

# Burlington Juniors



## Equality Policy (including Accessibility Plan)



<b>Effective Date</b>	May 2019
<b>Date Reviewed</b>	
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## Our Vision

At Burlington Junior School our core aims and values are carefully threaded through everything that we do. Our curriculum intent is to ensure that all our children:

- Are emotionally healthy, socially confident and understand how to have positive relationships with others.
- Enjoy enrichment experiences to gain knowledge and develop rich vocabulary.
- Be motivated and driven to achieve their full potential.
- Respect diversity and individuality and make a positive contribution to society.

Are equipped with the skills, knowledge and understanding to be confident learners.

## 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 Burlington Juniors 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

Burlington Juniors 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.

Burlington Juniors 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.

Burlington Juniors 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

Burlington Juniors 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 March 2019 by various members of staff, parents and pupils. 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 Burlington Juniors 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 Burlington Juniors is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

### The 'specific duties'

The 'specific duties' require Burlington Juniors 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

As stated above, Burlington Juniors 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 Aileen Moss is the Chair. Our objectives are set out below:

<b>1</b>	Prepare the school community for living in a diverse cultural world
<b>2</b>	Develop the equality knowledge and skills of staff and governors through relevant training
<b>3</b>	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 Burlington Juniors 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)	✓	Website
School performance data e.g. attainment, absence/attendance	✓	Website
Governing body minutes	No	
Anti-bullying policy	✓	Website
School development plan	No	
Equality training materials	No	
Parent and pupil surveys	✓	Newsletter/Website
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 Burlington Juniors 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: Burlington Juniors Accessibility Plan 2019-2022

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 May 2022 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 Burlington Juniors 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 2019-2022					
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
To have access to appropriate resources, including manipulatives and any other relevant materials	<ul style="list-style-type: none"> <li>• Classteacher to work with SENCo to identify specific needs of pupils with any disabilities.</li> <li>• Classteacher to liaise with English leader to provide appropriate resources.</li> <li>• SLT to monitor and follow up where necessary.</li> </ul>	Ongoing	Classteacher SLT SENCo English and Maths leader	Laptop £500	The school has worked closely with the SAPTS team from the LA. Where requests have been made, they have been completed quickly. This has included a range of writing aides, adapted surfaces for writing, appropriate technology and software and a range of specific manipulatives within mathematics.
To attend extra-curricular clubs	<ul style="list-style-type: none"> <li>• Classteacher and TA to find out what interests the pupil with disabilities has and pass to SLT to ensure child can access clubs which interest them.</li> <li>• SENCo/SLT to liaise with provider of club and monitor provision and review as appropriate.</li> </ul>	Ongoing Termly review	Classteacher SLT SENCo Club provider		Where a child with disabilities has requested a specific club, the school have worked closely to ensure appropriate adaptations and support. Children have taken part in Computing clubs, Dodgeball and Science

					clubs. This would have been further enhanced if the school hadn't closed due to covid-19. During Summer Term 2021, we have been able to reintroduce some clubs and have offered these to all children within a 'bubble'.
To participate in enrichment activities, including visit and visitors	<ul style="list-style-type: none"> <li>• Classteacher to liaise with SENCo and parents to consider any reasonable adjustments which need to be made to enable the children with disabilities to participate in enrichment activities.</li> </ul>	Whenever planned	Classteacher SENCo		All children are able to participate in enrichment activities. Where children have a specific disability, the SENCO has completed additional audits of visit locations. Additional equipment was being provided for the residential, however this was cancelled due to Covid-19. Where trips have taken place, close work has taken part with the SENCO, support staff,

					<p>parent/carer and the venue.</p> <p>Limited trips have taken place during academic year 20 -21 due to Covid Restrictions. Where we are currently planning trips, all pupils are invited and reasonable adjustments made where appropriate.</p>
<p>To provide positive role models, including people with disabilities.</p>	<ul style="list-style-type: none"> <li>• Subject leader for PSHC and British Values to ensure the curriculum provision includes references to people with disabilities.</li> <li>• SLT to plan in assemblies which include some reference to people with disabilities and to raise awareness and celebrate diversity.</li> </ul>	<p>Reviewed termly</p>	<p>PSHC leader SLT</p>		<p>The school have started to embed further literature in order to provide positive role models for those with disabilities.</p> <p>Assemblies were planned during Spring 2 and Summer.</p> <p>Through the Jigsaw PSHE scheme, there has been a focus on diversity in role models, linking to British Values.</p> <p>This has also been enhanced through the</p>

					<p>school's careers sessions. Specifically linked to the STEM activities.</p> <p>Introduction of Picture News has improved discussions across school. The use of current news stories has meant that children are becoming more aware of the world around them and its diversity.</p>
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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 have access to suitable play equipment	<ul style="list-style-type: none"> <li>• SENCO to liaise with lunchtime staff to suggest suitable playground equipment for children with disabilities.</li> <li>• PSA to train playground pals to effectively include children with disabilities in their games</li> </ul>	Summer and Autumn term 2020	SENCO PSA Lunchtime staff	Purchase relevant equipment	Lunchtime equipment was purchased with the help of the school council. This is to be reviewed again in the next academic year. Due to Covid 19 restrictions, Playground Pals has not been able to operate. This is due to the crossing of bubbles and the need to restrict this. Equipment has been purchased and where there are specific SEND needs, discussed with Key Lunch time staff.
To access relevant areas within school	<ul style="list-style-type: none"> <li>• SLT to ensure furniture in reception is rearranged to enable constant access to the lift.</li> <li>• Classteacher to ensure classroom is organised in such a way as to enable access to relevant areas and resources.</li> <li>• Designated wheelchair space to be allocated for children for assemblies in the hall.</li> </ul>	Ongoing	SLT Teacher		All classrooms are accessible. Lift area has been rearranged to allow constant access. Specific equipment has been purchased to support pupils in the

					classroom. E.g. height adjustable table.
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**Aim 3 - Improve the availability of accessible information to disabled pupils**

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
<p>To have appropriate displays for children with disabilities</p>	<ul style="list-style-type: none"> <li>• SENCo to make new classteacher aware of any specific needs for children in their class e.g. colour overlay, coloured paper.</li> <li>• On a daily basis Classteacher and TA to ensure appropriate provision is made.</li> </ul>	<p>Ongoing</p>	<p>Classteacher TA SENCo</p>		<p>Senco has made teacher's aware of SEND needs of their pupils. All teachers have completed reviews of needs through EHC and TSP processes. Where external agencies are involved, Class Teachers have been involved in key discussions in order to further support the child's needs. This could be visual overlays or text size required.</p> <p>There is a consistent approach to Displays across the school in order to support consistency of information for pupils. This is so children know where to go/look for specific vocabulary or facts.</p>

					The school have ensured that all classrooms have a visual timetable displayed.
Parents are able to access written material in alternative formats, where requested	<ul style="list-style-type: none"> <li>Ensure that any documents are available on request in alternative formats (large font, Arabic etc.) and to ensure this is clear on the school website.</li> </ul>	Ongoing	SLT IT technician		Admin staff have been able to support parents and staff with written materials in alternative formats. This has included providing specific paper copies, or translating letters to Arabic. This has also included providing copies on specific coloured paper.

## Appendix 2: Burlington Juniors' Annual Update on Progress towards the Equality Duty and the Equality Objectives

### 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 Burlington Juniors has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2018-19	Examples/Evidence for 2019-20	Examples/Evidence for 2020-21
<b>Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act</b>	<ul style="list-style-type: none"> <li>• Children have received input regarding anti-bullying through anti-bullying week lessons, PSHCE lessons and assemblies.</li> <li>• Children with SEND including those with complex medical needs are well-supported in school.</li> <li>• Staff have been trained to provide support in intimate care and diabetes.</li> <li>• Where children have been excluded, this has been done in line with the policies and procedures adopted by the school and LA.</li> <li>• Children have had opportunities to look at different families through PSHCE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying week and PSHE lessons around 'Being me in my world' were completed in the Autumn term. This has also been complimented by e-safety learning across the school.</li> <li>• Pupils with SEND and complex needs have been well supported in school. The school works closely with outside agencies, including: OT, Physical therapists, SAPTS and other medical professionals.</li> <li>• All pupils are able to access afterschool clubs. Where there has been a specific need, staff have worked with the club</li> </ul>	<ul style="list-style-type: none"> <li>• Even though this has been a challenging year, with further lockdowns, the school continues to engage with, and work alongside a range of external agencies: OT, Physical Therapists, SAPTs, BST, EP, SALT. This has meant adapting to be able to support these needs through virtual sessions, or virtual observations.</li> <li>• All pupils have been able to access Google Classroom for learning and have had additional teaching around ESafety.</li> <li>• Children with EHC plans were invited into school during</li> </ul>

	<ul style="list-style-type: none"> <li>• Physio training is given to relevant staff to help children with disabilities.</li> <li>• Refugee children are made to feel inclusive within school environment and supported into school rules and systems etc.</li> </ul>	<p>leaders to support inclusivity.</p> <ul style="list-style-type: none"> <li>• Exclusions have significantly reduced in school.</li> <li>• Staff have been trained in diabetes, intimate care, moving and handling, attachment and specific medical needs for pupils.</li> <li>• When planning the Y6 residential, specific accessible rooms were researched and the SENCO and Support staff completed additional risk assessment visits to ensure inclusivity for all.</li> <li>• Parents have been invited in to school for EHC and TSP reviews in line with the SEND code of practice.</li> <li>• Physio training is given to relevant staff to help children with disabilities.</li> <li>• Refugee children are made to feel inclusive within school environment and supported into school rules and systems etc.</li> <li>• Introduction of class dojo system has helped to support communication through home and school as it translates the</li> </ul>	<p>the periods of lockdown.</p> <ul style="list-style-type: none"> <li>• Staff have been trained in diabetes, asthma, intimate care, moving and handling and specific medical needs for pupils.</li> <li>• Parents have been invited to participate in EHC reviews via TEAMS or in school with appropriate PPE.</li> <li>• Parents have been invited to speak with Class Teachers regarding TSPs through phone class or TEAMS meetings.</li> <li>• Parents evening took place online, but telephone conversations were also offered for parents that requested this method.</li> <li>• Physical Management training has been delivered to relevant staff to help children with disabilities.</li> <li>• The School have adopted half-termly values which promote tolerance and respect for all. Assemblies have been delivered by Senior Leaders and work completed through the school's Jigsaw curriculum.</li> <li>• Class Dojo continues to be successful in</li> </ul>
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		<p>information for the parents.</p> <ul style="list-style-type: none"> <li>• Where Covid-19 has presented challenges around supporting pupils with complex needs, the school have worked closely with parents and carers to ensure that the pupils are receiving appropriate curriculum learning and wellbeing through the use of part time schooling and 'Teams' learning using technology.</li> </ul>	<p>aiding communication between home and school.</p> <ul style="list-style-type: none"> <li>• Class Dojo has been used to support RWI learning for pupils. Communicating specific sounds children are working on and providing access to online learning platform for RWI pre-recorded lessons.</li> </ul>
<p><b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b></p>	<ul style="list-style-type: none"> <li>• Inclusive practice has ensured that children with protected characteristics have been able to participate in activities such as swimming lessons, educational visits, including those specifically for children with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive practice has ensured that children with protected characteristics have been able to participate in activities such as swimming lessons, educational visits, including those specifically for children with SEND.</li> <li>• When planning trips, staff have researched the nearest accessible toilet provisions and made arrangements to ensure all pupils can attend trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive practice has ensured that children with protected characteristics have been able to participate in activities such as online meetings with scientists, gymnastic sessions with a specialist, virtual library visits.</li> <li>• When planning trips, staff have made sure they have considered pupil needs and planned for any reasonable adjustments in order for pupils to access the trip.</li> </ul>
<p><b>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</b></p>	<ul style="list-style-type: none"> <li>• Children with SEND have been able to participate in sporting activities with children from other schools who also have SEND,</li> </ul>	<ul style="list-style-type: none"> <li>• Children with SEND have been able to participate in sporting activities with children from other schools who also have SEND,</li> </ul>	<ul style="list-style-type: none"> <li>• Children with SEND have been able to participate in sporting activities with children from other schools who also have SEND,</li> </ul>

	<p>providing an opportunity for them to develop relationships with new peers.</p>	<p>providing an opportunity for them to develop relationships with new peers.</p> <ul style="list-style-type: none"> <li>• The introduction of the half termly values in school has helped to foster good relations in school and meant children are able to learn tolerance and respect.</li> </ul>	<p>providing an opportunity for them to develop relationships with new peers.</p>
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Burlington Juniors 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 Burlington Juniors 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 Burlington Juniors' equality objectives.

Equality Objective	Progress in 2018-19	Progress in the last school year 2019-20	Progress in the last school year 2020-21
<p><b>Prepare the school community for living in a diverse cultural world</b></p>	<p>Equality objective set May 2019.</p>	<p>School have started to embed a range of diverse reading material across the key stage. Visits from people of other cultures have taken place this academic year. Further were planned for Summer term, cancelled due to Covid-19.</p>	<p>Diverse reading materials continue to be embedded across all year groups. The Jigsaw curriculum has also been updated and delivered to ensure knowledge of a diverse world and respect for differences. Pupils have also completed weekly 'Picture News' Activities which enable them to explore themes from around the world impacting people today.</p>
<p><b>Develop the equality knowledge and skills of staff and governors through relevant training</b></p>	<p>Equality objective set May 2019.</p>	<p>Equality and Diversity Training, provided by LA, completed by all staff.</p>	<p>Equality and Diversity Training, provided by LA, completed by all staff. Additional training completed through the National College</p>
<p><b>To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities</b></p>	<p>Equality objective set May 2019.</p>	<p>All SEND pupils participate in all areas of the curriculum. Where specific health needs mean that they need to be outside of the classroom, the school have used this time to support specific learning needs through adult support and technology. Sometimes adaptations are made to support pupils. This can be seen specifically where</p>	<p>All SEND pupils participate in all areas of the curriculum. Where specific health needs mean that they need to be outside of the classroom, the school have used this time to support specific learning needs through adult support and technology. Sometimes adaptations are made to support pupils. This can be seen specifically where</p>

Equality Objective	Progress in 2018-19	Progress in the last school year 2019-20	Progress in the last school year 2020-21
		<p>children have sensory needs. Specific equipment, like: ear defenders, fidget toys, wobble boards and seat cushions have supported the pupils to participate in the school's activities.</p>	<p>children have sensory needs. Specific equipment, like: ear defenders, fidget toys, wobble boards and seat cushions have supported the pupils to participate in the school's activities. We act upon advice from the SAPTs service to implement any specific recommendations. For example: print size, exercises for fine motor skills, seating position in the classroom.</p>