



St Barnabas' Primary C.E. School

Equality Policy and Equality Plan

Introduction St Barnabas' Primary welcomes its duties under the Equality Act 2010. We work towards building a culture that values diversity and equality, by recognising and appreciating individual needs and differences. The Act provides a single, consolidated source of discrimination law covering all types of discrimination that is unlawful. The school will regularly review the admission policy to ensure it is not discriminatory either in intention or effect.

The purpose and direction of the school's scheme At St Barnabas' Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. As a school we welcome our duties under the Equality Act 2010. The general duties are to :

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relationships

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Looked after children and their carers
- Children or staff who are gay, lesbian, bisexual, trans
- Pupils or staff undergoing gender reassignment

This scheme incorporates the school's plans to allow positive action and access to education for all pupils. It applies to the school Breakfast and After School Club. The school recognises that the new Positive Action provision in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is proportionate response to achieve the relevant aim. We understand the principal of the act and the work needed to ensure that those protected characteristics are not discriminated against and are given equality of opportunity. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

Under the Equality Act, schools have a duty to make 'reasonable adjustments' for people with disabilities. The departmental advice document summarises the duty as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try to avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to a non – disabled pupil.

The Public Sector Equality Duty PSED replaces three separate duties (to promote disability, race and gender equality) that public bodies were previously bound by, with one single duty covering all the protected characteristics under the Equality Act.

Public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

The school will publish information to demonstrate how they are complying with the PSED and equality objectives (Appendix 1 and 2).

The Equality and Human Rights Commission (EHRC) explains that under the Equality Act, schools may (but are not required to) take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning for action

The priorities for the school's scheme are set in light of:

- An examination of the information that the school gathers
- The feedback that the school has gained from the pupils, staff and parents who have been involved in any developments
- As assessment of the impact of current policies on equality

This is a working document: any urgent action necessary following updates/new entries will be added to the action plan before the review date.

In writing the action plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet all people's needs, even if this requires more favourable treatment (positive action).

Annual Reporting

- Schools report annually on the progress being made to promote equality of opportunity to all. Annual reporting will bring together details of:
Feedback gathered during the year
- Action points completed during the year and those that are ongoing.

The report will be included in the Headteacher's report to governors and will be published in the minutes.

Implementation, Monitoring and Evaluation of Action Plan

The implementation of the Action Plan will be overseen by the governing body. A report will be made to the governors periodically through the year by the Headteacher.

The Action Plan is part of the School Improvement Plan

The evaluation of the effectiveness of our scheme will be reflected in our discussions with our external advisers, with the local authority (where necessary) and with Ofsted when the school is inspected.

Measure of achievement of pupils with specific needs will form part of our evaluation of the effectiveness of our scheme.

Publication of the scheme

Our scheme is available on the school website and to anyone on request at the school office.

Review and revision of the Scheme October 2017

The scheme will be reviewed in October 2018

Appendix 1

Priority	Responsible Person	Action Required	Timescale	Date and process of review	Success Criteria
Ensure full access to the school and facilities is maintained	SENCo/HT/SBM	Any changes to the building/facilities are evaluated for access.	Termly review or when premises change	Termly or when premises changes occur	Access is as good as practically possible.

Ensure that children with disabilities are fully included within the school and that outcomes as expressed in the Mission Statement apply equally to them.	SENCo/HT	Children with disabilities are fully included in the school evaluation process.	Risk assess when children arrive	On going	Evaluation indicates that children feel safe, are happy, motivated and well behaved.
Ensure that the progress of children with disabilities is as rapid as possible	SENCo/HT	Pupil progress data analysed on an individual and SEN group basis	3 x a year	Pupil Progress meeting Nov, March and July	Children with disabilities meet their targets
Ensure that there is no unlawful discrimination of children, parents, staff, governors or visitors.	SENCo/HT	Monitoring of relevant school policies e.g. admissions, recruitments	Ongoing	Review at Governors	St Barnabas' is a fully inclusive school.

Appendix 2

Physical Access			
Timescale	Target	Strategy	Outcome
As required by monitoring authority	To ensure the school community are aware of all areas of the school premises where there are potential barriers to physical access. To continue to ensure full access to all areas of the school for children with physical and sensory impairment. To identify areas which cannot be made accessible.	Complete and return LA Access Audit as requested. Reports to Governors. Risk Assess and make reasonable changes of entry of pupil with specific needs. Include Access details on the website Extend feature which improves access when required.	School remains fully accessible to ant person who regularly uses it.
Curriculum Access			
Timescale	Target	Strategy	Outcome
Ongoing	To provide appropriate support for those pupils with a diagnosis of ASD	To implement Progression Tracking from Autism Education Trust to show progress across a range of features, including emotional well- being, social and sensory needs. Support staff to provide an environment that meets the sensory needs of pupils, both within the classroom and the wider school community. To have training for Communication and Inclusion – September 2017.	The progress of ASD pupils is reported on across a range of needs and to minimize the sensory difficulties some pupils have.
Ongoing	To recognize the emotional and well-being of all pupils and provide support to build resilience and coping strategies.	To use the Anna Freud Network resources to assess and support all pupils in the school (data analysis and resources free for three years for registered schools). Ensure Circle Time and P4C are used to support emotional/social well –being across the school.	Support available for all children and where necessary additional support is offered to identified individuals with additional needs. Children are able to use a range of strategies to deal with social/emotional situations including transition and family issues.
Ongoing	Ensure consistent use of tracking documentation and Pupil Profiles for identified pupils.	Vulnerable tracking to be used to record use of assessment, interventions and outcomes. Pupil profiles to be completed at the end of the academic year and updated in October and February.	Consistent record keeping, assessment used to inform provision, identified pupils make measurable progress towards/achieve national expectations.
Ongoing	Strengthen and further develop links between school and outside agencies /professionals to improve assessment and support for identified pupils.	Regular meetings with EP, Communication and Inclusion, SALT, ASD and SENSS. Staff briefings to disseminate information. Support for individual staff to implement advice and recommendations.	Pupils' needs are identified and staff are supported to provide appropriate provision to enable pupils to make measureable progress towards/achieve national expectations.