

Barker's Lane Community School

Annual Strategic Equality Plan (SEP) Report 2016-17



Date of review: 20th December 2017

Section 1

Introduction, Background & Purpose of the Report

This report is intended to the Strategic Equality Plan (SEP) Annual Reporting Guidance Template: Schools - January 2013 and the Public Sector Equality Duty (PSED) under the Equality Act 2010.

The report is to describe how well we have met the General Duties in the Equality Act:

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

Timing of the Report

The information that follows relates to 2016-17.

Section 2

Identifying, Collecting and Using Relevant Information

There has been no change here in the steps outlined in the SEP and the methodologies used for information gathering and engagement, and the methods used are currently deemed as appropriate and adequate.

See Section 3 of the Strategic Equality Plan.

2.1 Parents & Pupils

We continue to utilise all available means of data analysis for meeting the three aims of the general duty:-

- Ensuring vulnerable pupils are supported and that appropriate intervention leads to maximising their potential;
- Ensuring all pupils are supported to allow them to achieve their maximum potential in literacy and numeracy.

The effectiveness of our arrangements for identifying and collecting relevant information is appropriate. Systems are regularly reviewed in line with guidance from the Local Authority.

2.2 Our Staff

Employment information is collected annually as part of PLASC, January 2017 staff information:

Teaching Staff	Full Time Men	Full Time Women	Part Time Men	Total Directed Hours Per Week	Part Time Women	Total Directed Hours Per Week
Headteacher		1				
Deputy Head					1	21
Assistant Head						
Teachers	2	3	1	16	3	59

No. of people who have applied for posts over the last year: 47

Employees who have left the school's employment: 2

Job descriptions are reviewed annually. Teacher staff are provided with an annual salary review statement. Support staff salaries are reviewed annually in terms of length of service.

Support Staff	Full Time Men	Full Time Women	Part Time Men	Hours Per Week	Part Time Women	Hours Per Week
HLTA		1				
Teaching Assistants		3			5	83
SEN Support Staff		1				
IT Support Staff					1	10
Admin Staff	1				2	26

Section 3

Our Objectives

Objective: To improve the health and wellbeing of our pupils.			Year: 2015 - 2018
Action	Intended Outcome	Time Scale	Progress to Date
Continue to achieve Healthy Schools Standard ensuring diversity is embedded in all activities.	Diversity embedded in school policies and practices.	July 2016	<i>Equality statement in each school policy.</i>
Organise training for staff.	Staff aware of how to promote health and wellbeing.	July 2017	<i>ELSA training; updates from HT. Autism Awareness training undertaken.</i>
Extend emotional / social groups to ensure all protected characteristics are covered.	Support for emotional health and wellbeing provided for all pupils.	July 2018	
Objective: To reduce inequalities in educational outcomes to maximise individual potential.			Year: 2015 - 2018
Use PCPs to identify what is important to the child and how they can be supported.	All pupils identify strengths; what to improve and how they can be supported. Peer support.	Sept 2015	<i>PCP's established across school.</i>

Analyse attainment and progress data against all protected characteristics.	Data supports target setting and SIP. Inequalities are reduced e.g. gender; FSM	July 2016	<i>Focus on gender differences to be maintained (SIP priority)</i>
Analyse uptake of extra-curricular activities for all protected characteristics.	Maximum participation by all pupils. Extra-curricular activities are accessible to all.	July 2016	<i>Good participation, no difference in gender take up except Performing Arts (girls significantly than boys).</i>
Consider diversity when creating IEP's, Challenge Plans and reviewing curriculum planning.	ANCO supports staff to ensure diversity considered when planning for individuals, groups and classes.	July 2017	<i>Considered with individuals as necessary. Pupils involved in planning themes a beginning of each term.</i>
Review curriculum policies to ensure equality and accessibility is embedded.	School policies and practice ensure equality for all.	March 2018	
Objective: To ensure that staff and pupils feel confident to report issues of concern.			Year: 2015 - 2018
Ensure staff familiarise themselves of all WCBC policies e.g. Dignity at Work, Whistleblowing, Grievance.	As policies are reviewed, ensure staff are aware they are expected to familiarise themselves with content. Display on staff noticeboard.	Sept 2015	<i>All policies in place and displayed on staff noticeboard.</i>
Include specific information on protected characteristics and identity based bullying etc. on school notice board for staff.	Information readily available for staff.	July 2016	<i>Stonewall info available.</i>
School Council to use responses from pupil questionnaire to identify any further actions.	Worry box available for children to raise concerns. Relevant concerns can be action planned accordingly.	July 2016	<i>On-going.</i>
Increase involvement of user groups to anticipate concerns which can arise.	Reduced number of concerns. Staff and pupils empowered.	July 2017	<i>On-going; questionnaires / EIAs</i>

Objective: To ensure our school is accessible, inclusive and welcoming to pupils, parents / guardians, staff and visitors.			Year: 2015 - 2018
Audit of disabled pupils in school to identify any factors which affect participation / accessibility. Action plan any needs accordingly.	Identify: patterns of attendance; areas of curriculum which are restricted; engagement in extra-curricular activities; areas of school with limited access.	Sept 2015 (annually)	<i>Implemented as and when necessary.</i>
Audit of disabled staff and recruitment procedures. Action plan any needs accordingly.	Identify any necessary adjustments to environment or practices.	Sept 2015 (annually)	<i>Implemented as and when necessary.</i>
Audit of users to ensure site is accessible for all. Action plan any needs accordingly.	Identify users e.g. parents, other visitors, volunteers, etc.	July 2016 (annually)	<i>On-going</i>
Improve awareness of disability through the curriculum, assemblies and role-models.	Curriculum planning / short term planning. Raise staff awareness when planning assemblies / whole school activities.	July 2016	<i>Part of curriculum; new Jigsaw scheme supports this aim</i>
Procure services of outside contractor to complete accessibility audit. <ul style="list-style-type: none"> • Sensory impairments • Toilet, washing and changing facilities • Doorways • Furniture / equipment 	Expertise to complete audit; outcomes to be action planned accordingly.	July 2017	<i>Informed LA that we would like this service; awaiting information about contractor</i>

<p>All relevant policies to be equality impact assessed (EIA) in line with policy review schedule.</p>	<p>All policies meet requirements of Equality Act 2010 and the DES.</p> <p>Information is provided in appropriate formats.</p> <p>All information is published.</p>	<p>July 2018</p>	
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Objectives are reviewed annually in line with our Strategic Equality Plan 2015-2018 and linked with accessibility plans and published on the school website.