

**Barker's Lane Community School**  
**Annual Strategic Equality Plan (SEP) Report 2019-20**



**Date of review: 1st October 2020**

## **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 2019-20.

## **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 2020 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             | 2               | 1             | 16                            | 4               | 60                            |

| Support Staff       | Full Time Men | Full Time Women | Part Time Men | Hours Per Week | Part Time Women | Hours Per Week |
|---------------------|---------------|-----------------|---------------|----------------|-----------------|----------------|
| HLTA                |               | 1               |               |                |                 |                |
| Teaching Assistants |               |                 | 1             | 25             | 10              | 228            |
| SEN Support Staff   |               |                 |               |                | 2               | 64             |
| Admin Staff         | 1             |                 |               |                | 2               | 36             |

No. of people who have applied for posts over the last year: 52

Employees who have left the school's employment: 4

*Job descriptions are kept up to date. Teaching staff are provided with an annual salary review statement. Support staff salaries are also reviewed annually.*

## Section 3

### 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                      | <i>Pupils promoted wellbeing amongst their peers.</i>   |
| Organise support for staff through 'Five Ways to Wellbeing' and identifying stress training.<br>Raise awareness of CareFirst support.                           | Staff informed about how to identify and manage stress.<br>Staff informed about ways to look after own wellbeing.   | April 2019                      | <i>CAMHs training for all staff undertaken.<br/>All staff aware of how to look after themselves.</i>  |
| 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                      | <i>Staff and pupils aware of the five ways.</i>   |
| Analyse pupil questionnaire and create pupil action plan.   | Pupil voice drives strategies to support health and wellbeing of all pupils.  | April 2019<br>On-going          | <i>Worked on with ambassadors - wellbeing week planned and delivered.</i>   |
| Wellbeing ambassadors to implement and analyse anti-bullying questionnaire. Plan for assembly / workshops to ensure protected characteristics are incorporated. | Reduction in allegations of bullying.<br>Pupils understand the impact of the actions on all pupils.<br>Peer support is effective.<br>Pupils are empowered to report any concerns. | Nov 2019<br>On-going (annually) | <i>Anti-bullying assembly - discussions around this take place regularly.<br/>Very few allegations of bullying. All are investigated and measures put in place.</i> |
| 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                       | <i>On-going - continued during lockdown via support from EP. Webpage created.</i>   |
| Increase staff awareness / training of the impact of Adverse Childhood Experiences (ACEs)   | Staff informed about ACEs and the impact of this.<br>Staff support pupils effectively.  | July 2020                       | <i>All staff accessed online training.</i>  |
| 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                        |   |

| <b>Objective 2: To reduce inequalities in educational outcomes to maximise individual potential.</b>                           |  |           | <b>Year: 2018 – 2021</b>   |
|--|--|-----------|--|
| Continue to use PCPs to identify what is important to the child and how they can be supported.<br>Review the quality of these. | All pupils identify strengths; what to improve and how they can be supported.<br>Peer support.         | July 2019 | <i>On-going. reviewed bi-annually.</i>   |
| Analyse attainment and progress data against all protected characteristics.  | Data supports target setting and SIP.<br>Inequalities are reduced e.g. gender; eFSM                    | On-going  |  |
| Analyse uptake of extra-curricular activities for all protected characteristics.   | Maximum participation by all pupils.<br>Extra-curricular activities are accessible to all.             | Annually  | <i>On-going. No extra-curricular activities since March 2020.</i>                        |
| 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 | <i>Increased focus on physical activity. Pupils to create a questionnaire in Aut 20.</i> |
| Implementation changes for ALN Transformation Bill and analyse impact against protected characteristics.                       | ALN pupils reach maximum potential and are suitably supported.<br>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.<br>Maximum engagement in learning for all pupils.                            | July 2021 |  |

| <b>Objective 3: To ensure that staff and pupils feel confident to report issues of concern.</b>   |   |                         | <b>Year: 2018 – 2021</b>   |
|---|---|-------------------------|--|
| Digital Leaders to provide support for pupils with online concerns / worries.   | Support available for children.<br>Relevant concerns can be action planned accordingly.   | April 2019              | <i>Digital leaders have developed webpage and shared this with other pupils.</i> |
| 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.<br>Display on staff noticeboard. | July 2019<br>(annually) | <i>Policies updated and shared on staff noticeboard.</i>                         |
| 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               | <i>Completed.<br/>Reviewed inline with Covid-19 guidance.</i>                    |
| 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.<br>Relevant concerns can be action planned accordingly.                                 | On-going                |  |

| <b>Objective 4: To ensure our school is accessible, inclusive and welcoming to pupils, parents / guardians, staff and visitors. (Accessibility Plan)</b>                       |   |                 | <b>Year: 2018 – 2021</b>                        |
|--|---|-----------------|---|
| Improve visibility of steps around school.   | Steps highlighted for visually impaired users on school site.   | April 2019      | <i>Steps painted yellow to highlight.</i>       |
| 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.<br>PC, appropriate software and large font ensure all staff can use IT equipment.                      | July 2019       | <i>Equipment for staff and pupils reviewed.</i> |
| 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) | <i>On-going on needs basis.</i>                 |
| Audit of disabled staff and recruitment procedures. Action plan any needs accordingly.   | Identify any necessary adjustments to environment or practices.   | July (annually) | <i>On-going on needs basis.</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 (annually) | <i>On-going on needs basis.</i>                 |
| 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.<br>Staff training is up to date.   | On-going        |   |
| Procure services of outside contractor to complete accessibility audit.<br>Sensory impairments<br>Toilet, washing and changing facilities<br>Doorways<br>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.<br>Information is provided in appropriate formats.<br>All information is published.        | July 2021       |   |