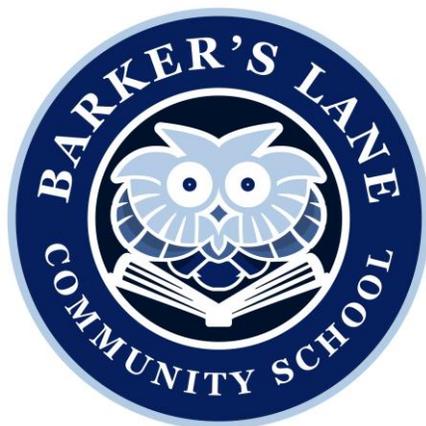


Barker's Lane Community School

Strategic Equality Plan & Equality & Diversity Policy

2018 – 2021



'LEARN TOGETHER'

Let's learn to enjoy, achieve, respect and nurture together

Contents

Foreword

1. Introduction

- 1.1 Background
- 1.2 Purpose of the Strategic Equality Plan

2. Public Sector Equality Duties

- 2.1 The General Duties
- 2.2 The Specific Duties
- 2.3 Who has to comply with the Public Sector Equality Duties?
- 2.4 Who is protected under the Public Sector Equality Duties?

3. Engagement Process

4. Relevant Information

5. Equality Impact Assessments

6. Staff Awareness

7. Equality Objectives

8. Gender Pay Objective

9. Employment Information

10. Publishing and Monitoring Results

11. Contact Details

12. Appendices

Foreword

Barker's Lane is a happy friendly school. High standards are achieved through taking care of each individual. We have high expectations for all pupils and work in partnership with parents to ensure the best possible education for every child. Our aim is to create a caring and secure environment where pupils enjoy learning, respect others, develop confidence and independence.

Working together we can support each other to create this culture and aspire to our shared school vision –

“LEARN TOGETHER – Let's learn to enjoy, achieve, respect and nurture together”

Equality is always observed with positive attitudes being developed. We will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and are treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

This Strategic Equality Plan was agreed by Governors and replaces previous plans:

..... (Chair of Governors) Date:

..... (Headteacher) Date:

Copy sent to WCBC on

1. Introduction

1.1 Background

The Equality Act 2010 brings together and **replaces** the previous anti-discriminatory laws, such as the Disability Discrimination, Race Relations and Equal Pay Acts with a **single act**.

Further information can be found in the following Fact File produced by Governors Wales:

<http://www.governorswales.org.uk/publications/2011/09/20/03-11-equality-act-2010/>

About Our School

Barker's Lane Community School caters for children 3-11 years. We are a single form entry, with mixed ability classes. The school is situated on the outskirts of Wrexham.

Pupil Profile

At the time of reviewing this plan 50% of our pupils are girls and 50% are boys, 6.5% are eligible for free school meals and 19% of pupils are on the ALN Register. The school has a stable population. Pupils are mainly from White British backgrounds, with 4% of pupils coming from Asian, Chinese or other backgrounds. The main religion represented in our school is Christianity, with less than 1% of pupils registered as other beliefs. Five of our pupils currently speak English as an additional language, at various levels of proficiency. We aim to be a fully inclusive school.

Staff Profile

We have 28 teaching and non-teaching staff. 100% of teaching and non-teaching staff are White British. 86% of our staff are female and 14% of our staff are male. 14% of our staff are Welsh-speaking.

Governor Profile

We have 13 school governors. The school governing body is made up of 23% men and 77% women. One governor is Welsh speaking, all are White British and none are from Black, Asian or minority ethnic backgrounds.

1.2 Purpose of the Strategic Equality Plan

The Strategic Equality Plan has been developed so that the School can set out how it aims to meet its commitment to equality and how it will meet its legal obligations contained within the Equality Act 2010 and the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

2. Public Sector Equality Duties

2.1 The General Duties

The Governors Guide to the Law (Autumn 2013) states that:

Section 149 of the 2010 Act imposes a general duty on the governing body of a school to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it ('Protected Characteristics' are explained in 2.4 below);
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having 'due regard' means consciously thinking about the three aims of the general duty as part of the process of decision making. This means that consideration of equality issues must influence the decision reached by governing bodies.

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The steps involved in meeting the needs of disabled persons that are different from the need of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and those who do not share it involves having due regard, in particular, to the need to tackle prejudice and to promote understanding.

The 2010 Act expressly states that this duty may involve treating some persons more favourably than others, but that is not to be taken as permitting conduct that would otherwise be prohibited under the Act.

2.2 The Specific Duties

The Equality Act provides a power to make regulations imposing duties on public bodies to support better performance of the general duty; these are known as the Specific Public Sector Equality Duties and are different in England, Scotland and Wales.

The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 (S. I. 2011/1064) (“the 2011 Regulations”) imposes specific duties on governing bodies to enable better performance of the general duty.

The 2011 Regulations place the following requirements upon governing bodies:

- To publish its “equality objectives” no later than 2 April 2012. The objectives must be designed to enable the governing body to better perform the general duty. If an equality objective is not published in respect of one or more of the protected characteristics, the governing body must publish its decision not to do so. The governing body must review its equality objectives within four years of their initial publication and at least once every four years subsequently. The equality objectives may be revised or remade by the governing body at any time. If the governing body revises an objective without remaking it, then the revision must be published as soon as possible;
- To publish a statement which sets out the steps it has taken or intends to take in order to achieve each equality objective and the anticipated timescales involved. If an equality objective is revised or remade by the governing body, it must either amend the statement or publish a new one;
- To make appropriate arrangements to monitor its progress in order to fulfil each objective and to monitor the effectiveness of the steps it has taken to fulfil each objective;
- To give due regard to relevant information that it holds when considering and designing its equality objectives;
- To seek the involvement of those persons that it considers represents the interests of persons who share one or more protected characteristics and who have an interest in the way the governing body carries out its functions. The requirement applies to the following activities:
 - Considering and designing equality objectives;

- Carrying out an assessment of whether there are things or that could be done that contribute or would be likely to contribute to a governing body's compliance with the general duty;
- Carrying out an assessment of the likely impact of the proposed policies and practices, of policies or practices that it has decided to review and any proposed revisions to those policies and practices on compliance with the general duty; and
- Publishing or reviewing a Strategic Equality Plan);

The governing body may also involve or consult such other persons as it considers appropriate.

- To take all reasonable steps to ensure that any documents or information that the governing body is required to publish are accessible by persons who share one or more of the protected characteristics. This means that a governing body must take into account all of a person's protected characteristics, and if there are a range of steps that it would be reasonable for the governing body to take to make the documents or information accessible then it must take all of those steps;
- To make appropriate arrangements to ensure that it identifies the relevant information that it holds and identifies and subsequently collects the relevant information that it does not hold;
- To carry out an assessment in order to identify relevant information which identifies whether there are things being done by the governing body that contribute to its compliance (or otherwise) with the general duty and things that could be done to contribute to its compliance. In carrying out such an assessment, the governing body must have due regard to any relevant information that it has already identified, or collected and holds. The governing body should look for evidence (relevant information) both internally and externally which may be used, for example, in equality impact assessments;
- To make arrangements in order to assess the likely impact of proposed policies and practices on its ability to comply with the general duty, as well as the impact of any policy or practice that it has decided to review or any proposed revision to a policy or practice. There must be arrangements in place for the publication of reports regarding these assessments where they demonstrate that there is likely to be a substantial impact on an authority's ability to comply with the general duty. Also, the governing body must monitor the impact of its policies and practices on its ability to comply with the general duty;
- In each year, to collect specified employment information related to the school's employees and publish that information. This information may be set out in the governing body's annual report;

- To make such arrangements as it considers appropriate for promoting amongst the school's employees knowledge and understanding of the general duties and the additional duties which flow from it;
- When considering what its equality objectives should be, the governing body must have due regard to the needs in respect of the school's employees to have equality objectives which address the causes of any pay differences. Those pay differences are between those that do share a protected characteristic and those that do not;
- To publish an action plan which sets out any policy it has relating to the need to address the causes of any gender pay difference and any gender pay equality objective that has been published by the governing body;
- To make a Strategic Action Plan ("SEP") no later than 2 April 2012. The SEP is intended to be a central vehicle for the various matters required by the 2011 Regulations so that there can be a single point of access for the public. The SEP must contain a statement setting out a description of the governing body, its equality objectives, details of the steps it has taken or intends to take in order to fulfil those objectives, the timescale for the fulfilment of the objectives, and details of arrangements it has made or intends to make to comply with the 2011 Regulations. The SEP can be revised or remade at any time, though it must be published as soon as possible after it has been made or remade. If the SEP has been revised but not remade, the governing body must publish its revisions. The SEP itself may form part of another published document. The governing body is under an obligation to keep its SEP under review;
- To publish a report in respect of each reporting period (1 April to 31 March except for the period ending 31 March 2012, when the reporting period will commence on 6 April 2011). The report must not be published later than 31 March in the reporting period in question. This report may form part of another published document.

2.3 Who has to comply with the Public Sector Equality Duties?

The Equality Act imposes obligations on everyone concerned with the provision of services to the public, however the Public Sector Equality Duty only applies to organisations that have been identified as 'public authorities' under the act this includes Schools, local Councils, Fire and Rescue Authorities and the National Parks in Wales.

2.4 Who is protected under the Public Sector Equality Duties?

Everyone is protected under the Equality Act however the general and specific public sector equality duties refer to people who have particular 'protected characteristics'. This is the term used in the Equality Act to identify the types of things that affect how people are treated and can mean people

may experience discrimination. The law is designed to protect them. There are nine protected characteristics, they are:

1. Gender – male or female
2. Disability – all disabled people
3. Gender Reassignment – people who were born in the wrong gender
4. Race – people of any colour, nationality or ethnic or national origins
5. Religion or Belief – includes any religion / belief or lack of belief
6. Sex and Sexual Orientation – how people feel as well as act in respect of people of same sex, opposite sex or either sex
7. Pregnancy and Maternity – from the time the woman becomes pregnant
8. Age – young and old
9. Marriage and Civil Partnership

3. Information Gathering and Engagement Process

Wrexham County Borough Council, the Lifelong Learning Department and the Human Resources department have clear plans for improving data gathering, analysis and reporting.

We will review the current arrangements for equality monitoring and action plan accordingly.

Currently we gather the following equality monitoring information in our school:

Staff Profile

- ❖ **Gender; Ethnicity; Religion; Language**

Governor Profile

- ❖ **Gender; Ethnicity; Religion; Language**

Pupil Profile and attainment levels

- ❖ **Gender; Ethnicity; Religion; Language; eFSM**

We have adopted the recruitment and selection policies and procedures of Wrexham County Borough Council and work closely with them when recruiting new staff.

Wrexham County Borough Council also support a number of our functions such as our allocation policies and procedures. We will work with the relevant departments of Wrexham County Borough Council to review our equality monitoring arrangements.

4. Relevant Information

We have a range of information available to us which assists us to meet the General Duty and identify equality objectives. We use the following information:

- Admissions data

- Attendance
- Behaviour Monitoring Records and Exclusions
- Attainment and Pupil Progress Data
- Feedback from staff e.g. meetings, appraisal
- Complaints statistics
- Analysis of parent / carer questionnaires, consultation evening responses, etc
- Governing Body reports to parents
- School Council feedback
- Pupil questionnaires
- GwE Monitoring and School Inspection Reports

Relevant information is published through newsletters, on the school website and in the annual Strategic Equality Plan Report.

5. Equality Impact Assessments

Equality Impact Assessments based on the LA model will be completed for any changes in relevant policy and practice. The results will be published via the school website or newsletters if a 'substantial' impact has been identified.

6. Staff Awareness

All staff and governors are aware of the Strategic Equality Plan. Staff and governors have opportunities to attend equality and diversity training provided by Wrexham County Borough Council when available.

7. Equality Objectives

We have identified four equality objectives based on our previous plan and in response to consultation and monitoring exercises e.g. parental questionnaires, discussion with School Council, analysis of data, H&S monitoring, etc.

Our objectives are:

- To improve the health and wellbeing of our pupils
- To reduce inequalities in educational outcomes to maximize individual potential
- To ensure that staff and pupils feel confident to report issues of concern

Our action plan outlines how we will deliver and monitor these objectives (see Appendix 1)

A further objective directly links and forms our Accessibility Plan (see Appendix 2):

- To ensure our school is accessible, inclusive and welcoming to pupils, parents / guardians, staff and visitors.

8. Gender Pay Objective

All staff are paid according to the STPCD or NJC guidelines. Any information in respect of schools from the Council strategy will be used appropriately. The staff group at our school is too small to make statistical analysis appropriate to ensure that staff are not identifiable.

9. Employment Information

Employment information is collected annually as part of PLASC. WCBC collate information on employment.

Information about employment is published in our annual Strategic Equality Plan Report.

Due consideration is given to data protection laws when publishing information. WCBC produce a report which includes school staff annually.

10. Publishing and Monitoring Results

The Strategic Equality Plan and the annual report is published on the school website. Newsletters inform parents of where they can find the SEP, the annual report and other school policies.

11. Contact Details

For further information about our plan or to request a copy of this document in an accessible format, or to obtain a copy of the documents listed here please contact:

Mrs C Harrison-Edwards (Headteacher)

Telephone: 01978 357754

Email: mailbox@barkerslane-pri.wrexham.sch.uk

12. Appendices

- Appendix 1 - Strategic Equality Action Plan
- Appendix 2 - Accessibility Plan
- Appendix 3 - Equality Impact Assessment Exemplar

The following school policies are also relevant. Most are published on the school website and all are available at school:

- Additional Learning Needs
- Behaviour, including Anti-Bullying
- Charging and Remission
- Child Protection (Safeguarding)
- Collective Worship
- Complaints
- Curriculum / Teaching for Learning
- Data Protection
- Dignity at Work
- Educational Visits
- Equality & Diversity
- ESDGC
- Food & Fitness
- Looked After Children
- Health & Safety
- Healthcare Needs
- More Able & talented Children
- Personal Development & Relationships (SRE)
- PSE & Wellbeing
- Transition
- Whistleblowing

Our Objectives

Objective 1: To improve the physical health, mental health and wellbeing of our pupils and staff.			Year: 2018 - 2021
Action	Intended Outcome	Time Scale	Progress to Date
Establish pupil wellbeing ambassadors and create pupil questionnaire.	Staff aware of how to promote health and wellbeing.	April 2019	
Organise support for staff through 'Five Ways to Wellbeing' and identifying stress training. Raise awareness of CareFirst support.	Staff informed about how to identify and manage stress. Staff informed about ways to look after own wellbeing.	April 2019	
Audit current practice in relation to the 'Five Ways to Wellbeing'	Sound current practice is identified and highlighted to all staff and pupils.	April 2019	
Analyse pupil questionnaire and create pupil action plan.	Pupil voice drives strategies to support health and wellbeing of all pupils.	April 2019 On-going	
Wellbeing ambassadors to implement and analyse anti-bullying questionnaire. Plan for assembly / workshops to ensure protected characteristics are incorporated.	Reduction in allegations of bullying. Pupils understand the impact of the actions on all pupils. Peer support is effective. Pupils are empowered to report any concerns.	Nov 2019 On-going (annually)	
Continue to implement and raise awareness further awareness of 'Five Ways to Wellbeing' for children across the school.	Increased range of strategies to support and improve mental health and wellbeing.	July 2020	
Increase staff awareness / training of the impact of Adverse Childhood Experiences (ACEs)	Staff informed about ACEs and the impact of this. Staff support pupils effectively.	July 2020	
Extend number of ELSA trained staff.	Increased access to support for emotional literacy, improving mental health.	July 2021	
Staff training kept up to date - first aid, child protection, healthcare needs, emergency planning	Pupil needs are met.	Annually	

Objective 2: To reduce inequalities in educational outcomes to maximise individual potential.			Year: 2018 - 2021
Continue to use PCPs to identify what is important to the child and how they can be supported. Review the quality of these.	All pupils identify strengths; what to improve and how they can be supported. Peer support.	July 2019	
Analyse attainment and progress data against all protected characteristics.	Data supports target setting and SIP. Inequalities are reduced e.g. gender; eFSM	On-going	
Analyse uptake of extra-curricular activities for all protected characteristics.	Maximum participation by all pupils. Extra-curricular activities are accessible to all.	Annually	
Continue to consider diversity when creating IEP's, Challenge Plans and reviewing curriculum planning.	ALNCo supports staff to ensure diversity considered when planning for individuals, groups and classes.	On-going	
Analyse sports survey bi-annually and encourage uptake of sports across protected characteristics e.g. uptake of girls, etc	All groups of pupils participate in sports.	July 2020	
Implementation changes for ALN Transformation Bill and analyse impact against protected characteristics.	ALN pupils reach maximum potential and are suitably supported. Multi-agency working is effective.	July 2021	
Implement changes to pedagogy and curriculum planning for new curriculum. Analyse impact against protected characteristics.	Inequalities are reduced. Maximum engagement in learning for all pupils.	July 2021	

Objective 3: To ensure that staff and pupils feel confident to report issues of concern.			Year: 2018 - 2021
Digital Leaders to provide support for pupils with online concerns / worries.	Support available for children. Relevant concerns can be action planned accordingly.	April 2019	
Staff to maintain familiarisation with 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.	July 2019 (annually)	
Review staff handbook to ensure conduct and how to report concerns is clear.	Staff are aware of expectations and how to report concerns.	July 2019	
Include up to date specific information on protected characteristics and identity based bullying etc. on school notice board for staff.	Information readily available for staff.	On-going	
Keep staff awareness and training up to date e.g. Domestic Violence; Prevent; Child Protection	Staff training up to date and staff aware of how to support pupils / report concerns.	On-going	
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.	On-going	

Objective 4: To ensure our school is accessible, inclusive and welcoming to pupils, parents / guardians, staff and visitors. (Accessibility Plan)			Year: 2018 - 2021
Improve visibility of steps around school.	Steps highlighted for visually impaired users on school site.	April 2019	
Ensure visual aids are in place for pupils / staff who require these for learning e.g. software; size of font	Coloured overlays for any children who require them. PC, appropriate software and large font ensure all staff can use IT equipment.	July 2019	
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.	July (annually)	
Audit of disabled staff and recruitment procedures. Action plan any needs accordingly.	Identify any necessary adjustments to environment or practices.	July (annually)	
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 (annually)	
Continue to 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.	On-going	
Monitor Healthcare Needs policy.	Needs of all pupils are met. Staff training is up to date.	On-going	
Procure services of outside contractor to complete accessibility audit. Sensory impairments Toilet, washing and changing facilities Doorways Furniture / equipment	Expertise to complete audit; outcomes to be action planned accordingly.	July 2021	
All relevant policies to be equality impact assessed (EIA) in line with policy review schedule.	All policies meet requirements of Equality Act 2010 and the DES. Information is provided in appropriate formats. All information is published.	July 2021	