

Pen-y-Fai Church in Wales Primary School

Strategic Equality Plan

This policy is written because Roxy - Our Rights Respecting Schools
Mascot says that;

"You should not be harmed, you should be looked after and kept safe"
Article 19



We are a Rights Respecting School

Contents of our Strategic Equality Plan (SEP)

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

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Introduction and background to Pen-y-Fai Church in Wales Primary School's Strategic Equality Plan

At Pen-y-Fai Church in Wales Primary School we believe that 'equality' does not mean treating everyone the same. It means understanding and tackling the different barriers to equal opportunities that different people face so that everyone has a fair chance to fulfil their potential. In April 2012 a new single public sector equality duty was implemented and in the same month the Welsh Government introduced regulations putting in place a series of specific duties to underpin the general duty.

The aim of the new equality legislation is to ensure that equality is mainstreamed into the work of public authorities such as schools when providing services. This in turn should result in more appropriate services and outcomes taking into account individuals' backgrounds including their race, sex, disability, age, sexual orientation, religion or belief, transgender status, pregnancy and maternity, marriage or civil partnership.

The government and the Equality and Human Rights Commission (EHRC) has made it clear that public bodies must mainstream equality in both their internal and external functions.

We are committed to these principles and to mainstreaming equality and welcome these legislative changes. We are committed to providing high quality services to children and parents to whom we provide services and to being a good employer. We also believe that mainstreaming equality issues will ensure that we deliver our aims in a more meaningful way.

Headteacher

Chair of Governors

1. Our Distinctive Character, priorities and Aims

1.1 School values

At Pen-y-Fai Church in Wales Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Pen-y-Fai Church in Wales Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

In Pen-y-Fai Primary School the majority of pupils are white British with the exception of 4.3% of pupils. We currently have 3.5% of pupils eligible for Free School Meals (FSM). With the exception of 1% of pupils, the home first language is English with no families having Welsh as a first language at home. Currently 1.45% of pupils have a disability and/or medical condition which can impact on attendance.

Some pupils receive counselling/play therapy as appropriate which is supported by the Child and family counselling service. Currently 2.8% pupils receive ELSA support whilst around 9.6% are supported by programmes including, TALKABOUT, Worry Wednesdays and LEGO intervention.

The school has large playgrounds and gardening areas offering good facilities for learning and play. These can be easily accessed from all classrooms.

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;

2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking 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
 - c. encouraging 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
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our SEP and Equality Objectives are set in the light of:

- The regional equality objectives identified in Appendix 1;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our SEP questionnaires.

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion.

Our School Equality Objectives are set out in Appendix 2.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;

- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school.

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Senior Leadership Group (SLG)

The SLG promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies.

2.3 Staff - teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- responding to feedback from a variety of interested stakeholders such as pupils, parents, governors and staff;
- awareness of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;

- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage; e.g attendance issues.

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Questionnaires were available to parents/carers, staff and governors. KS2 pupils in years 5 & 6 completed questionnaires in class with adult support. Pupils were given guidance around understanding the protected characteristics. Questionnaire responses were taken into consideration when developing objectives for the plan.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are

1. Raise awareness of equality and diversity issues among pupils, staff and governors.
2. Implement Welsh Government Anti-bullying Guidance and reduce identity based bullying in schools.
3. To ensure there are equal opportunities for boys, girls and protected groups in accessing the curriculum and the school building.

Our action plans are cross referenced with and where appropriate incorporated in the School Improvement Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of

individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

Key Policy Controls:

- Equality Plan - success criteria;
- Accessibility Plan - success criteria;

We will undertake a full review of our SEP by April 2020.

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Pen-y-Fai Church in Wales Primary School

Strategic Equality Plan 2016 - 2020

Appendices

PEN-Y-FAI

- App. 1 Regional Equality Objectives
- App. 2 School Equality Objectives and Action Plan
- App. 3 Current school Access Plan



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Regional Equality Objectives

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

3. Reduce gaps in levels of attendance between different protected groups as identified in local data

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. Reduce the number of NEETs

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

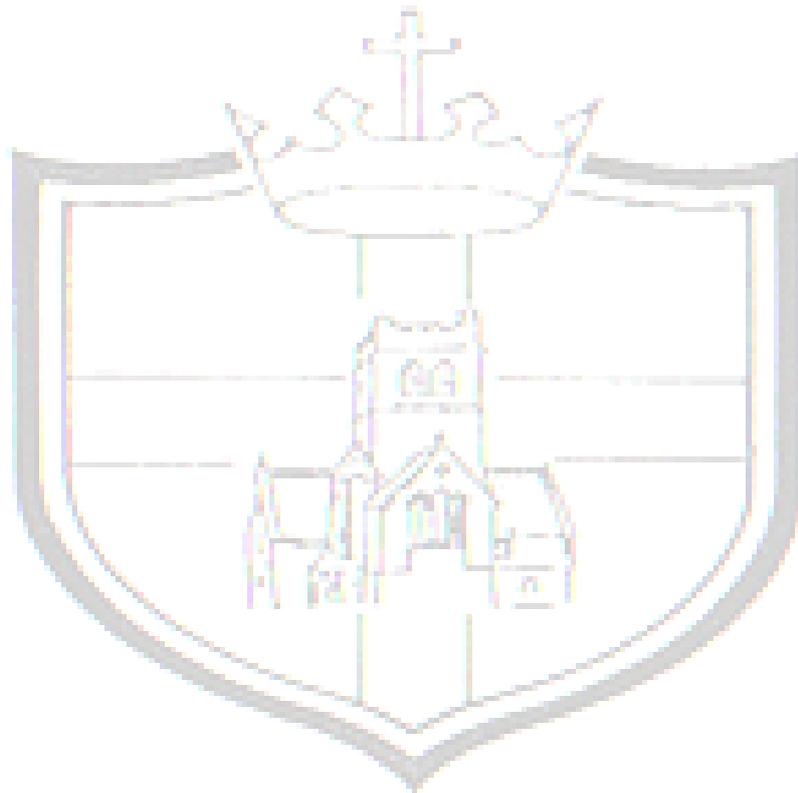
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6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

PEN-Y-FAI



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APPENDIX 2

Pen-y-Fai Church in Wales Primary School

Strategic Equality Plan 2016 - 2020 Equality Objectives and Action Plan

This plan has been reviewed retrospectively in September 2019 and all actions have previously been completed

Objective 1: Raise awareness of equality and diversity issues among pupils, staff and governors.

Our Research:

Statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils, parents/carers and Governors.

Ma

Local Information from Pen-y-Fai Church in Wales Primary School shows that staff and governors last received equality training prior to the introduction of the Equality Act in 2010-11.

Data Development:

N/A

Information from Engagement:

It was evident from the survey that the majority of stakeholders wished for the objective to remain in place as it should always be an important part of school life. It was felt that equality and diversity are addressed well in the school and the objective didn't need updating but needed to be retained.

This objective will be judged to be successful if...

- All staff and governors receive updated Equality training.
- Equality is raised on a regular basis and remains an important part of school life.

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- All stakeholders know who to speak to with regards to Equality issues.

Actions

Code	Description	Action Owner	Start date	End date
1.1	Assess teachers training needs in professional development/personal review meetings	HT/DH/SLG	2016-17	On-going
1.2	Work with the local authority to identify providers and organise a programme of staff/Governor training workshops.	HT/DH	2016-17	On-going
1.3	Ensure equality and diversity remains a focus within school life eg. PSE curriculum	All staff	2016-17	On-going

Objective 2: Implement new Welsh Government Anti-bullying Guidance and reduce Identity based bullying in schools

Our Research:

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

Local Information from Pen-y-Fai Church in Wales Primary School demonstrates that, 87% of pupils feel that the school deals very well with bullying, but this will continue to be addressed to embedded it further.

Data Development:

We currently report to the local authority any incidents of race related bullying.

Information from Engagement:

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Nearly all stakeholders felt that the objective should remain although there are policies in place in school. It was felt that anti-bullying should always be a priority and awareness should continue to be raised.

This objective will be judged to be successful if...

- Systems are in place to ensure that all anti-bullying procedures are effective.
- There is evidence that work to educate and engage with pupils has reduced the prevalence of unacceptable behaviour towards others.
- The parents are aware of school policies and procedures for anti-bullying.

Actions

Code	Description	Action Owner	Start date	End date
2.1	Update anti-bullying policy and practices in light of Welsh Government guidance <i>Embedding anti-bullying work in schools in Wales</i>	SLG/ School Council/Parents	2016-17	On-going
2.2	Include discussion of discriminatory language in PSE sessions.	All staff	2016-17	On-going
2.3	Arrange a programme of speakers from a range of protected groups to address school assemblies / individual classes. Continue the link with Show Racism the Red Card.	HT/DH/SLG	2016-17	On-going
2.4	Liaise with the local authority to establish a standard way to gather and record identity based bullying incidents	HT/SLG	2016-17	On-going

Objective 3: To ensure there are equal opportunities for boys, girls and protected groups in accessing the curriculum and the school building.

Our Research:

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Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place.

Local Information from Pen-y-Fai Church in Wales Primary School suggests that access within the school itself is acceptable.

Data Development:

See School Accessibility Plan 2016

Information from Engagement:

Information from stakeholder questionnaires evidenced that the majority of stakeholders wished for the target to remain the same although they felt that there are no issues within the school.

This objective will be judged to be successful if...

- We can demonstrate that disabled children and visitors have the same opportunity to access all areas of the building safely and that communication methods meet their needs.
- All pupils have access to the curriculum.

Actions

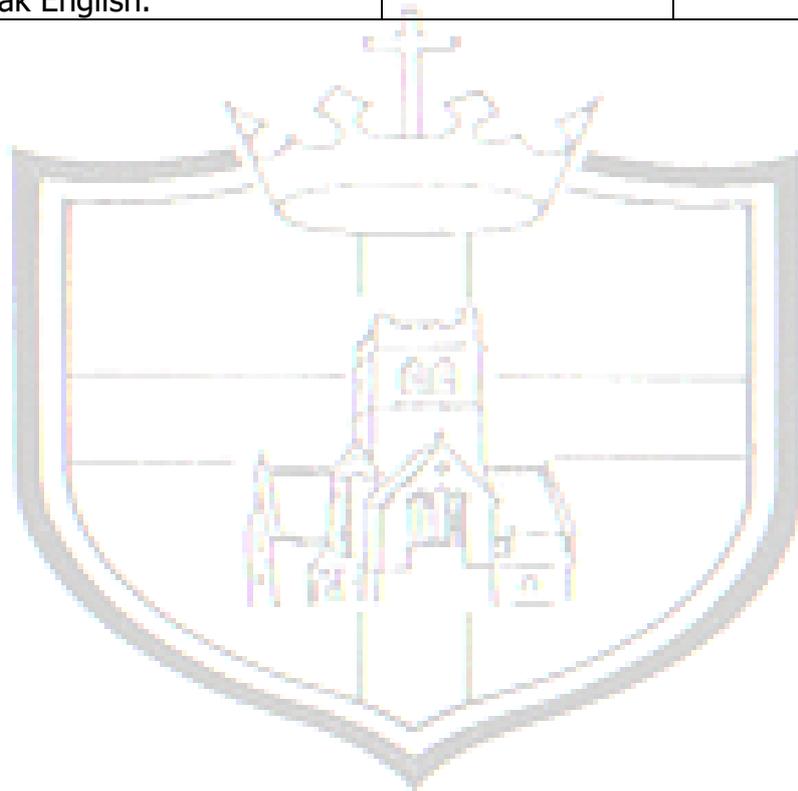
Code	Description	Action Owner	Start date	End date
3.1	Access to disabled toilets (awareness) Disabled car parking spaces for staff and parent. Access to staffroom. (If and when required) Stakeholders are aware of the PEEP and this has been put into place.	SLG/LA	2016-17	On-going
3.2	Review processes of communication to ensure that protected groups are not disadvantaged in any way (e.g. large print newsletters, both sets of parents, where families are separated, receive reports etc if required)	HT/DH/ALNCO	2016-17	On-going

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<p>Information in accessible formats Braille, word, large print. (As required) Produce/promote an accessible website accessible to disabled parents and pupils i.e. compatible with screen readers. (Where required) Learn key words relevant for that particular class to help those children who can't speak English.</p>			
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Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Strategic Equality Plan				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																					Conclusion				
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
M STREET		MATTHEW BATER	

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