

Banister Primary School School Equality Plan 2015-2019

This plan sets out the proposals of the Governing Body of the school to increase access to education for those pupils with protected characteristics. The strategy covers three areas:

- Increasing the extent to which ALL pupils with protected characteristics can participate in the curriculum
- Improving the physical environment of schools to increase the extent to which any pupils with protected characteristics can take advantage of education and associated services
- Improving the delivery to all stakeholders of information

We believe this equality plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting progress of the Equality Plan over a prescribed period.

At Banister Primary we have high ambitions for all of our children and expect them to achieve in every aspect of school life. The school aims to identify and remove barriers to all pupils and make them feel welcome irrespective of race, colour, creed and impairment.

As a school we:

- Set suitable learning challenges
- Respond to pupils diverse needs
- Overcome potential barriers to learning for individual and groups of pupils

Banister Primary is committed to collecting a wide range of pupil and family information, views and aspirations for improved accessibility and equality. The school will use all available information and data to identify individuals with protected characteristics and use the data to support the equality plan. This includes:

- Details on entry
- SEND audit
- Data collected on teaching staff/adults linked to the school.

This may mean objectives changing throughout the year depending on pupils who join the school or whose circumstances change.

Definitions of protected characteristics

Age

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18-30 year olds).

Disability

A person has a disability if s/he has a physical or mental impairment which has substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one gender to another.

Marriage and civil partnership

In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. This will also be true in Scotland when the relevant legislation is brought into force.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Access to this plan

This plan will be made available upon request to any current parent or prospective parent who requests it. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. The plan will be published via the school website. This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan. It will be available to Ofsted inspectors.

At Banister Primary all staff have a duty to ensure even greater inclusion of pupils with protected characteristics.

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Objective	Strategy	Outcome	Timeframe	Success Criteria
Teachers and Teaching Assistants have the necessary training to teach and support pupils with protected characteristics.	All staff to attend appropriate training as required. Provision from outside agencies as necessary.	All staff have a clear understanding of the needs of the children in the school and how to ensure the curriculum is fully accessed by them.	On-going	All children are successfully included in all aspects of school life.
Pupils take part in all areas of the curriculum including IT, PE, music and drama.	Provide high expectations of all pupils. Seek to remove all barriers to learning and participation for all. Lessons are responsive to pupil diversity and that appropriate resources are in place. Staff recognise and allow mental and physical effort expended by some pupils.	All children take part in activities or reasonable adjustments are made such as adult support. Differentiated activities to allow access.	On-going	All pupils fully involved in all lessons.
Visits and trips are open to all	Risk assessments are carried out appropriately to enable all pupils the same experiences.	All pupils are able to attend visits and trips.	On-going	Maximised participation for all trips and visits.
All children on the SEND register have a personalised plan where applicable.	Children with an identified special educational need have an appropriate plan with specific targets identified.	Personalised plans form a key part of the planning process for these children.	On-going	Children on the SEND register achieve personal targets.
Ensure that equality is a prominent part of all decision making and planning activity within the school.	Development of new initiatives and practices will be subject to consideration of equality requirements. The impact of new initiatives and	The school will be able to identify the actions that have been taken to ensure equality is embedded within its culture.	On-Going	Confidence that equality requirements have been considered and implemented.

	methods of working will be considered for the possible impact on people with protected characteristics.			
Classrooms, corridors and outside areas are optimally organised for pupils and promote the participation and independence for all pupils.	Review and implement a preferred layout of furniture and equipment as required to support the learning process. Regular learning walks carried out to review and make recommendations.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Termly	Improved access around the building and to the curriculum.
Ensure emergency and evacuation systems inform all children.	Check that all areas are well lit and clear. Investigate feasibility of enhancing the system to include a visual alarm.	All children can be safely evacuated from the building.	Sept 2015	Safeguarding for all children.