

St Barnabas CE Primary School

SINGLE EQUALITY PLAN

Overarching statement

- We pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Who is responsible?

The governors are responsible for:

- making sure the school complies with the relevant equality legislation
- Making sure the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school's Single Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination

The Head Teacher is responsible overall for:

- dealing with reports of hate-incidents

Parents are responsible for:

- supporting the promotion of equal opportunities and good race relations

Pupils are responsible for:

- following agreed rules and guidelines set down in the Equality Scheme

Race Equality Plan

1. Introduction

This plan sets out how St Barnabas CE Primary School will work to promote race equality. This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Warrington Council procedure for reporting racist incidents involving pupils and parents in schools.

2. Ethnic monitoring

St Barnabas CE Primary is committed to the belief that every person matters. In order to ensure that we meet individual needs, promote race equality, embrace cultural diversity and support school self evaluation our school will collect information on the ethnic backgrounds of all members of our school community.

The school community will collect this information through:-

- admission procedures
- personnel recruitment procedures
- target tracker achievement and attainment data
- ethos indicator questionnaires
- exclusion data
- attendance data
- hate crime reports
- through other relevant agencies

All of this will be done in accordance with data protection regulations.

3. Impact Assessment

To reflect the school's intention to promote race equality, eliminate discrimination, racial bullying and harassment, in all aspects of school life and the community:

- All school policies, plans and procedures will be reviewed as part of a three year programme and amended if necessary with regard to the general duty under the Race Relations (Amendment) Act 2000
- Impact assessments will be conducted on all policies as reviews take place.

4. Action Plan to address the General Duty to promote race equality

Success criteria:	<p>Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).</p> <ul style="list-style-type: none"> • EAL Pupils make at least good if not better than expected progress • There is a visual celebration of difference through- out the school woven into the school's curriculum offer and exemplified through the curriculum ethos of the school • The school's curriculum design and enrichment opportunities proactively promotes community cohesion. • Pupil conferences demonstrate acceptance and understanding of and have a positive view of each other. • To link with hard to reach families.
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(i) (ii) Promote equality of opportunity and eliminate unlawful discrimination

Action	By Whom	Start	Finish	Evidence of completion
Review and amend, where necessary, policies and procedures with reference to the promotion of equality opportunity <ul style="list-style-type: none"> • Outcomes of impact assessment reviews implemented • Ensure equality of access for all school activities • Review Home / School Agreement to ensure parents are aware of their responsibilities 	HT , staff and School Governing Body.	1 st January 2021	31 st December 2024	<ul style="list-style-type: none"> • Amended policies and procedures reviewed with due regard to the Equality Act 2006
Ensure that the relevant support services are used fully and effectively	HT, SLT and School Governing Body.	1 st January 2021	31 st December 2024	Evidence of involvement of support services
Provide opportunities for staff to attend appropriate and relevant CPD; EAL consultant purchased and working with staff to support	HT , SLT and School Governing Body.	1 st January 2021	31 st December 2024	Evidence of training opportunities

specific children providing bespoke staff training tailed to individual pupil needs.				
EAL consultant to assess and formulate a specific curriculum plan for pupils with English as an additional Language and or identification of a Special Educational need.	Teaching Staff	1 st January 2021	31 st December 2024	Assessment Plans Class teachers Planning
To ensure pupil groupings are represented in the whole school development Plan	HT Governing Body	1 st January 2021	31 st December 2024	Pupil groupings made reference to in the school development plan
Analyse pupil's achievement and attainment data in relation to different ethnic groups benchmarked nationally	HT and School Governing Body.	1 st January 2021	31 st December 2024	School tracking ROL

(i) (ii) Promote equality of opportunity and eliminate unlawful discrimination

Action	By Whom	Start	Finish	Evidence of completion
Promote the recruitment of governors and staff from ethnic minorities	HT and School Governing Body.	1 st January 2021	31 st December 2024	Governors Minutes <ul style="list-style-type: none"> Fair recruitment procedures follow LA policies
Ensure that the School Council is involved in the promotion of equality of opportunity	HT and School Governing Body.	1 st January 2021	31 st December 2024	School Council Minutes
Monitor the attendance of ethnic minority pupils	HT and School Governing Body.	1 st January 2021	31 st December 2024	Attendance Data Analysis
Monitor attainment of ethnic- minority cohort	HT and School Governing Body.	1 st January 2021	31 st December 2024	School Tracking ROL
. Ensure that all school information is accessible to all members of the school community	HT and School Governing Body.	1 st January 2021	31 st December 2024	Provision of translations of school documents and information as required

(iii) Eliminate racist harassment

Action	By Whom	Start	Finish	Evidence of completion
1. Undertake termly racist incident monitoring returns as necessary	HT and School Governing Body.	1 st January 2021	31 st December 2024	Racist incidents recorded on appropriate system
2. Promote awareness of what is considered acceptable and unacceptable behaviour	HT and School Governing Body.	1 st January 2021	31 st December 2024	All staff trained Pupils Audits Bespoke curriculum activities
3. Extend current anti-bullying policy and procedures, specifically to address racial bullying	HT and School Governing Body.	1 st January 2021	31 st December 2024	Anti-Bullying policy amended

(iv) Promote good relations between different ethnic groups

Action	By Whom	Start	Finish	Evidence of completion
Use of PSHE lesson time	HT, teaching staff and School Governing Body.	1 st January 2021	31 st December 2024	Planning shows that good relations between different ethnic groups are actively promoted in lessons
To ensure curriculum design reflects different ethnic groupings and appropriate resources and enrichment activities are woven into Curriculum map	HT, teaching staff and School Governing Body.	1 st January 2021	31 st December 2024	Curriculum plans enhanced to include multi-cultural dimension Resources purchased Themed creative days
Communicate with EAL families ,links with schools and community groups to promote community cohesion;	HT, teaching staff and School Governing Body.	1 st January 2021	31 st December 2024	EAL consultant to work with hard to reach families
Build relationships with schools with high ethnic minorities; Work with the British council to visit a school in another country.	HT, teaching staff and School Governing Body.	1 st January 2021	31 st December 2024	Pupil voice / display / work / records Make links with school in France

5. Race Equality monitoring

The collection of relevant information and data to support the action plan on race and equality

- Pupil attainment data
- Incident logs to record all incidents hate , behaviour, CP (concerns)
- Attendance
- Participation in Extra Curricular activities
- SEND & G&T lists
- Pupil consultation
- Parents attending parents evening and school events
- “Expressions of interest” - by ethnic minority applicants to school posts

3. How information gathered is used

Stakeholders consulted and account taken of relevant data and information in order to determine its race equality objectives

- Inform SEF
- Opportunities and outcomes for targeted groups of pupils
- Informing school community through SIP
- Identify CPD opportunities
- Identify curricular activities

7. Staff development

- CYPS Equality and Diversity Officer will be consulted in relation to staff development
- Professional Development opportunities will be identified in the annual CPD plan

8. Annual reporting

The Action Plan will be reviewed annually by the Governing Body and noted as appropriate in

- HT Report to Governors
- S.E.F.
- S.I.P.

- School profiles
- Newsletters, website, publications to parents

9. The next Race Equality plan

The next Race Equality Plan, in January 2024, will build upon this plan's actions, monitoring outcomes, and other information.

Signed: _____ Chair of Governors

Date:

Disability Equality Plan

1. Introduction

- This plan sets out how St Barnabas CE Primary School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.
- This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

2. Involvement of disabled people

St Barnabas CE Primary school welcomes the views of disabled stakeholders to help improve provision at our school.

3. Impact Assessment

To reflect the school's aim to promote disability equality, eliminate discrimination, anti-bullying and harassment, in all aspects of school life and the community:

- All school policies, plans and procedures will be reviewed as part of a three year programme and amended if necessary with regard to the general duty under the Disability Discrimination Act 2005
- Impact assessments will be conducted on all policies as reviews take place.

4. Action Plan to address the General Duty to promote disability equality

Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken). <ul style="list-style-type: none">• All pupils and adults have full physical and curriculum access to the school' provision and that all stakeholders views have been considered within this plan.• To develop and aspirational culture in which Leaders have improved general provision and not just an increase in additional provision.• To ensure impact is tracked and is rigorously measured and is quantifiable; All APS pupil gains in-line with some that are exceeding for this pupil group; school is using the national Data set to benchmark.• Staff have had effective CPD and demonstrate this in delivery of practice measure then in tracked pupil outcomes and staff all are clear upon SEND criteria in regard to disability to under achievement
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(i) Promote Equality of opportunity between disabled persons and other persons

Action	By Whom	Start	Finish	Evidence of completion
To ensure that robust policies and practices are in place which promote equality and inclusion (Accessibility Plan / SEND / Educational Visit Policies etc.)	HT, SENDco and School Governing Body.	1 st January 2021	31 st December 2024	Amended policies state that the policy has been reviewed with due regard to the Equality Act 2006
Ensure Home / School correspondence is appropriate to identified need	HT and School Governing Body.	1 st January 2021	31 st December 2024	Evidence of consultation with parents / alternative forms of correspondence E mails Website, Parent Mail
Appropriate Staff Training by Lead Professionals of any Significant Changes in SENDD provision	HT, SENDco and School Governing Body.	1 st January 2021	31 st December 2024	CPD records

(ii) Eliminate unlawful discrimination

Action	By Whom	Start	Finish	Evidence of completion
Ensuring all visitors are aware of School Policies / Protocols via Equality Statement	HT and School Governing Body.	1 st January 2021	31 st December 2024	Equality Statement displayed clearly for all to see.
Raising Equality awareness for all members of the school community	HT and School Governing Body.	1 st January 2021	31 st December 2024	Governors Minutes Staff Inset records School Council Minutes

				Newsletters
Ensure that the relevant support services are used fully and effectively	HT, SENDco and School Governing Body.	1 st January 2021	31 st December 2024	Evidence of involvement of support services
Ensure that the School Council is involved in the promotion of equality of opportunity	HT and School Governing Body.	1 st January 2021	31 st December 2024	School Council Minutes
Improve access to all school information	HT and School Governing Body.	1 st January 2021	31 st December 2024	Parents Consultation Website Email Parent Mail

(iii) Eliminate harassment related to disabilities

Action	By Whom	Start	Finish	Evidence of completion
Record incidents where appropriate	HT and School Governing Body.	1 st January 2021	31 st December 2024	Records as evidence.
Ensure all relevant Policies / Protocols are adhered to (i.e. Anti-bullying Policy Behaviour Policy)	HT and School Governing Body.	1 st January 2021	31 st December 2024	Amended policies state that the policy has been reviewed with due regard to the Disability Discrimination Act 2005 Monitoring of Policies shows compliance
Appropriate Staff Training by Lead Professionals	HT, SENDco and School Governing Body.	1 st January 2021	31 st December 2024	CPD Records

(iv) Promote positive attitudes to disability

Action	By Whom	Start	Finish	Evidence of completion
Inviting disabled people / charities into school	HT and School Governing Body.	1 st January 2021	31 st December 2024	Record of Visits Reports to Governors (Governors Minutes)
Display Inclusive posters (e.g. SCARF, Stonewall) Theme days/weeks- Access of play ground to be used by Disability partnership for training	HT , teaching staff and School Governing Body.	1 st January 2021	31 st December 2024	Posters available and visible in school. Theme days/weeks planning Parental feedback Disability Partnership CPD records
Promotion of respect and moral values	HT, teaching staff and School Governing Body.	1 st January 2021	31 st December 2024	School Ethos. All people have regard to disabled parking spaces Disability access and facilities are available
School Newsletter on telephone / audible website if requested	HT and School Governing Body.	1 st January 2021	31 st December 2024	Reports to Governors (Governors Minutes)

(v) Encourage participation by disabled people

Action	By Whom	Start	Finish	Evidence of completion
To review and monitor SEND offer to ensure it reflects statutory requirements	HT, SENDco and School Governing Body.	1 st January 2021	31 st December 2024	Reports to Governors (Governors Minutes) Chair of Governors
Ensuring after school clubs / activities are inclusive and accessible	HT, SENDco and School Governing Body.	1 st January 2021	31 st December 2024	Amended after school policies state that the policy has been reviewed with due regard to the Equality Act 2006 Comprehensive Relationships Policy

Promote disabled pupils onto the School Council	HT and School Governing Body.	1 st January 2021	31 st December 2024	School Council Membership
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(vi)Take account of people’s disabilities

Action	By Whom	Start	Finish	Evidence of completion
Access Plan Audit / consultation of physical environment in relation to access by pupils/parents/carers with an identified disability	HT and School Governing Body.	1 st January 2021	31 st December 2024	Access Plan modified if necessary and presented to Governors (Governors Minutes)
Curriculum material is appropriate and does not reinforce prejudices	HT, teaching staff and School Governing Body.	1 st January 2021	31 st December 2024	PSHE Policy amended as necessary and presented to Governors (Governors Minutes)
Ensure appropriate Healthcare plans are established and adhered to / initial risk assessment on entry into school for disabled pupil takes place	HT, SENDco and School Governing Body.	1 st January 2021	31 st December 2024	Records are in place and regularly monitored
Multi agency consultation / Early Help Assessments are in place as appropriate	HT, SENDco and School Governing Body.	1 st January 2021	31 st December 2024	Records are in place and regularly monitored

5. Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDDA) 2001

(i) Improvements in access to the curriculum

Action	By Whom	Start	Finish	Evidence of completion
Review Educational Visits arrangements - identifying strategies to overcome potential disability access barriers	HT and School Governing Body.	1 st January 2021	31 st December 2024	Educational Visits Policy modified and presented to Governors (Governors Minutes)
Promote a positive view and ethos in regard to difference which underpins curriculum design; enrichment activities and resources, diverse range of stories / curriculum materials featuring disabled people (not focussing on their impairment),	HT, teaching staff and School Governing Body.	1 st January 2021	31 st December 2024	Curriculum materials are available and in use for all children
To ensure the school tracking , analysis and reporting mechanisms include specific regard to SEND pupil and that impact of targeted resources can be measured.	HT, SENDco and School Governing Body.	1 st January 2021	31 st December 2024	School tracking ROL
To ensure that all pupil groupings are reflected in the schools SIP	HT and School Governing Body.	1 st January 2021	31 st December 2024	SIP plan
To implement Personalised CPD for staff linked to Pupil groups performance data	SENDco English & Maths Consultants	1 st January 2021	31 st December 2024	Staff CPD records Pupil work sampling

(ii) Physical improvements to increase access to education and associated services

Action	By Whom	Start	Finish	Evidence of completion
Review Access Plan	HT and School Governing Body.	1 st January 2021	31 st December 2024	Access Plan Reviewed (Governors Minutes)
Identify and implement appropriate healthcare plans / multi agency referral systems / CAF's	HT, SENDco and School Governing Body.	1 st January 2021	31 st December 2024	Record of healthcare plans / referrals
Adapting / ensuring the prompt provision of / access to / physical resources	HT and School Governing Body.	1 st January 2021	31 st December 2024	School record of actions taken
Identification of Lead Professional support requirements	HT, SENDco and School Governing Body.	1 st January 2021	31 st December 2024	School record of actions taken

(iii) Improvements in the provision of information in a range of formats for disabled pupils

Action	By Whom	Start	Finish	Evidence of completion
Identification of a range of communication strategies - written, audio, Braille, translation etc	HT and School Governing Body.	1 st January 2021	31 st December 2024	Appropriate materials available for pupils

6. How policies and practice are monitored

Reviewing, monitoring and evaluating tools are:

- SEF
- Policy reviewing as part of Governor responsibility
- Review of impact assessment plan / action plan
- Review of individual healthcare plans
- Talking /observing / consulting with all stakeholders
- Data analysis of children with disability

4. How information gathered is used

- To inform future planning
- To adapt practice
- To inform / consult with the wider community / governors
- To identify future staff training needs
- To review policies

8. Staff development

- Staff training related to the specific identified needs of the current pupils
- Rolling programme of generic training (e.g. PSHE, P4C etc)
- Provision mapping of staff
- Governor Training needs

9. Annual reporting

Annual Reporting in relation to the Action Plan will occur as follows:

- Within School prospectus,

- Within School Development Plan review,
- Within Head teacher's report to Governors etc

10. The next disability equality plan

The next Disability Equality Plan, in January 2024, will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Date:

Gender Equality Plan

1. Introduction

This plan sets out how St Barnabas CE Primary School will work to promote gender equality.

This plan addresses our specific duties under the Equality Act 2006.

2. Impact Assessment

To reflect the school's aim to promote disability equality, eliminate discrimination, anti-bullying and harassment, in all aspects of school life and the community:

- All school policies, plans and procedures will be reviewed as part of a three year programme and amended if necessary with regard to the general duty under the Equality Act 2006
- Impact assessments will be conducted on all policies as reviews take place.

3. Action Plan to address the General Duty to promote gender equality

Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken). <ul style="list-style-type: none">• To ensure that all pupils make at least ARE APS and that many may exceed.• To ensure any attainment gap between boys and girls demonstrated a reducing trend.• To ensure that staff have a heightened awareness of educational issues for Gay, Lesbian and Transgender pupil groups and are aware of how to protect these pupil groups.• To ensure that all pupil groups within school can articulate that they feel safe.• To have effective strategies to tackle the usage of Homophobic language.• To ensure that curriculum design and resources meet the needs of Gay, Lesbian and transgender pupil groups.• To develop an ethos and environment visually demonstrates that young people can be themselves.
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(i) Eliminate unlawful sex discrimination

Action	By Whom	Start	Finish	Evidence of completion
Impact assessments carried out on all current policies; Audit pupil views on difference and tolerance and assess impact of school policies.	HT and School Governing Body.	1 st January 2021	31 st December 2024	Amended policies state that the policy has been reviewed with due regard to the Equality Act 2006 Analysis responses and adjust application of policies accordingly
To ensure pupil groupings are represented in the whole school development Plan	HT and School Governing Body.	1 st January 2021	31 st December 2024	All pupil groupings referenced in the School SIP
Review curriculum provision ;enrichment activities classroom resources to ensure that they promote equality of opportunity	HT and School Governing Body.	1 st January 2021	31 st December 2024	Curriculum Plans adapted and appropriate resources and enrichment activities purchased.
Recruitment, appointment and pay policies that have been adopted by the Governors are strictly adhered to	HT and School Governing Body.	1 st January 2021	31 st December 2024	Amended policies state that the policy has been reviewed with due regard to the Equality Act 2006 Governor's Minutes
Ensure that the relevant support services are used fully and effectively	HT and School Governing Body.	1 st January 2021	31 st December 2024	Evidence of involvement of support services
To include gender training in schools ,annual Induction Inset for all staff ; Health and safety, safeguarding and equalities training.	SLT	1 st January 2021	31 st December 2024	To provide annual inset training for all staff
Ensure that the School Council is involved in the promotion of equality of opportunity;	HT and School Governing Body.	1 st January 2021	31 st December 2024	School Council Minutes Newsletter

School appoints a staff equalities and wellbeing champion to ensure due regard for equalities across the school is addressed. They will report in the Head teachers report.to governors .	HT and Governors	1 st January 2021	31 st December 2024	Impact reports in Head teachers Termly reports
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(ii) Eliminate harassment related to gender

Action	By Whom	Start	Finish	Evidence of completion
The School Ethos is very clearly understood by everyone	HT and School Governing Body.	1 st January 2021	31 st December 2024	School ethos Minimal recorded incidents of gender related harassment recorded on SENDtinel
Promote awareness of what is considered acceptable and unacceptable behaviour; To introduce an informal log to track inappropriate Homophobic language	HT and School Governing Body.	1 st January 2021	31 st December 2024	Training available to staff Incidents recorded within a log to track patterns Appropriate investigations and actions taken to address any incidents
The school will promote positive role models within policies, the curriculum resources, visits, visitors	HT and School Governing Body.	1 st January 2021	31 st December 2024	Pupils show mutual respect to each other and adults of both sexes

(iii) Promote equality of opportunity between men and women

Action	By Whom	Start	Finish	Evidence of completion
Review curriculum areas and display to ensure that they promote equality of opportunity; Sexuality ,hard to reach communities, sex and relationships education, sexist attitudes and language, stereotypical career choices,	HT and School Governing Body.	1 st January 2021	31 st December 2024	Amended policies state that the policy has been reviewed with due regard to the Equality Act 2006. Curriculum can evidence the positive promotion of equality Governor's Minutes
Provide opportunities for staff to attend CPD ; Gay , lesbian and Transgender groups and the use of homophobic language	HT and School Governing Body.	1 st January 2021	31 st December 2024	School CPD Records Training booked 25.4.17
Analyse of pupil groupings attainment and achievement; identification of additional resources to close the gap .	HT and School Governing Body.	1 st January 2021	31 st December 2024	School Data Analysis SEF ROL
Ensure pupil groupings are discussed in pupil progress meetings and are linked to Teachers performance management targets	Teaching Staff and SLT	1 st January 2021	31 st December 2024	Pupil progress meetings
Ensure that the School Council is involved in the promotion of equality of opportunity	HT and School Governing Body.	1 st January 2021	31 st December 2024	School Council Minutes Recorded events
Recruitment, appointment and pay policies that have been adopted by the Governors are strictly adhered to	HT and School Governing Body.	1 st January 2021	31 st December 2024	Amended policies state that the policy has been reviewed with due regard to the Equality Act 2006 Governor's Minutes

4. Gender monitoring

- The collection of relevant information and data to support the action plan on gender and equality

5. How information gathered is used

Stakeholders consulted and account taken of relevant data and information in order to determine its gender equality objectives

- To inform SEF
- To inform SIP
- Opportunities and outcomes for targeted groups of pupils
- To adapt practice
- To review policies

6. Staff development

- All Professional Development opportunities will take into account guidance from the School Equality Scheme

7. Annual reporting

Annual Reporting in relation to progress within the Action Plan will be made by the Governing Body with reference to:

- Head teacher's Reports to Governors
- SEF
- SIP
- School Profile
- Newsletters, website, publications to parents

8. The next gender equality plan

The next Gender Equality Plan, in January 2024 will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Date: