

Long Buckby Junior School Public Sector Equality Duty

The Public Sector Equality Duty and the combined Equality Duty came into effect in April 2011. As a school we need to have due regard to:

- Eliminate discrimination and other conduct that is prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Protected Characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

How Long Buckby Junior School has due regard for equality

Long Buckby Junior School has two specific duties under the 2011 Act:

- To publish information to demonstrate how we are complying with the Public Sector Equality Duty.
- To prepare and publish equality objectives.

At Long Buckby Junior School we give proportionate consideration to the duty by:

- Having “due regard” when making a decision or taking an action and assessing whether it may have particular implications for people with particular protected characteristics.
- Considering equality implications before and at the time we develop policy and take decisions, not as an afterthought, and keeping them under review on a continuing basis.
- The PSED is integrated into the carrying out of the school’s functions, and the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.
- The school cannot delegate responsibility for carrying out the duty to anyone else.

Current Practice at Long Buckby Junior School

Protected Characteristic	How we pay due regard to the duty
Sex/gender	School ensures that it follows Local Authority policies in relation to the appointment of staff. Boys and girls have equal access to a broad and balanced curriculum. Analysis of data is carried out at regular intervals to discover any trends and address issues as they arise.
Race	The school does not tolerate any form of racism and policies are in place to deal with issues. The school works with Show Racism the Red Card to teach children about racism. Role models from a range of different ethnic backgrounds are studied in assembly.
Disability	Long Buckby Junior School does not discriminate against children with disabilities. Where appropriate care plans are used to ensure their needs are met. School works closely with a range of outside agencies to meet the needs of the children. The school building is on one level for ease of movement and the doors are wide enough to accommodate wheel chairs. There is a disabled toilet near the school office. Where necessary reasonable adjustments have been made; for example a drop kerb was installed and the head's office is used for 1:1 interventions with outside agencies as it is the only room available.
Religion or belief	Long Buckby Junior School follows the local Agreed Syllabus for Religious Education, following a multi-faith (including no-faith) curriculum. The school authorise absences where there is a reason to do with an individual's faith.
Sexual orientation	Long Buckby Junior School follows an age appropriate Sex and Relationships Education Scheme which has a clear focus on developing positive, productive relationships. The school follows the Local Authority's recruitment policies.
Gender Reassignment	Long Buckby Junior School follows the Local Authority's policy for Gender Reassignment.
Pregnancy or Maternity	Long Buckby Junior School follows the Local Authority's policies for pregnancy and maternity.

When a decision is made at Long Buckby Junior School due regard is given to the potential impact against each of the 7 protected characteristics. For example when planning a trip thought is given to the needs of every child to ensure equal access to the trip.

Data

Long Buckby Junior School has fewer than 150 paid employees and so is not obliged to publish data about its staff. However, we a local authority maintained school and so data can be found through Northamptonshire County Council.

Pupil data can be found on the Department for Education's website via this link:

<https://www.longbuckbyjunior.co.uk/school-information/ofsted-report-2015-and-dfe-performance-tables>

Relevant policies are also on the school’s website detailing how the school meets its obligations under the Public Sector Equality Duty; for example the SEN Information Support details the needs of child currently at the school.

Public Sector Equality Duty Targets (see also the Accessibility Plan below)

Target	Short Term July 2019	Medium Term July 2020	Long Term July 2021
Develop multi-cultural element of the curriculum so that opportunities are easily identifiable and mapped out across the curriculum.	Map out the coverage of different faiths linked to the newly revised Agreed Syllabus for RE. Audit the books in the library and assembly coverage to ensure a balance in the cultures represented in the books and subject matter.	Audit the whole curriculum 4 year plan to highlight the coverage of different faiths and cultures, identifying gaps. Build multi-faith holidays into the curriculum as projects for the children.	There is a clear curriculum map in place for four years clearly identifying the multi-cultural aspect of the curriculum.

Public Sector Equality Duty Targets

Long Buckby Junior School’s Accessibility Plan reflects our intentions in three areas:

1. Increase the extent to which disabled pupils can participate in the curriculum.
2. Improve the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
3. Improve the availability of accessible information to disabled pupils.

The table below is based on our current assessment of accessibility for pupils with SEN.

Area	Priority	Lead	Action	Resources	Timescale	Success Criteria
Curriculum	Ensure accurate and timely assessment of children who may have dyslexic tendencies.	SENDCO	Nessy Dyslexia Screening Tool in place across the school for targeted children. Training for staff on how to use Nessy.	Subscription to Nessy. Suitable training resources.	April 2019	The Nessy Intervention Programme is identifying children at risk of Dyslexia.
	Ensure that interventions used for dyslexia are appropriate to the needs of the child.	SENDCO	Training for staff on how to use the interventions that support children with Dyslexia. Audit provision and identify areas that need to be improved.	Training materials.	September 2019	There is a clear ‘pathway’ of provision in place for children with dyslexia.
	Ensure that there is a clear strategy in place for developing early reading.	SENDCO and Lit Lead	Audit existing provision and identify areas for improvement. Visit other provisions to examine a range of approaches to developing early reading skills.	Training Materials. Resources for developing early reading.	July 2020	Evidence shows that there is a coherent plan in place for the development of early readers across the school.

			Train staff on how to develop early reading. Ensure there is adequate resourcing for addressing the needs of children who are early readers.			
Physical Environment	Review and evaluate the provision for children with ASD to develop specific learning plans.	SENDCO	Review the provision for children with ASD. Training for staff on developing 'autistic friendly classrooms.' Nurture Group in place to provide structured provision for children with ASD.	Training Materials. Staff to create Nurture group. Training for Peer Mentors.	Dec 2019 March 2019	Pupil Passports show clearly the provision necessary for children with ASD and this is reflected in practice day to day.
	Develop organisation strategies, both in the classroom and outside, to meet the needs of children with ADHD.	SENDCO	Training for staff on meeting the needs of children with ADHD. Investigate different ways of classroom organisation to meet the needs of children with ADHD. Nurture group at lunchtimes to provide a clam environment for children with ADHD.	Training Standing desks in appropriate classrooms. Staff for the Nurture group.	April 2020 July 2020 March 2019	There is clear provision in place for children with ADHD across the school.
Accessible Information	Improve the provision for children with a Hearing Impairment or limited speech to aid how the school communicates with them.	SENDCO	Train two key workers in British Sign Language. Introduce basic sign language teaching to the whole school. Train two more staff up to BSL Level 2.	Level 1 BSL Training Course. Online training materials.	Sept 2018 Sept 2019	Children and staff are able to use simple sign language to share information with others as appropriate.

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	Identify children at an early stage who may suffer from Visual Stress and implement appropriate strategies.	SENDCO	Raise awareness for teachers of indicators that a child may have Visual Stress. Appropriate screening in place for Visual Stress with a clear pathway to accurate diagnosis from a trained professional. Ensure the correct provision is in place for children with Visual Stress.	Training materials. Screening kit. Coloured overlays and exercise books.	April 2020 Sept 2019 Feb 2019	Clear provision for children with Visual Stress is in place.
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