

St Barnabas' CE Primary School



Single Equality Action Plans & Accessibility Plan

Our Vision

We believe:

- *Each child is uniquely created and loved by God.*
- *It is a privilege to nurture and develop our children.*
- *An outstanding education enables children to reach their full potential.*
- *Children are the future of our community.*
- *Christian faith informs behaviour and moulds character of our adults and children.*

Date Published	Policy Review Date	Agreed by:	Date Agreed:
December 2018	Term 3 2020	CA until FGB	September 2019

There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus.

Galatians 3:28

THE EQUALITY DUTY

The Equality Act 2010 introduced a single Public Sector Equality Duty that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

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

R=Race D=disability G=Gender			Planned Outcome	Actions	How the Impact of the Action will be monitored	Timescale	Actioned by
R	D	G					
x	x	x	All staff to be aware of the Single Equality Scheme and their role within it	Discussion at <ul style="list-style-type: none"> • Staff meetings • TA briefings • MDS/support staff meetings • Governors meetings 	*Single Equality Action and Accessibility Plan is on the web site *Staff made aware of Single Equality Scheme through discussions at Staff Meeting and TA briefing *Governors discussed and approved policy and accessibility plan	Annual updates September 2019 2019	SLT
x	x	x	Attainment and progress of different groups to be in line with each other	To monitor, track and analyse pupil data to identify and act on any trends or patterns that are identified	*Groups tracked and impact of additional support given monitored using Class Development and SEN Personalised Plans *Pupil Progress Reviews held 3x year * PPPR completed 3x year	November April July	SLT
	x		All parts of the school to be accessible and clear exits	Accessibility checks to be carried out	*Annual accessibility checks of all school buildings carried out and any new actions to be noted.	March 2020 March 2021 April 2022	Governors, SBM and SLT

R=Race D=disability G=Gender			Planned Outcome	Actions	How the Impact of the Action will be monitored	Timescale	Actioned by
R	D	G					
	x		Greater awareness by all staff of effective provision needed for children with ASD and other related disorders and how to facilitate this	* To raise awareness of SEN through training, discussions and effective monitoring systems Sensory Circuits 3x week	*ASD training part 1 January 2019 *ASD training part 2 January 2020 *Individual training provided for members of staff (e.g. Team teach, Reluctant Speaker,)	Updates and training as necessary	SENCo
x			For all our families to be further integrated into school life	* Celebrate cultural events throughout the year * To continue to develop Language Ambassadors * For EAL lead to continue to be part of Hub events * Personal invitations to key families * FLO starting gatherings	* Lesson and Assembly * curriculum planning * Staff to be actively observed promoting positive relationships * Barrier training- June 2019	Ongoing	EAL/ PSHE Lead Wellbeing team

R=Race D=disability G=Gender			Planned Outcome	Actions	How the Impact of the Action will be monitored	Timescale	Actioned by
R	D	G					
x	x	x	All pupils are given the opportunity to make a positive contribution to school life, whatever their race, gender or disability	<p>Promote extracurricular activities through the newsletter, AOW, Website</p> <p>Encourage children to be part of leadership teams and encourage participation.</p> <p>Formalise competition programme across the curriculum to enable children to challenge themselves</p> <p>Encourage external providers to offer a range of additional opportunities, e.g. Forest School, Judo,</p>	<p>*Monitor representation of groups</p> <p>*Attendance at After School Clubs, and sporting events monitored by race, gender and disability</p> <p>* Range of competitions through the year.</p>	Ongoing	All