

# Allensbank Primary School Strategic Equality Plan 2016-2017



**Strategic Equality Plan agreed by Governors:**

..... (Signed by Chair)

..... Date

**Scheme due for review:**.....

*Produced with support from*



## **Contents of our Strategic Equality Plan (SEP)**

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## **Strategic Equality Plan Policy Statement**

### **1. Our School**

Our school is a large, inner city, primary school with 306 pupils on roll. 47.5% of our pupils are girls and 52.5% are boys. 32.6% of pupils are eligible for free school meals and 7.9% have a statement of Special Educational Needs. Both of these figures are higher than local and national averages.

Three-quarters of pupils come from a BME background, and 63% speak English as an Additional Language (EAL). In total, 50 different ethnicities and 35 different home languages are recorded amongst the pupils currently enrolled at the school. The largest ethnic group are recorded as children who are White British (26%), but the number of BME and EAL pupils attending the school has increased significantly in recent years. The largest BME groups are Bangladeshi (9%), Arab (7%), Other Pakistani (6%) and Sudanese (3%).

Approximately 48% of parents declare that they do not practice a religion. Around 40% of parents follow the Muslim faith, and an additional 30% are practicing Christians. There are small numbers of Jewish and Hindu families.

Five pupils have physical and medical difficulties which require the school to provide additional support. These include a wheelchair user and a child with a tracheotomy.

We comply with the Local Authority Online Recruitment Policy and Procedure which now monitors sexual orientation of staff, however it does not yet provide adequate information to form a picture of our school. We are aware that we have parents in same sex relationships, and LGBT pupils, however we do not monitor this robustly.

The school values all of these people and their faiths, cultures, and communities equally.

### **2. Aims**

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. The purpose of our Strategic Equality Plan (SEP) is

to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

Through the equality improvement actions and strategically planned tasks detailed in this document, we aim to:

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We have based our Strategic Equality Objectives on local, regional and national priorities within education, as well as feedback from engagement with our school community and our own school data. These actions are set out in Section Ten.

### **3. Our Strategic Equality Objectives**

Our chosen Strategic Equality Objectives are

1. Reduce gaps in attainment and attendance between pupils from protected groups
2. Develop the quality and use of our equality monitoring and data collection
3. Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti discrimination

We have strategically planned tasks to enable us to meet these objectives. They are listed in Section Ten of this Strategic Equality Plan (Action Plan). They cover all relevant protected characteristics. They describe how we are taking action to fulfil both the general and specific duties.

### **4. Scope**

The policy applies to all full time, part time, job share, permanent, temporary and supply staff. It applies to all pupils, parents, service users and visitors to the school in line with Equality legislation and the school's legal responsibilities to promote equality in employment, education and access to services.

## **5. Equalities Summary Statement**

At Allensbank Primary School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds. This is highlighted in our whole school rules, with our first rule being: “We respect everyone and everything”.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the LEA to help actions to combat hate crime across the City.

## **6. Responsibilities**

### **Leadership and Management**

#### **Commitment**

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible.

## **Headteacher**

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, eg “Anti-Bullying Policy”, “Harassment Policy” etc and that governors, staff, pupils, parents and guardians know about it.
- Making sure the policy and its procedures are followed.
- Producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the Equality Policy is regularly monitored and reviewed.

**The named person with responsibility for dealing with reported incidents of unlawful discrimination is the Head Teacher.**

Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in the Equality Incident and Monitoring Database, analysed within the school and sent to the LEA termly.

**The Equal Opportunities Co-ordinator is the Head Teacher.** The Equal Opportunities Co-ordinator ensures that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school’s activities.

**All staff** are responsible for:

- Dealing with incidents of unlawful discrimination and bullying
- Being able to recognise and tackle bias and stereotyping
- Promoting equality and good relations between all groups
- Keeping up to date with the law on discrimination, and taking up training opportunities
- Striving to provide images and lesson plans that show positive images of and are inclusive of people from the protected characteristics

## **7. Information Gathering and Engagement**

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessments and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible. The reason that this progress is important is to understand the full range of needs of the school community.

*We regularly consult and engage with parents on issues arising at the school along with what parents think is going well or needs to improve. We are privileged with a very diverse school community and through our regular contact with parents, school council and staff we have been able to inform this Strategic Equality Plan.*

*We have also been mindful of national and regional priorities in Education when setting our objectives and our own Equality Data and information has been key when setting attainment targets. Where we found we had gaps in data, that has formed improvement targets around the collection of data.*

*We also sought advice from our Governing body and Parent Group both of which are made up of diverse communities. People from a diverse range of Ages, Genders, Ethnicities, Religions or Beliefs and Sexual Orientations were involved in the production of this document.*

## **8. Publication and Reporting**

The school publishes the Strategic Equality Plan on our website and is communicated to parents at parents evening and other events. It is available in large print and other formats on request. The school prospectus includes a reference to the Strategic Equality Plan and the values underpinning it

We will report and publish annually on the progress made on the action plans and the impact of the Plan itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

## **9. Monitor and Review**

We will revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan (e.g. achievement data, engagement with stakeholders).

We will use Equality Impact Assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

Based on the above, we will review the Plan and republish necessary, but not less than annually with a full review not less than four yearly.



# 10. Strategic Equality Action Plan 2016-17

**Priority One:** Reduce gaps in attainment and attendance between pupils from protected groups

**Targets:**

- Improve boy's performance in all areas but in particular Maths
- To improve the attendance of Czech Roma pupils to above 90% within the first instance with a longer term aspiration to bring attendance of this cohort in line with the agreed school target of 95.3% for 2016-17.

**Strategically Planned Tasks:**

| On Track | Lead Person(s) Involved | Time Scale  |
|----------|-------------------------|-------------|
|          | JD/CW                   | Autumn 2016 |
|          | JD/CW                   | Autumn 2016 |
|          | JD/CW                   | Autumn 2016 |
|          | JD/ identified staff    | Autumn 2016 |
|          | JD/identified staff     | Autumn 2016 |

- Set up an INCERTS group specifically to track progress of FP boys in Maths.
- Devise a short questionnaire for boys in all year groups to give their views about the teaching and learning of mathematics. Analyse results to ascertain any pattern or area to be addressed to raise attainment at the higher level.
- Select Maths resources and rich tasks that will, in particular, appeal to boys.
- Sign up to achieve the Investors in Families accreditation – introducing programmes for Eastern European families to help them to support their children (You Can Do It for Parents).
- Begin a portfolio of Parental Engagement work in preparation for Investors in Families. To include a clear, evidence based focus on a programme of positive action to engage with Eastern European families

|   |  |                        |   |
|---|--|------------------------|---|
| <ul style="list-style-type: none"> <li>Consider the appointment of / allocation of time from a TA – dedicated to parental engagement</li> <li>Apply to consortium to join Investors in Families programme.</li> <li>Outline 1 year and 3 year action plans for Parental Engagement with clear objectives in each year on engaging with Eastern European parents.</li> </ul> |  | JD<br><br>JD<br><br>JD | Autumn 2016<br><br>Autumn 2016<br><br>Autumn 2016 |
| <b>Monitoring Commentary (Bullet Points)</b>  | <b>Evaluation Commentary (Bullet Points)</b> |                        |   |

| <b>Attendance of Ethnic Groups 2014-15</b><br>(45 Ethnic Groups within Allensbank) |                         |                     |
|--|-------------------------|---------------------|
| <u>Ethnic Group</u>  | <u>Number of pupils</u> | <u>% Attendance</u> |
| White British  | 89                      | 93.3%               |
| Arab   | 32                      | 94.8%               |
| Pakistani  | 27                      | 91.1%               |
| Bangladeshi  | 23                      | 93.1%               |
| Sudanese   | 16                      | 95.4%               |
| Czech  | 15                      | 84.7%               |
| Indian   | 13                      | 92.5%               |
| Iraqi  | 11                      | 89.7%               |
| <b>Whole School Attendance 2014-15</b>   |                         |                     |
| All pupils   | 94.2%                   |                     |
| Boys   | 93.86%                  |                     |
| Girls  | 94.02% (G+0.16%)        |                     |

**Priority Two:** Develop the quality and use of our equality Information

**Targets:**

1. To amend our enrolment form to better collect useful equality information on parents
2. To expand our monitoring of race related incidents to record and report a wider range of bullying including anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief.
3. Equality Impact Assess all policies due for review during (the lifecycle of this Strategic Equality Plan)

**Strategically Planned Tasks:**

- Implement the county Identity Based Incident and Bullying Monitoring System begin termly returns to County
- Identify the priority policies for Equality Impact Assessment from this year's list of policies due for review and begin to carry out EIAs
- Modify the county enrolment form to begin to collect Equality Information on Parents
- Carry out a retrospective exercise to update the equality information held on staff for all protected characteristics

**On Track**

**Lead Person(s) Involved**

**Time Scale**

**JD**

**Autumn 2015**

**JD**

**Summer 2016**

**JD**

**Summer 2016**

**JD**

**Summer 2016**

**Monitoring Commentary (Bullet Points)**

**Evaluation Commentary (Bullet Points)**

**Priority Three:** Teach and Train pupils, staff and governors

**Targets:**

1. Staff and governors are aware of their statutory obligations under the Equality Act
2. Staff and governor training combines basic training for all staff with specialist training for selected staff dependant on priorities and emerging equality issues or trends
3. The curriculum in all year groups evidences planned teaching of equality and diversity across a range of subjects, covering all Protected Characteristics

**Strategically Planned Tasks:**

- Untethered to provide Twilights on 'Equality Act' and 'Family Diversity' for all staff and selected Governors
- Untethered to provide Equality Impact Assessment half day training for SLT and selected Governors
- Head teacher to procure Equality coaching and mentoring service to further develop Equality policy and procedure across the school in line with statutory Duties in the Equality Act
- Race equality will be promoted through the Show Racism the Red Card education scheme. Cultural and racial diversity will be promoted through planned activities around events such as the Worldvision contest and the Rugby World Cup.
- Pupils will study the holocaust as part of the history curriculum, to learn about the consequences of racism and religious intolerance.
- Pupils will study the lives of children in Lesotho, to gain a cultural perspective on their own lives. This will be underpinned by topics on apartheid and Nelson

| <b>On Track</b> | <b>Lead Person(s) Involved</b> | <b>Time Scale</b>  |
|-----------------|--------------------------------|--------------------|
|                 | JD                             | <b>Autumn 2015</b> |
|                 | JD                             | <b>Spring 2016</b> |
|                 | JD                             | <b>Ongoing</b>     |
|                 | JD/SLT                         | <b>Spring 2016</b> |
|                 | <b>Class Teacher</b>           | <b>Autumn 2015</b> |
|                 | <b>Class Teacher</b>           | <b>Summer 2016</b> |

|  |   |   |  |
|--|---|---|--|
| <p>Mandela's struggle for freedom</p> <ul style="list-style-type: none"> <li>• The school will celebrate cultural diversity and promote understanding of different faiths by marking major celebrations in different religions, for example Eid and Christmas. A Muslim speaker will visit the school to deliver at least 3 assemblies during the year, focusing on stories with a moral theme. Pupils will also have the opportunity to visit a local mosque.</li> <li>• Gender stereotyping will be addressed during enterprise week. Pupils will be expressly encouraged to consider non-traditional careers.</li> <li>• The role play area in the Foundation Phase will be set up as a baby day care setting, to promote discussion about gender roles.</li> <li>• Guide Dogs for the Blind will be invited in to talk about the experience of sight loss and promote understanding of visual disability.</li> </ul> |   | <p><b>All Staff</b></p><br><p><b>SLT</b></p><br><p><b>Foundation Phase Staff</b><br/><b>Class Teacher</b></p> | <p><b>Ongoing</b></p><br><p><b>Spring 2016</b></p><br><p><b>Spring 2016</b><br/><b>Summer 2016</b></p> |
| <p><b>Monitoring Commentary (Bullet Points)</b></p>  | <p><b>Evaluation Commentary (Bullet Points)</b></p> |   |  |

11. Appendix.

Accessibility Plan

# Allensbank Primary School



## Access Plan 2013-2016

This plan will be reviewed annually

Head teacher: \_\_\_\_\_

Chair of Governors \_\_\_\_\_



## **Allensbank Primary School Disability Access Plan 2013 -2016**

### **Access to the Physical Environment**

|                    | <b>Targets</b>   | <b>Strategies</b>   | <b>Timescale</b> | <b>Responsibility</b> | <b>Success criteria</b>                       |
|--------------------|--|---|------------------|-----------------------|---|
| <b>Short term</b>  | Improved parking facilities for disabled staff and visitors. | -Identify a specific parking spot<br>-Mark out the area using orange paint and logos.<br>-Inform staff of the new arrangements  | '13-'14          | Caretaker             | Designated Disabled Parking                   |
| <b>Medium term</b> | Improved toilet facilities for disabled pupils               | -Identify an area suitable for development into a disabled access toilet within KS2 building.<br>-Liaise with Facilities Management for a design and costings for the new toilet.<br>-Request funding from the LA's Contingency Fund for full costs<br>-Proceed with the refurbished toilet facilities. | '13-'15          | HT & LA               | Existence of a Disabled Toilet and Facilities |
| <b>Long term</b>   | Improved access around the school site.                      | -Identify areas that may cause specific groups difficulty, doorways, toilets, signage<br>- Install signs.<br>-Refurbish doorways<br>-Removal of corridor steps and obstacles  | '13-16           | HT, Caretaker & LA    | Improved access throughout school             |

## Access to the Curriculum

|                    | <b>Targets</b>   | <b>Strategies</b>  | <b>Timescale</b> | <b>Responsibilities</b> | <b>Success criteria</b>   |
|--------------------|--|--|------------------|-------------------------|---|
| <b>Short term</b>  | -Improved access to curriculum for all user groups           | -Audit the pupils needs and identify user groups at risk of discrimination/reduced curriculum access   | '13-'16          | Equalities Officer/HT   | Identified groups of pupils with specified needs.                                       |
| <b>Medium term</b> | -Policies do not discriminate any pupils or groups of pupils | -Review policies to identify any negative impact upon the needs of specific pupils or groups of pupils<br>-Impact assess all policies<br>-Amend policies and practices as necessary.   | '13-'16          | Equalities Officer/HT   | All pupils and groups supported.  |
| <b>Long term</b>   | -Resources support all pupils and groups                     | -Curriculum co-ordinators to review all resources in light of the specific pupils or groups of pupils needs.<br>-Resources to be updated/purchased or enhanced to ensure they do not discriminate against any pupils or groups of pupils | 13-'16           | Subject Co-ordinators   | All resources support and do not discriminate against any specific or groups of pupils. |

## Access to Information

|                    | <b>Targets</b>   | <b>Strategies</b>  | <b>Timescale</b> | <b>Responsibilities</b>  | <b>Success criteria</b>   |
|--------------------|--|--|------------------|--|---|
| <b>Short term</b>  | -Identify the specific needs of all school stakeholders      | -Audit all school user groups for their specific needs, pupils, parents, GB, Staff and Visitors.<br>-Collate data to provide a clear picture of need                                       | '13-'16          | Equalities officer/HT  | A list of specific needs that the school stakeholders have in relation to accessing data. |
| <b>Medium term</b> | -Policies do not discriminate against any school user groups | -Review policies to identify any that negatively impact upon the needs of specific users or groups of users.<br>-Impact assess all policies<br>-Amend policies and practices as necessary. | '13-'16          | Equalities Officer, SLT, Subject Co-ordinators & School Clerks | All pupils and groups supported.  |
| <b>Long term</b>   |  |  |                  |  |   |