

# A St. Michael's CE (VA) Junior School Policy



## Equality Information and Objectives 2015-2019 (inc. Disability Access Plan)

### 2016 Objectives Update

Reviewed by Business Management & Resources:	Spring 2016
Ratified by Business Management & Resources:	Spring 2016
To be reviewed:	Spring 2017

## **St. Michael's and The Equality Duty**

St Michael's CE Junior School seeks to be an inclusive Christian community within the local community. We are committed to developing an inclusive learning environment which is happy, safe, caring creative and inclusive. We are dedicated to pursuing excellence for all through a stimulating and well-resourced environment and enthusiastic, committed staff. We aim to raise self-esteem and the awareness of others, encouraging respect and celebrating all achievements. We aim to deliver an exciting and relevant curriculum for all ensuring that every child can access every part of that curriculum.

As a school we recognise our duty to establish equality for all students, staff, other members of the school community and service users by following the principles and guidelines outlined in the Equality Duty, created under the Equality Act 2010.

The equality duty covers the nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. In addition to this, the School believes firmly that Income inequality should not be a barrier to pupils and their families in accessing the curriculum and wider school life.

In the day to day functioning and activities of the School we have a statutory duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

To achieve this involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

For more information on the Equality Duty, please visit:

***<http://www.equalityhumanrights.com/private-and-public-sector-guidance/public-sector-providers/public-sector-equality-duty>***

### **Our Objectives**

We have considered how well we are currently achieving these aims with regard to the protected groups under the Equality Act. From this evaluation we have agreed the following objectives to work on areas where we feel we could further develop and improve:

- narrow the attainment gap between members of groups covered by the Equality Duty and other pupils who are not members of those groups;

- challenging race and gender stereotypes through curriculum planning, developing global links and maximising other opportunities (e.g. collective worship assemblies)
- to work through the targets as set out in our Disability Access Plan (Appendix A.)
- to improve levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

### **How we will measure the Objectives and their impact**

In order to ensure we are fulfilling our obligations laid out by the Equality Duty, we will revisit our objectives annually and publish our findings in the format of an update at the end of this document.

However we do recognise that this document is not just an annual 'tick box' exercise and will require continual and consistent implementation and evaluation at all times and that **all** staff and pupils are responsible for promoting and welcoming equality within the school community.

To measure how well we are doing, we will look at key outcomes regarding the following:

- academic progress
- extracurricular club membership
- school trip attendance
- parent lunch attendance
- parent consultation attendance
- priorities and targets within our Disability Access Plan

We will publish updates in:

Spring Term 2016

Spring Term 2017

Spring Term 2018

Spring Term 2019

Our Objectives

- **academic progress**

**End of KS2 results comparison.**

Gap closing between non pupil premium and pupil premium/FSM children compared to previous academic year.

	<b>2 or more levels progress in Reading, writing and Maths 2014-2015 %</b>	<b>2 or more levels progress in Reading, writing and Maths 2013-2014 %</b>
<b>Non Pupil Premium</b>	<b>81.8</b>	<b>60.7</b>
<b>Free School Meals</b>	<b>80</b>	<b>50</b>
<b>Pupil Premium</b>	<b>81.8</b>	<b>53.8</b>

- **extracurricular club membership**

FSM membership has increased steadily. Children who have not taken up any clubs are actively encouraged to do so.

The school is now paying for ALL fee paying clubs for those children who are FSM.

Increase in girls joining traditionally male focussed clubs such as football and tag rugby

Boys joining traditionally female focussed clubs such as cooking and netball.

Membership of disabled students in one or more extracurricular activity

- **school trip attendance**

Year 6 residential – those who were unable to pay were either financially assisted or an extended payment plan was set up. Complex medical needs of specific children were managed and no child was denied participation in any activities.

Lack of financial means is never a barrier to school trip attendance. Parents are aware they can speak to the school to set up a payment plan or ask for financial assistance.

- **parent lunch attendance**

At several parent events, samples of school dinners have been available for new parents to try. The school cook always tries to cater for dietary needs where possible. Parent lunches have become overwhelmingly popular with not only parents but also grandparents, aunts etc. Feedback is always very positive.

This has resulted in an uptake of children choosing school dinners.

- **parent consultation attendance**

There will be a new format this year which will actively involving the child. It is hoped that this may engage those parents who may have not otherwise attended. Times are available during the day now and not just the evening opening up the available to times to suit more parents.

Appendix A: Spring 2016 update on priorities and targets within our Disability Access Plan 2015-2019

	PRIORITIES	TARGETS	STRATEGIES	TIME	COST	OUTCOMES	UPDATE
SHORT TERM	REFRESH YELLOW PAINT ON STEPS ON BACK PLAYGROUND	To ensure steps are clear for all children including those with visual impairment	Painting by BF	Summer Term 2015	Cost of Paint	Steps clear to all. Fewer accidents/trips on stairs in preparation of visually impaired starter in September 2015	Due to be completed in Easter Hols 2016
SHORT TERM	REDECORATION OF MUSIC ROOM/ CLASSROOM TO TAKE INTO ACCOUNT VISUAL IMPAIRMENT	Music room redecoration needs to consider colour scheme and need for contrast	BF work with staff to be conscious of this target	Autumn Term 2015	Cost of refurbished classroom	Better visual awareness	✓ Decorated in a neutral non sheen colour
SHORT TERM	HIRING / PURCHASING OF COMPUTER TECHNOLOGY AS REQUIRED FOR PUPILS WITH DISABILITIES.	To carry out an audit of current resources.	Order/hire any equipment or programmes highlighted by the audit	Summer Term 2015	Up to £250	Access to appropriate computer technology will be improved for all disabled pupils.	This has not been necessary yet but will more than likely be needed by Autumn 2016/ Spring 2017
MEDIUM TERM	WHEELCHAIR ACCESS THROUGH EXTERNAL DOOR BY DISABLED TOILET. SLOPE ACCESS FROM THIS POINT TO BACK PLAYGROUND	To ensure that both adults and children have independence when moving throughout the school site.	Obtain quotes for permanent ramp and look for grant opportunities; make use of temporary ramp in the interim	Spring Term 2016	tbd	Access to school buildings and site improved.	Temporary ramp in use.  However new reception area to <u>front</u> of school will meet statutory disability access requirements.
MEDIUM TERM	IMPROVE VEHICULAR ACCESS TO BACK PLAYGROUND	This will increase safe car parking close to the school and improve access for emergency vehicles	Apply for planning permission and action quotes already obtained	Autumn Term 2015	£10,000 (shared with Galleywood Infant School)	Access to school buildings and site improved.	This is currently going through the planning process.
LONG TERM	RAMP FROM EXTERNAL DOORS OF ALL GROUND FLOOR CLASSROOMS	To ensure that both adults and children have independence when moving throughout the school site.	Obtain quotes for permanent ramp and look for grant opportunities; make use of temporary ramp in the interim		tbd	Access to school buildings and site improved.	
LONG TERM	LIFT FROM GROUND TO FIRST FLOOR	To ensure that both adults and children have independence when moving throughout the school site.	Obtain quotes for permanent ramp and look for grant opportunities		tbd	Access to school buildings and site improved.	