

# Beverley High School



## Equality Policy (including Accessibility Plan)



<b>Effective Date</b>	September 2025
<b>Date Reviewed</b>	
<b>Date Due for Review</b>	September 2028
<b>Contact</b>	Ms S Brownell (Assistant Headteacher) Mrs R Calcutt (Assistant Headteacher) Mrs L Bell (Business Manager)
<b>Contact Number</b>	01482 881658
<b>Approved By</b>	Mr J Dunning (Chair of Governors)

## Contents

<b>Our Vision</b>	<b>3</b>
<b>The Equality Act 2010</b> <ul style="list-style-type: none"> <li>• Protected Characteristics</li> <li>• Definitions</li> </ul>	<b>3</b>
<b>Reasonable Adjustments</b>	<b>4</b>
<b>Accessibility Plan</b>	<b>5</b>
<b>The Public Sector Equality Duty</b> <ul style="list-style-type: none"> <li>• The 'general' equality duty</li> <li>• The 'specific duties'</li> </ul>	<b>5</b>
<b>Equality Objectives</b>	<b>6</b>
<b>Publishing Equality Information</b>	<b>7</b>
<b>School Responsibilities</b>	<b>8</b>
<b>References</b>	<b>8</b>
<b><i>Appendix 1: Accessibility Plan (including annual progress update)</i></b>	<b>9</b>
<b><i>Appendix 2: Annual Update on Progress towards the Equality Duty and the Equality Objectives</i></b>	<b>15</b>

## Our Vision

Beverley High School

- Will develop individuals to be independent, confident, well-educated, happy and successful
- Will develop individuals to be responsible citizens committed to making a positive contribution to society
- Will equip students and staff with skills and qualifications to enable them to maximise their potential, achieve the best possible outcomes and be well prepared for the future
- Will value, encourage and support individuals and celebrate their successes
- Will provide a modern, appropriate and relevant curriculum in order to meet individual needs
- Will provide experiences which are positive, enjoyable, enriching and memorable
- Will be a welcoming, friendly and cohesive environment in which all members of its community are unified in feeling proud of its collective achievements
- Will have an ethos of respect, enthusiasm, self motivation and success
- Will be well-respected in the local community and beyond, being the school of choice for parents, students and staff

## The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

### Protected Characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Religion or belief (including lack of belief)
- Sex
- Sexual orientation

It is therefore, unlawful for Beverley High 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

Beverley High 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

Beverley High 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.

Beverley High 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

Beverley High 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 June 2025, by members of staff. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

## The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

### The 'general' equality duty

The general duty requires Beverley High 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 Beverley High School is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

### The 'specific duties'

The 'specific duties' require Beverley High 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 2025-2029

As stated above, Beverley High 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 Mr J Dunning is the Chair. Our objectives are set out below:

<b>1</b>	<b>We will create a dedicated space in school called The Knowledge Hub, designed to promote equality, diversity, and inclusion through intellectual and cultural enrichment</b>
<b>2</b>	<b>To develop and trial a bespoke tracking system to monitor the participation of SEND students in extra-curricular activities and school visits. This system enables us to identify and address barriers to participation, ensure inclusive planning, and provide appropriate support where needed</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 Beverley High 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)	✓	DfE published tables
School performance data e.g. attainment, absence/attendance	N/A	
Governing body minutes	No	Available in school
Anti-bullying/ Anti-racism policies	✓	Website
School development plan	No	Available in school
Parent and pupil surveys	No	Available in school
Non-confidential equality data regarding staff (if employ more than 150 people)	No	Available in school

## 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 Beverley High 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: Beverley High School Accessibility Plan 2025-2028

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until September 2028 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

**The plan shows the ways in which Beverley High 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 2025-2028

#### Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
<b>Reasonable adjustments to curriculum</b>	Meet with appropriate agencies and make reasonable adjustments, as necessary, as they arise to enable access to the full curriculum.	Ongoing	SLT	Unknown	As required
<b>Improve Access to the Curriculum</b>	In Class support, as required. Literacy and Numeracy intervention where appropriate.	Ongoing	SLT	Various	As required

#### 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>Improve Reception area</b>	Source and purchase an appropriate chair, with arm rests for people who have difficulty standing.	2025	Business Manager	£300	
<b>Replace internal narrow doors in D &amp; T old Block</b>	To obtain advice from the Local Authority and discuss project and LA funding to replace doors.	Ongoing	Site manager/Business manager	LA Project	
<b>Improve classroom lighting</b>	Continue to replace lighting throughout the school to ensure LED lit classrooms.	Ongoing	Site manager/Business manager	LA and school Joint project	Ongoing
<b>Improve play areas</b>	Painted yellow edges to aid visibility need to be refreshed as required.	Summer 2025 Review annually	Site Manager/Business manager	Minimal	

<b>Aim 3 - Improve the availability of accessible information to disabled pupils</b>					
<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>To ensure communication is effective both visually and through auditory means. To reduce miscommunication and to develop independence from all both students, staff Visitors Parents/Carers</b>	Review methods of communication.  When required.	Ongoing and as required.	SENCo Teaching Team & Admin Team	Unknown	Ongoing

## Appendix 2: Beverley High 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 Beverley High School has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2024-25
<p><b>Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act</b></p>	<p>A behaviour policy and anti-bullying policy are in place.</p> <p>All incidents of victimisation, discrimination, harassment and bullying are recorded and monitored.</p> <p>Embedded into school policy and considered when all policies are reviewed.</p> <p>To foster a school environment that is inclusive, respectful, and equitable, by eliminating all forms of unlawful discrimination, harassment, and victimisation through education, awareness, and embedded values.</p> <p>Action: The Personal Development programme is underpinned by our school values, structured across four core areas: Intellectual, Performance, Moral, and Civil. Each area includes 4–5 values selected by our school community to guide students in developing awareness, character, and empathy. These values are embedded across assemblies, tutor sessions, classroom learning, and enrichment opportunities.</p> <p>Action: Ensure the school's Personal Development programme explicitly addresses issues of equality, inclusion and respect. Use the Big Ideas Programme to create space for sustained, respectful discussion and critical thinking around social justice topics.</p> <ul style="list-style-type: none"> <li>• Each topic is explored over 6 weeks, providing time for students to engage with complex ideas from multiple perspectives.</li> <li>• Sessions encourage open dialogue, challenging stereotypes and building empathy, critical thought, and informed awareness.</li> </ul>

	<p>Students become informed, open-minded, and respectful of diverse perspectives and experiences.</p> <p>Action: Integrate inclusive content into tutor reading and student-led publications.</p> <p>Evidence/Examples:</p> <ul style="list-style-type: none"> <li>• Tutor Reading Programme takes place twice weekly across all year groups, using texts that reflect a diverse range of voices, cultures, and lived experiences.</li> <li>• The Journal is a monthly student-led publication featuring articles on global and local issues (e.g., Women in Afghanistan, LGBTQ+ rights), encouraging student voice and reflective discussion.</li> </ul> <p>Outcome: Students develop empathy, global awareness, and a strong sense of individual and collective identity.</p> <p>Action: Utilise digital platforms to provide equal access to curriculum and values-driven content.</p> <p>Evidence/Examples:</p> <ul style="list-style-type: none"> <li>• All students, staff, and parents have login access to The Knowledge.</li> <li>• Hub, a bespoke digital platform housing some of our Personal Development curriculum - Super Curriculum, Big Ideas materials, The Journal and Tutor Reading.</li> <li>• This platform supports ongoing learning, home engagement, and transparency in our inclusion strategy.</li> </ul> <p>Outcome: All members of the school community can engage with, understand, and support our values-driven, inclusive approach.</p> <p>Action: Deliver a high-quality, age-appropriate PSHE programme that explicitly teaches respect for difference and challenges discriminatory attitudes.</p> <ul style="list-style-type: none"> <li>• Include specific units on:             <ul style="list-style-type: none"> <li>• LGBTQ+ inclusion and rights.</li> <li>• Mental health awareness and stigma.</li> <li>• Respecting physical and neurodiversity.</li> <li>• Disability awareness.</li> <li>• Gender equality and challenging stereotypes.</li> </ul> </li> <li>• Use diverse case studies, discussion tasks, and reflection opportunities.</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• PSHE curriculum overview documents and lesson plans.</li> <li>• Student voice surveys showing increased understanding and empathy.</li> </ul>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Impact: Students develop empathy and respect, understand protected characteristics, and are empowered to challenge prejudice or harassment.</p>
<p><b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b></p>	<p>Consideration of equality implications have been made at the time that decisions and policy are made, and not as an afterthought.</p> <p>Please see our range of policies.</p> <p>Action: Use a bespoke tracking document to monitor participation in extra-curricular activities and school trips.</p> <p>Steps:</p> <ul style="list-style-type: none"> <li>• Record participation by key demographics (e.g. gender, ethnicity, SEND, Pupil Premium).</li> <li>• Identify trends and underrepresentation across student groups.</li> <li>• Use data to inform interventions and adapt offers accordingly.</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Trialled tracking system implemented during this academic year.</li> <li>• Clear participation data available across key protected groups.</li> </ul> <p>Impact: Underrepresented groups are identified and actively supported to participate, ensuring equitable access to enrichment and development opportunities.</p> <p>Action: Ensure that the SEN team work closely with staff to ensure all students are able to participate in school trips and initiatives. Action: Specific programme for those with SEMH needs being trialled with The Wollstonecraft Society.</p> <p>There have been adaptations to the environment e.g. toilet facilities.</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>Gender free availability training has taken place (LGBTQ).</p> <p>Our tutor programme.</p> <p>Our Inter-House programme.</p>

Beverley High 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 Beverley High 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 Beverley High School's equality objectives for 2024-25.

Equality Objective	Progress in the last school year 2024-25
<p><b>We will create a dedicated space in school called The Knowledge Hub, designed to promote equality, diversity, and inclusion through intellectual and cultural enrichment</b></p>	<p>New objective.</p>
<p><b>To develop and trial a bespoke tracking system to monitor the participation of SEND students in extra-curricular activities and school visits. This system enables us to identify and address barriers to participation, ensure inclusive planning, and provide appropriate support where needed</b></p>	<p>New objective.</p>