



## **Equality of Opportunity and Accessibility Policy**

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Approved by Committee: Behaviour & Attitudes Committee:

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## 1.0 Introduction

Titus Salt School welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender and of maternity and pregnancy), religion and belief and sexual orientation. No discrimination based on these attributes and values will be tolerated.

We are committed to promoting understanding of the principles and practices of equality and justice and aim to equip our pupils with an awareness of our diverse society and to appreciate the value of difference.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998. Through a proactive approach to inclusion, we aim to ensure our pupils have equality of access to opportunities. We will work to ensure that pupils with disabilities have equal access to education and extra-curricular activities and that we address fundamental prejudices against disability in both pupils and adults.

Pupils within the Designated Specialist Provision (DSP) will be included as widely in the mainstream curriculum as possible and be as fully integrated into the pastoral life of the school as is applicable to each pupil.

## 2.0 The Law and Discrimination

Titus Salt School will ensure it promotes awareness of the law as it applies in The Equality Act 2010. A brief synopsis is included in Appendix 1.

This policy also recognises the Public Sector Equality Duty (PSED). An overview is set out in Appendix 5.

## 3.0 Aims

In fulfilling the legal obligations cited above, we are guided by nine principles:

### 3.1 All pupils are of equal value

We see all learners, potential learners and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

### 3.2 We recognise and respect difference

Treating people equally (3.1) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must take account of differences of life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men, people with differing sexual identities and People who are transgender, non-binary or gender fluid are recognised
- religion, belief or faith background
- sexual identity.

### **3.3 We foster positive attitudes and relationships and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men people with differing sexual identities and people who are transgender, non-binary or gender fluid, and an absence of sexual and homophobic harassment

### **3.4 We observe good equalities practice in staff recruitment retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity

### **3.5 We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- women and men, girls and boys
- people with differing sexual identities
- people who are transgender, non-binary or gender fluid

### **3.6 We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- disabled and non-disabled people
- people from a range of ethnic, cultural and religious backgrounds
- women and men, girls and boys
- people with differing sexual identities

### **3.7 Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled people
- people of a wide range of ethnic, cultural and religious backgrounds
- women and men, girls and boys
- people with differing sexual identities

### **3.8 We base our policies and practices on sound evidence**

We maintain and publish quantitative and qualitative information which shows our compliance with the Public Sector Equality Duty (PSED) set out in clause 149 of the Equality Act 2010 and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

### **3.9 Measurable objectives**

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (3.6) and the evidence we have collected and published (3.8).

The objectives which we identify take into account school, national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the School Improvement Plan. We keep our equality objectives under review and report annually on progress towards achieving them.

## **4.0 Equal Opportunities in Practice**

### **4.1 Curriculum**

We keep each curriculum subject, or area, under review in order to ensure that teaching and learning reflect the principles set out in section 3.

### 4.2 Ethos and organisatio

We ensure the principles listed in section 3 apply to the full range of our policies and practices, including those that are concerned with:

- pupils progress, attainment and achievement
- pupils personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents and carers
- working with the wider community

### 4.3 Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in section 1:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism, homophobia and Transphobia.

Appendix 2 outlines our responsibilities in dealing with racist incidents, these are logged internally via CPOMs and/or bullying logs as required. All Smoothwall notifications of racist language are logged with follow up actions on CPOMs.

### 4.4 Religious observance

We respect the religious beliefs and practice of all staff, pupils, parents and carers and comply with reasonable requests relating to religious observance and practice.

### 4.5 Staff development and training

We ensure that all staff, including support and administrative staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### 4.6 Information and resources

We ensure that the content of this policy is known to all staff and governors and as appropriate, to all pupils and their parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### 4.7 Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination. A member of the Senior Leadership Team has day-to-day responsibility for co-ordinating implementation of the policy.

All staff members are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in section 4
- support pupils in their class for whom English is an additional language or whom have learning or physical disabilities
- keep up-to-date with equalities legislation relevant to their work.

### 4.8 Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

### 4.9 Monitoring and Review

We collect, analyse and use data in relation to achievement, broken down as appropriate, according to disabilities. Special needs and gender.

### 4.10 Complaints

Contravention or complaints under the terms of the Equality Act will be dealt with in accordance with the school's Complaints Policy or Grievance Policy.

## 5.0 References

- The Equality Act 2010
- Public Sector Equality Duty (under Equality Act 2010)
- The Equality Act 2010 (Specific Duties) Regulations 2011
- The Equality Act 2010 and schools - Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014
- Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) Regulations 2005
- The Disability Discrimination Act 2005 replaced by the single [Public Sector Equality Duty under Equality Act 2010](#)
- Equality Impact Analysis: a workbook. DfE April 2012
- Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information and evidence (section 3.8) and to formulate and to publish specific and measurable objectives (section 3.9).



## Equality of Opportunity and Accessibility Policy

Further information relating to the Equalities Act can be found at:

- [www.gov.uk/government/publications/equality-act-guidance](http://www.gov.uk/government/publications/equality-act-guidance)
- [www.equalityhumanrights.com](http://www.equalityhumanrights.com)
- [www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/-equality-act-2010](http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/-equality-act-2010)

## Appendix 1

### The Law and Discrimination

#### 1.0 The Equality Act 2010

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas.

#### Who and what the Act applies to:

In England and Wales the Act applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service
- by excluding a pupil or subjecting them to any other detriment.

The “responsible body” is the governing body or the local authority for maintained schools in England and Wales, the education authority in the case of maintained schools in Scotland and the proprietor in the case of independent schools, Academies or non-maintained special schools. In practice, any persons acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions, and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.

The Act deals with the way in which schools treat their pupils and prospective pupils: the relationship between one pupil and another is not within its scope. It does not therefore bear directly on such issues as racist or homophobic bullying by pupils. However, if a school treats bullying which relates to a protected ground less seriously than other forms of bullying, for example; dismissing complaints of homophobic bullying or failing to protect a transgender pupil against bullying by classmates – then it may be guilty of unlawful discrimination.

The school’s liability not to discriminate, harass or victimise does not end when a pupil has left the school but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to “old pupils” communications and activities.

#### 2.0 The Human Rights Act 1998

The Human Rights Act came into force in October 2000. The Act allows people to claim their rights under the European Convention on Human Rights (ECHR), in all UK courts and tribunals instead of going to the European Court in Strasbourg. The Act requires all public authorities in the UK to act in compliance with the Convention rights and has many implications for local government activity.



### What do 'sexual identity' and 'religion or belief' mean?

Sexual orientation is defined as sexual orientation towards people of the same or the opposite sex, or towards people of either sex. Employees are protected against discrimination on grounds of their sexual orientation, whether they are heterosexual or LGBTQ+.

Religion or belief is defined as 'any religion, religious belief or similar philosophical belief'. ACAS guidance indicates that when deciding whether a particular set of beliefs can be said to amount to a religion or belief, tribunals will have regard to whether there is 'collective worship', a clear belief system, a profound belief affecting the way of life or view of the world.

## Appendix 2

### First things first

Schools are required to record and respond to racist incidents. If an incident involves one of your pupils but happens outside of school, you won't have the same requirements but you might still want to offer support to the child and their family.

You need to investigate all possibly racist incidents in school. If you conclude the incident wasn't racially motivated, record this information and deal with it according to normal school procedures. Be aware that the recommended definition of a racist incident is 'any incident which is perceived to be racist by the victim or any other person.'

### Responding to an incident

If you do have to respond to racist bullying or abuse in your school, you need to respond quickly and make it clear that intolerance is unacceptable.

Offer support to the pupils who have been targeted and apologise for the fact that it happened at school. Although it's not your fault, the pupils affected might feel let down or worry that school is no longer a safe place, and showing sympathy can help. Try to be sensitive to their needs and feelings. Pupils will have different reactions – some may have retaliated against the perpetrator, or find it hard to talk about the incident. Use your professional judgement in deciding how to offer support, and don't be afraid to ask for help or consult appropriate resources.

You'll also need to address the perpetrator(s). Of course, you can't excuse their actions in any way – but this doesn't mean you shouldn't try to understand their motivations. You need to clearly explain why their behaviour was unacceptable and take steps to stop it happening again. This will be easier if you can have an honest conversation about what happened.

Once you've spoken to the victims and perpetrators, you need to decide on a course of action. This will depend on the nature of the incident but could involve a referral to the headteacher or another appropriate member of staff, behaviour modification strategies and/or monitoring in case of further incidents. If racist materials have been brought into school, you'll need to remove and deal with them. Notify the parents or carers of all the pupils involved and be prepared to explain what you're doing to respond.

If anyone other than the victims and perpetrators witnessed the incident, you need to have private conversations with them too. They should be made aware that the school will not tolerate racism and might need support to deal with the incident, even if they were not targeted.

You are required to record the incident and, if it is serious, you should inform the school's governors (who should also receive an annual report on racist incidents). Be aware that in very serious cases, you may need to involve the police.

*If it involves an adult...*

Treat racist incidents involving staff or any other adults in your school community just as seriously as those involving pupils. If an adult is the victim of racism at your school, you should



## Equality of Opportunity and Accessibility Policy

still offer them all necessary support and make sure they know that hate will not be tolerated. Remember that your school is responsible for providing all staff with a safe working environment.

Racist incidents involving staff as perpetrators are very serious and should be dealt with according to your misconduct procedures. If a member of staff has targeted a pupil, you need to follow your local authority's child protection procedures.

### Your school community

You've taken action to support the victims and deal with the perpetrators, but you still need to think about what this means for your school as a whole.

Perhaps it was an isolated incident, but one of the most essential parts of your response is the steps you take to make sure it's not repeated.

It's a good idea to remind your whole community of the school's policies on equality, behaviour and respect. You don't have to tie it to a particular incident if you're worried about the privacy of the people involved.

There are opportunities to discuss the importance of diversity and equality across the curriculum. Following a racist incident at your school or in your local community, it will be more important than ever to ensure your school is making the most of these opportunities.

#### *For all schools*

Fortunately, many schools have not had to deal with any such incidents but there is a lot of political tension at the moment which could be worrying or raise questions for many children. It's always worth reminding your pupils of the importance of treating others with respect, even when you disagree with them.

### Resources

True Vision is a police-sponsored resource, with information about all types of hate crime and hate incidents. You can also use it to report incidents. <http://www.report-it.org.uk/home>

Stop Hate UK is a national organisation working against all types of hate crime and discrimination. <http://www.stophateuk.org/>

Tell MAMA is an organisation working against and supporting victims of anti-Muslim hate. <http://tellmamauk.org/>

Migrants' Rights Network is an organisation working for the rights of migrants in the UK. <http://www.migrantsrights.org.uk/>

Refugee Action supports refugees' rights in the UK. <http://www.refugee-action.org.uk/>

Respect Me, a Scottish anti-bullying organisation, has a useful rundown of prejudice-based bullying along with some helpful advice and links. <http://www.respectme.org.uk/prejudice.html>

## Appendix 3

### Equality Objectives for Titus Salt School (2026–2029)

These objectives meet the requirements of the Public Sector Equality Duty and reflect the priorities of the school.

#### **Objective 1: Narrow attainment gaps**

Reduce the attainment gap between disadvantaged students and their peers by providing targeted academic interventions, mentoring and high-quality teaching.

#### **Objective 2: Improve accessibility for students with SEND**

Enhance physical, digital and curriculum accessibility so that students with special educational needs and/or disabilities can participate fully in all aspects of school life.

#### **Objective 3: Promote a culture of respect and inclusion**

Strengthen the school's inclusion programme by increasing awareness of equality, diversity and rights through the curriculum, assemblies, student leadership and staff training.

#### **Objective 4: Reduce incidents of discriminatory bullying and language**

Implement enhanced monitoring, reporting, and restorative approaches to reduce prejudice-based bullying and improve student wellbeing.

#### **Objective 5: Diversify representation across the curriculum**

Ensure teaching materials, displays, texts and resources reflect a wide range of cultures, identities and experiences.

Regular curriculum reviews will measure progress.

#### **Objective 6: Strengthen staff equality training and confidence**

Provide annual training on equality, inclusive classrooms and unconscious bias for all staff to ensure that school practices remain fair and supportive.

## Appendix 4

### Titus Salt School Accessibility Plan (2026–2029)

#### 1. Introduction

This Accessibility Plan outlines how Titus Salt School will improve access to the curriculum, the physical environment, and information for students with disabilities. It aligns with the Equality Act 2010 and supports the school's Equality and Accessibility Policy.

#### 2. Purpose of the Accessibility Plan

The purpose of this plan is to remove barriers to learning and participation and ensure that all students, including those with SEND, can fully engage with school life.

#### 3. Key Aims

- Improve physical accessibility around the school site.
- Enhance curriculum access through differentiated teaching and inclusive practice.
- Ensure information is available in accessible formats.
- Work in partnership with students, families and external agencies.

#### 4. Improving Access to the Curriculum

- Provide staff training on inclusive teaching and differentiation.
- Review curriculum materials to ensure they reflect diverse needs.
- Increase use of adaptive technology and personalised learning tools.
- Ensure exam access arrangements are applied consistently and effectively.

#### 5. Improving Access to the Physical Environment

- Review the site annually to identify and remove physical barriers.
- Improve signage, lighting and navigation across the site.
- Maintain accessible toilets, ramps and lifts.
- Ensure all emergency evacuation procedures are accessible and inclusive.

#### 6. Improving Access to Information

- Provide information in alternative formats (large print, audio, simplified text) when requested.
- Ensure digital platforms meet accessibility standards.
- Support parents/carers who require alternative communication methods.

#### 7. Monitoring and Evaluation

Progress will be reviewed annually by the Senior Leadership Team and reported to Governors. The plan will be updated every three years or sooner if required.

#### 8. Roles and Responsibilities

- Governing Body: Monitor implementation of the plan.
- Headteacher: Ensure resources and staff training support accessibility.
- SENDCo: Lead implementation and evaluation of accessibility improvements.
- Staff: Promote accessibility in all areas of practice.

## Appendix 5

### Public Sector Equality Duty

#### Overview of the Public Sector Equality Duty

The Public Sector Equality Duty (the Equality Duty) was created by the Equality Act 2010 in order to harmonise the previous race, disability and gender equality duties and to extend protection to the new protected characteristics listed in the Act. The Equality Duty replaced these duties and it came into force on 5 April 2011.

The duty covers age, disability, sex, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. It applies in England, Scotland and in Wales. The general equality duty is set out in section 149 of the Equality Act 2010.

In summary, those subject to the general equality duty must have due regard to the need 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

These are sometimes referred to as the three aims of the general equality duty. The Act helpfully 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

The Act states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the equality duty may involve treating some people more favourably than others.

The equality duty covers the nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first aim of the duty applies to this characteristic but that the other aims (advancing equality and fostering good relations) do not apply.