

St Barnabas CE Primary School



Equality Scheme

2022 - 2026

Information last updated: June 2023

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This scheme is informed by our Equality policy and complies with the Equality Act 2010. It outlines both the data and current issues and actions relating to ethnicity, religion/belief and socio – economic factors of the community of St Barnabas CE Primary School. As an inclusive school we ensure that pupils are able to access the curriculum, make progress and encourage full participation in activities that are on offer to them.

The following school data was collated in June 2023.

Contextual Summary Statement (Full information is available in school)

School / Cohort profile

The school is 1 form entry, with 7 classes and a standard admission number of 30. All children are taught in single age classes. Each class is taught by a full time teacher. The school also has a Governor Led Nursery provision (section 27 of the Education Act, 2002) offering 24 places for 3 and 4 year olds and 8 places for 2 year olds per session. The staff profile is made up of a range of ages and levels of experience, but there are more female than male staff. The teachers are supported by a team of 10 Teaching Assistants, an academic mentor and non-teaching SENCO with responsibility for pastoral support.

St Barnabas is a one form entry Voluntary Aided Church of England Primary school with nursery provision, located in one of Warrington's most disadvantaged wards. The school location deprivation indicator is in quintile 3 (more deprived) of all schools, meaning on average pupils live within the 3rd deprivation decile. The school's IDACI (Indices of Deprivation Affecting Children Index) score is 0.22, compared to the Warrington average of 0.14. Each cohort varies in the proportion of the number of children in each of the groups analysed below. The following information was accurate at the time of collection in June 2023;

Gender	Currently the whole school population is slightly biased towards girls who make up 52%, compared to 48% boys.
Religion / Faith	Christian children make up 37.2% of the whole school population. The remaining children are other faith (2.9%) , refused to say (6.2%), Hindu (1.5%) ,Muslim (14.9%) or not specified (37.2%)
Special Educational Needs	Currently, 19.3% of children are at SEN support which is above the national average. 1.2% of children receive support through an EHC plan which is below the national average.
Disability	An accessible disabled toilet is available for both children and staff in the Antioch Room. Doors around the building have been adapted to have ramps enabling access for all. There are currently no disabled pupils. There are no disabled members of staff.
Free School Meals / Pupil Premium	55.3% of children are known to be eligible for Free School Meals which is significantly above the NA . We are aware that there are other parents who are eligible to claim but do not wish to and also many low paid workers who just miss the threshold. This is not consistent with other local schools.
Ethnicity and English as an additional language	The percentage of children in school whose ethnic background has been defined by parents as something other than white British is 47% which is well above national average. The percentage of children with English as an additional language is 44.1% which is in the top 20% of all schools. Both of these are significantly above national and local averages.

Bullying and Discrimination

Our school has an anti-bullying policy supported by clear procedures for dealing with incidents of bullying and other behaviour. Any incidents of bullying are reported to the Local Authority and the Governing Body along with information about how it was dealt with.

Any behaviour incidents which may take place are usually low level, however, all issues are dealt with immediately and a resolution sought, following the Good Behaviour Policy. Any issues which arise usually relate to friendship and conflict. Records are kept on CPOMS of any incidents which may take place.

Performance Trends

Analysis of EYFS, KS1 and KS2 Data (3 year trends) is kept in school. As a school we carry out rigorous and regular monitoring and analysis of all pupils and their progress so that the Headteacher, Senior Leadership Team, Middle Leaders and all teaching staff can use the information to ensure the appropriate progress is made by all pupils irrespective of race, disability, socio-economic background, belief or gender. The progress of all groups of learners, including our most vulnerable children, are tracked and interventions put in to place to ensure that any barriers to learning, for whatever reason, are removed. The impact of these interventions is assessed regularly and informs future planning. All data analysis informs teacher planning, whole school planning (eg support timetable, CPD) in addition to our School Improvement Plan. It also informs other action plans as appropriate and has helped to inform our equality objectives.

Equality Objectives 2022 – 2026

How we chose our Equality objectives:

Our Equality objective setting process has involved gathering evidence as follows:

- Pupil tracking and assessments
- Reports of any incidents (including behaviour records and exclusion record)
- Multi agency reports
- Inclusion in school activities eg clubs, visits etc
- IDSR/ASP/FFT data
- Child Protection, Child In Need and vulnerable children information

It has also included gaining information from the following sources:

- Parents – through meetings, review meetings
- Pupils through circle time, SEAL, School Council, questionnaires, talking to them etc
- External agencies – school nurse, social care, speech & language therapists, occupational health, EP and other medical professionals
- Staff, Governing Body and Local Authority

Any information gained has been analysed in order to choose objectives that will fulfil our legal obligation to:

- 1) Promote equality of opportunity for members of identified groups
- 2) Eliminate unlawful discrimination, harassment and victimisation.
- 3) Foster good relations between different groups in terms of
 - Ethnicity
 - Religion or belief
 - Socio-economic background
 - Gender and gender identity
 - Disability
 - Sexual orientation
 - Age

Objective	Which group (s) with protected characteristics will this benefit?	Actions and who will be involved	Timescales	Which general duty/ies will it address?	Impact
<p>1) To improve our children's knowledge and understanding of the diverse community we live in to promote acceptance and equality for all</p>	<p>We will be focusing on the following areas of the community:</p> <ul style="list-style-type: none">  People of different religions  People of different ethnic backgrounds 	<p>Identify opportunities in the curriculum to look at other cultures / countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversities</p> <p>Members of the community invited in to share with children knowledge about their own religions</p> <p>To celebrate cultural and ethnic diversity within school and wider Warrington community</p> <p>To deliver the SCARF curriculum as part of our PSHE curriculum</p> <p>Audit resources in school especially books to ensure that they reflect the diverse world around us</p> <p>Staff training on Gender Equality and awareness of LGBTQ+</p>	Ongoing	General Duty 1	<p>Greater understanding and knowledge of differences between all will result in increased acceptance, equality and respect for all</p> <p>The school ethos and curriculum promotes respect for differences within the school community</p>

		<p>Introduction of 'Votes for School'</p> <p>Use collective worship as an opportunity to celebrate a range of cultures, beliefs and countries</p> <p>HT,SLT, teaching staff, governors, pupils and parents all involved</p>			
<p>2) To ensure that the needs of all children, including vulnerable children are met and they are not disadvantaged due to or despite of their gender, race or disability</p>	<p>We will be focusing on all groups from the community but most specifically:</p> <p>Vulnerable Gender Race disability</p>	<ul style="list-style-type: none"> - Assessment, tracking and analysis data used to plan interventions and support as needed - SENCO/pastoral leads to work with targeted children and families - Clear intervention programmes in place informed by data analysis and knowledge of the child - Narrow these gaps in attendance rates between these groups and others (including EAL) – Home visits / Attendance procedures / Attendance reports and actions - Refer to objective 4 <p>HT, SLT , Governors</p>	<p>Ongoing Assessment periods</p>	<p>General Duty 2</p>	<p>The needs of all children from all groups will be met This will include social and emotional in addition to academic Any barriers to learning will be removed All groups will be provided with equality of opportunities</p>

<p>3) Ensure all children have equal access to all aspects of the curriculum and that all groups are making good progress</p>	<p>All groups</p>	<ul style="list-style-type: none"> - Termly assessments - Pupil progress meetings - SLT analysis and feedback to staff - Intervention support informed by analysis - Modify provision in order to meet all children's needs and interests <p>Classteachers, SENDCO, parents</p>	<p>Ongoing Assessment periods</p>	<p>General Duty 2</p>	<p>Any barriers to learning will be removed Diminish differences between groups, as indicated in data analysis</p> <p>Advance equality of opportunity between people who share protected characteristics and those who do not</p>
<p>4) Ensure equality of opportunity at after school clubs</p>	<p>All groups with specific focus on vulnerable pupils</p>	<ul style="list-style-type: none"> - Wide range of after school clubs with places for large number of children are available - All vulnerable children offered places - Monitoring and encouragement to take up places - No charge for vulnerable children - Children's University - Regular monitoring to check on drop out rate <p>Classteachers, Pastoral manager, SLT</p>	<p>Termly checks</p>	<p>General Duty 2</p>	<p>All barriers or potential barriers to attending after school clubs are removed resulting in more targeted children attending these clubs</p> <p>Advance equality of opportunity between people who share protected characteristics and those who do not</p>
<p>5) To raise children's awareness of diversity globally through development</p>	<p>All groups with specific reference to :  People of different religions</p>	<p>Identify opportunities in the curriculum to look at other cultures / countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversities</p> <p>Black History Month, world religions, Christian Aid Week</p>	<p>Ongoing</p>	<p>General Duty 3</p>	<p>Pupils are more aware of diversity globally as a result of an expanding curriculum.</p> <p>It is our aim that all children grow up to be respectful, tolerant and caring citizens</p>

<p>of the curriculum</p>	<p> People of different ethnic backgrounds</p>	<p>As a Church of England school we aim to develop our children's appreciations of a range of world religions through the teaching of other religions and to join in and mark special celebrations in the different religious calendars</p> <p>To celebrate cultural and ethnic diversity within school and wider global community</p> <p>To deliver the SCARF curriculum as part of the school's PHSE curriculum.</p> <p>Celebrate diversity and equality through teaching and the development of displays around school</p> <p>Audit resources in school especially books to ensure that they reflect the diverse world around us</p> <p>Staff training</p> <p>HT,SLT, teaching staff, governors, pupils and parents all involved</p>			<p>who promote equality and celebrate diversity</p>
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