LGBs
- monitor and evaluate achievement, provision and employment data in line with the Equality policy and plan

The role of Local Governing Board (LGB) members is to:

- support the Headteacher in implementing the Equality policy
- ensure all policies give due regard to the plan
- ensure that no one is discriminated against at appointment
- evaluate achievement, provision and curriculum in line with the Equality policy and plan.

The role of the Headteacher is to:

- implement the school Equality Policy and School Plan, supported by the LGB body in doing so
- ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness
- ensure ongoing monitoring activities are completed and actions are implemented in line with the Equality policy and plan.

The role of all staff is to:

- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school Equality Policy and School Plan
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher, in line with school procedures
- support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents
- monitor progress through the use of data trends and intervene on an individual or group basis where necessary.

Where individuals are concerned, having a view about something does not amount to discrimination. So it is not

unlawful for a school member to express personal views, however, it must be done in an appropriate manner and context, reflecting our whole school ethos. (For example, when responding to questions from pupils, or in an RE or Personal, Social, Health Citizenship and Economic education (PSHCE) lesson). However, it should be remembered that those working in schools are in a very influential position and their actions and responsibilities are bound by much wider duties than this legislation associated with the Equality Act. An individual's ability to express his or her views must not extend to allowing them to discriminate against others.

7. Tackling discrimination

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation. See Appendix 2 for glossary of terms

Discriminatory incidents

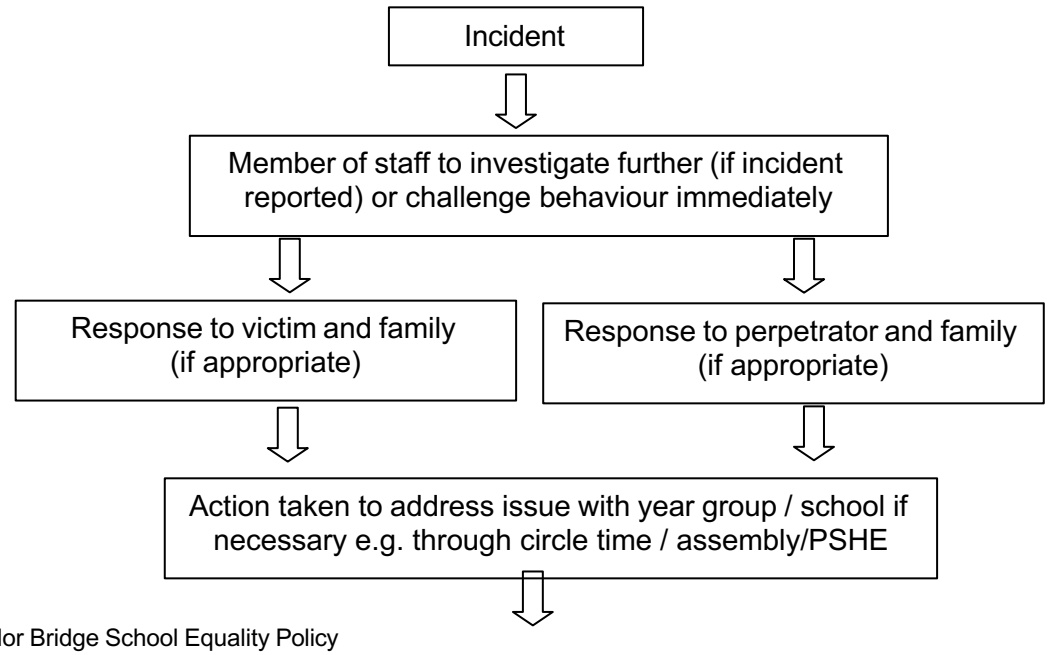
Discrimination can take many forms, including the following examples:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or other protected characteristic
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'. We take this view with all discriminatory incidents and deal with them under the guidance of this policy.

Responding to and reporting incidents

At Mylor Bridge School we believe that dealing with discriminatory incidents is vital to the ethos of the school and well- being of all its members. There are clear recording and reporting incidents within school and reports are communicated to THE LOCAL AUTHORITY as appropriate.



Incident forms to be completed and filed. Incidents to be reported to the LA and Local Governing Board, if appropriate and safeguarding/behaviour Governor.

8. Monitoring and Evaluation

The Policy and Plan has been agreed by our Local Governing Body. At Mylor Bridge School, we have a rolling programme for reviewing our school policies and their impact. We will review the Policy and Plan on a 4-year cycle. We will also review progress towards the Plan annually in line with the School Development Plan.

G. Publishing the Policy G Plan

In order to meet the statutory requirements, we will:

- publish our plan on the school / School website
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- make sure hard copies are available.

_____ Dated _____
Headteacher

_____ Dated _____
Chair of Board of Governors

Policy status and review

Written by:	Hannah Pallôt
Status:	Headteacher
Approval date:	Sept 26
Review Date:	Sept 27

10. ACTION PLAN

Mylor Bridge School

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early success indicators
All	**MUST BE INCLUDED** Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Policy and Plan in annual survey?	Headteacher	January 2017 After Equality Plan is agreed by governing body.	Staff are familiar with the principles of the Equality Policy and Plan and use them when planning lessons, creating classroom displays Parents are aware of the Equality Policy and Plan
ACTIONS MAY INCLUDE:					
All	Monitor and analyse pupil achievement by SEND, FSM, gender (significant numbers in groups). Act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed Termly meetings: HT, T, SEND co Monitoring C Evaluation foci for subject leaders. Reported to staff and governors Annual report by Safeguarding Governor/Governor Week.	Headteacher LGB SENDCO	Termly in Headteacher's report to Governors, Data and tracking, Termly Pupil Progress meetings, Governor Week.	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups Support is in place termly for groups or individuals
All	Ensure that the curriculum positively promotes diverse role models and heroes. Ensure that displays in classrooms and corridors promote diversity. Ensure assemblies promote equality and include positive content and images which celebrate diversity. Encourage children's voices and contribution to reflections on diversity.	Increase in pupils' participation, confidence and achievement levels	Teachers Subject leaders	Ongoing	Increase in participation and confidence of targeted groups, diversity reflected in displays around school, appreciation of diversity reflected in behaviour in all

	British Values are explored through the curriculum				members of the school community

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early success indicators
					Evidence of BV
All	Recognise and represent the talents of all pupils in 'high ability C Gifted C Talented' planning, opportunities and programmes if and when appropriate.	High Ability and Gifted C Talented monitored in compliance with policy. Pupils and progress reviewed regularly with all teaching staff.	Headteacher SENDCo	Termly And review of policy	Analysis of the HA and GCT progress show pupils are achieving well. Pupils represented in additional opportunities and on planning when appropriate.
All	Investigate accessibility plan and that building is in line with agreements and expectations of Equality Act. Risk Assessments and development of shared areas to ensure they are accessible and safe.	Observations SENDCo other staff discussions	Headteacher and LGB H C S group PFI	Annually for plan. Risk assessments ongoing	Plan developed and implemented into Accessibility plan. Risk assessments in place.
Community cohesion	Develop opportunities for community links locally, Nationally and Internationally.	Displays, books, curriculum evidence, visitors, trips and events	Headteacher Geography/History/RE leads Curriculum LGB	On-going termly	Local, national and global learning and citizenship developed. Attitude, knowledge, experience and understanding of other cultures enhanced.
FSM	Enhance the wider school provison for children regardless of income including enrichment activities.	Pupil Premium funding expenditure Analysis of trips/residential take up	Headteacher PP Governor	Termly	Any identified gaps in take up of enrichment activities is narrowed.

Appendix 1: Provision Accessibility Plan

How does the school deliver the curriculum?	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support all pupils?	• Training needs are regularly reviewed for all staff. • Staff inset and staff meetings have SEND/PP provision per term as well as half termly meetings. • School provides SENDCo, Teaching Assistants, PP support, and designated lunchtime supervisors with appropriate training, as well as staff who run wrap around care and clubs.
Are your classrooms optimally organised for all pupils?	• Classrooms are accessible for all and learning resources support pupils needs. • SENDCo identifies any additional environment needs in discussion with class teachers • Subject leaders ensure that materials and resources support the children and teachers.
Do lessons provide opportunities for all pupils to achieve?	• Teachers have high expectations of all pupils this is reflected in the Learning and Teaching, behaviour and conduct, achievement and standards • Lessons are differentiated by task, support, time, resource and outcome • Curriculum provides opportunities for all learning styles and enrichment opportunities • Additional resources for children are implemented to remove barriers to learning eg specialist support, family support, resources including furniture, visual timetables, additional teachers • Staff implement recommendations from external professional agencies • All pupils have opportunities within lessons, extra-curricular and school events to participate in a wide range of creative, sporting, scientific, technical, social activities in addition to the core subjects
Are lessons responsive to pupil diversity?	• RE, PSHCE, Spiritual Moral Social and Cultural (SMSC) cover diversity and lessons are planned in line with our school, local, national and global communities • Lessons are differentiated for individual needs • Termly monitoring of progress of individuals and groups by teachers with Headteacher • Teachers have handover meetings including information on SEND, religion, EAL and ethnic minority • The school implements a Charging Policy and Pupil Premium Policy; spending facilitates additional support and resources • School completes risk assessments

Is the school designed to meet the needs of all pupils?	
Does the size and layout of the school environment allow access for all pupils?	• School meets needs current school population • School responds to individual needs as they arise • All rooms are well lit, corridors are wide, • The school budget allows for reasonable adjustments/best endeavours in line with the Equality Act

	• H C S audit is carried out and actions addressed and monitored by Governors, Headteacher and PFI • School has trained Fire Marshalls and staff are aware of their roles and responsibilities in the event of school evacuation • School provides access to a quiet room at lunchtime, school gardens and grounds
Are pathways around the school site and parking arrangements safe, routes logical and well signed?	• The Site Supervisor conducts daily risk assessments of the school site • H C S Governors and Headteacher monitoring twice annually as well as day to day issues reported to PFI • The school website, newsletter, and assemblies include advice and reminders about safe access, behaviour and movement around the school
How does the school communicate?	
Do you provide information in a variety of formats for pupils, parents / carers and other school members?	• The school endeavours to provide all information and forms in whatever format or language is needed (upon request). • Teachers plan for all learner types and children are encouraged to record in different formats. • The school has a regularly updated website, produces a weekly newsletter on the website, uses Parent texting when appropriate and makes phone calls home, holds face to face meetings and events, encourages communication with all members of staff

Appendix 2 Glossary of Terms

- **Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination – for example if a school were to refuse to let a pupil be a house captain because she has a physical disability.

- **Indirect discrimination** occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents' meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. It is a defence against a claim of indirect discrimination if it can be shown to be "a proportionate means of achieving a legitimate aim". This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

- **Harassment** has a specific legal definition in the Act - it is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

- Where schools are concerned, the offence of harassment as defined in this way in the Act applies only to harassment because of disability, race, sex or pregnancy and maternity, and not to religion or belief, sexual orientation or gender reassignment. It is very important to recognise that this does **not** mean that schools are free to bully or harass pupils on these other grounds - to do so would still be unlawful as well as unacceptable. Any case against the school would be on grounds of direct discrimination rather than harassment.

- **Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person's complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a half termly basis.