

Allensbank Primary School Strategic Equality Plan 2017-2018



Strategic Equality Plan agreed by Governors:

..... (Signed by Chair)

..... Date

Scheme due for review:.....

Produced with support from



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Strategic Equality Plan Policy Statement

1. Our School

Our school is an inner city, primary school with 195 pupils on roll. 48% of our pupils are girls and 52% are boys. 24.5% of pupils are eligible for free school meals and 4.5% have a statement of Special Educational Needs. Both of these figures are higher than local and national averages.

Nearly three-quarters of pupils come from a BME background, and 56% speak English as an Additional Language (EAL). In total, 43 different ethnicities and 33 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%). The largest BME groups are Arab (7.5%), Pakistani (6.5%) and Sudanese (5.5%).

Approximately 17.5% of parents declare that they do not practice a religion. Around 43% of parents follow the Muslim faith, and an additional 25% are practicing Christians. There are small numbers of Hindu, Buddhist and Sikh families.

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 LA 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.

Strategic Equality Action Plan 2020-21

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

Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> • Set up an INCERTS group specifically to track progress of FP boys in Maths. 		JD/CW	Autumn 2020
<ul style="list-style-type: none"> • 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. 		JD/CW	Autumn 2020
<ul style="list-style-type: none"> • Select Maths resources and rich tasks that will, in particular, appeal to boys. 		JD/CW	Autumn 2020
<ul style="list-style-type: none"> • Sign up to achieve the Investors in Families accreditation – introducing programmes for EM families to help them to support their children (You Can Do It for Parents). 		JD/ identified staff	Autumn 2020
<ul style="list-style-type: none"> • Continue to develop 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 EM families 		JD/identified staff	Autumn 2020
<ul style="list-style-type: none"> • Consider the appointment of / allocation of time for a staff member – dedicated to parental engagement 		JD	Autumn 2020
<ul style="list-style-type: none"> • Apply to consortium to join Investors in Families programme. 		JD	Autumn 2020

Monitoring Commentary (Bullet Points)

Evaluation Commentary (Bullet Points)

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

Targets:

1. To implement a revised 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:

- Identify the priority policies for Equality Impact Assessment from this year's list of policies due for review and begin to carry out EIAs
- To implement a Modified county enrolment form to collect Equality Information on Parents
- To update the equality information held on staff for all protected characteristics

On Track

Lead Person(s) Involved

Time Scale

JD

Summer 2020

JD

Autumn 2021

JD

Summer 2021

Monitoring Commentary (Bullet Points)

Evaluation Commentary (Bullet Points)

Appendix.

Accessibility Plan

Allensbank Primary School Access Plan as at 2020

Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility
Short term	<ul style="list-style-type: none"> To ensure bus stop is located near school entrance To ensure Accessible Parking Space is located near school entrance 	<ul style="list-style-type: none"> Site management should undertake liaison with the Highways Department to review. 	Autumn term 2020 for contact with Highways	JD
	<ul style="list-style-type: none"> Signage outside school to explain where accessible entrance to school is 	<ul style="list-style-type: none"> Purchase from online supplier 	Autumn Term 2020	JD
	<ul style="list-style-type: none"> Install Portable Induction Loop to be based in reception area but available for use around school. 	<ul style="list-style-type: none"> Purchase from online supplier and put up signs indicating their availability 	Spring 2021	JD

	<ul style="list-style-type: none"> Put up tactile signage from main entrance, through reception and into lower corridor at key locations. Particularly in terms of main locations and accessible toilet Ensure that any disabled pupils, adults and visitors can be safely evacuated as applicable General site maintenance and upkeep required to maximise accessibility for people with visual impairments particularly 	<ul style="list-style-type: none"> It is recommended that a 'way finding' review be undertaken for the school. Put in place Personal Emergency Evacuation Plans for any disabled pupils, where and when necessary. Seek advice from LA if necessary. Put in place management procedure for ensuring safety of Disabled adults and visitors. All bins, plant containers, objects around yard, benches etc to be suitably colour contrasted against the background to aid people with impaired vision. Colour contrast needs to be added. All structural columns to have colour contrast or markings at 	<p>Spring 2021</p> <p>Summer Term 2020</p> <p>Summer Term 2021</p>	<p>JD</p> <p>CW</p>
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	<ul style="list-style-type: none"> Identify current access needs of staff, parents and pupils 	<p>two heights in accordance with BS8300.</p> <ul style="list-style-type: none"> Low level overheads such as flag strings across the room could cause a potential impact injury for people with impaired vision because they may not be able to detect the hazard with their assistance cane. New enrolment form to be used to parents with equality monitoring as standard. ALNco to inform re: pupil needs. Retrospective equality monitoring of existing staff. 	Summer Term 2021	
Medium term	<ul style="list-style-type: none"> Improve access to toilets Improve lighting throughout the school Improve access to Key Stage 3 building 	<ul style="list-style-type: none"> Install Accessible Toilet in Key Stage 2 building As bulbs go, replace with natural daylight bulbs Consider moving access doors to the side of the building, to 	<p>Before end of Summer 2021</p> <p>Rolling programme throughout 2020-2025 academic years</p> <p>Architect to review and make recommendations by 2021</p>	<p>JD</p> <p>JD</p> <p>JD</p>

		allow for a ramped access to the building		
Long term	<ul style="list-style-type: none"> Improve front entrance and lobby area. 	<ul style="list-style-type: none"> Install automated doors at main entrance, with secure doors to prevent further entry beyond Redesign front lobby area so that it becomes the front reception area According to BS8300 - The length of the lobby should be at least the projection of the door or doors, if swinging into the lobby, plus 1570mm. Clear width of corridor not less than 1200mm. Turning circle of 1800mm diameter at a corridor junction acts as a passing place and allows a wheelchair user to turn and return in the other direction. Clear width of at least 1000mm where there is a permanent obstruction over a short distance. It is recommended that an architectural feasibility study be undertaken to assess. 	County to be informed and timescale to be advised based on their Access Strategy	JD/ LA

	<ul style="list-style-type: none">• Flashing beacons to be installed to assist people with visual impairments in case of fire	<ul style="list-style-type: none">• Specialist advice should be undertaken to install alarm/alerting systems for people with impaired hearing, such as flashing beacons and vibrating devices. If flashing beacons are used, supplement with signage to indicate purpose. <p>BS8300 - A fire alarm should emit a visual and audible signal to warn occupants with hearing or visual impairments.</p>		
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Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities
Short term	<ul style="list-style-type: none"> Ensure all staff have access to specific training on disability issues 	<ul style="list-style-type: none"> Use staff audit to identify training needs and inform Professional Development process. 	December 2020	JD/ALNCO
	<ul style="list-style-type: none"> Ensure all staff are aware of any disabled pupils' curriculum access where applicable 	<ul style="list-style-type: none"> Set up system for information to be shared with appropriate staff (including lunchtime supervisors) where applicable Display information relating to individual pupils' needs in staff room 	<p>As and when necessary</p> <p>As and when necessary</p>	<p>JD/ALNCO</p> <p>JD/ALNCO</p>
Medium term	Ensure all IT software and resources are adapted for use by people with visual impairments	<ul style="list-style-type: none"> Audit all SEN ICT and other resources. Order further resources as necessary Run individual training sessions on use of SEN resources 	<p>Audit – by end of Summer Term 2021</p> <p>Resources and training – rolling programme to be completed by Summer Term 2022</p>	JD/ALNCO

	Curriculum Resources adapted for use by pupils who are	<ul style="list-style-type: none"> Run individual training sessions on use of SEN resources 	Annual review of resources required based on pupil needs	JD/ALNCO
Long term	<ul style="list-style-type: none"> Ensure all staff have refresher disability equality training. 	<ul style="list-style-type: none"> Set up refresher INSET training for SLT/ all staff on Equality/ Disability Ensure new staff access similar CPD courses 		JD/ALNCO JD/ALNCO

Access to Information

	Targets	Strategies	Timescale	Responsibilities
Short term	<ul style="list-style-type: none"> Review information to parents/carers to ensure it is accessible 	<ul style="list-style-type: none"> Consult parents/carers about access needs when child is admitted to school Review all letters home to check 	Ongoing	JD

		<p>that they are written in Plain English</p> <ul style="list-style-type: none"> • Produce newsletter in alternative formats e.g. large print, Braille, audio according to need 	<p>Ongoing</p> <p>According to need</p>	<p>JD</p> <p>JD</p>
	<ul style="list-style-type: none"> • Inclusive discussion of access to information in all annual reviews 	<ul style="list-style-type: none"> • Consult with parents/carers and children about access to information and preferred formats in all reviews • Develop strategies to meet needs 	<p>As and when necessary</p> <p>As and when necessary</p>	<p>JD</p> <p>JD</p>
Medium term	<ul style="list-style-type: none"> • School corridor and classroom displays are accessible to all 	<ul style="list-style-type: none"> • Review any laminated (or similar) wall displays for reflections from windows or lighting and replace or move as necessary 	<p>To be built into regular teaching assessment from Autumn 2021</p>	<p>JD</p>

Long term	<ul style="list-style-type: none">• Heighten awareness of mainstream staff in relation to strategies and procedures employed by speech therapists for SLCD pupils	<ul style="list-style-type: none">• Provide training in relation to SLCD issues, for all staff		Speech therapist/ LA SLCD Team
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