

Pentyrch Primary School Ysgol Gynradd Pentyrch

“Learning and Growing Together”



“Dysgu a Thyfa Gyda’n Gilydd”

Strategic Equality Plan Policy Statement

2016- 2017

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Contents

Section	Page No
1. Our school	3
2. Aims	3
3. Strategic Equality Objectives	4
4. Scope	4
5. Equality Summary Statement	4
6. Responsibilities	5
7. Information gathering and Engagement	6
8. Publication and reporting	6
9. Monitoring and Review	7
10. School Equality Objectives and Action Plan	
Appendix – Accessibility Plan	

Strategic Equality Plan - Policy Statement

1. Our School

- 1.1 Our school is a small village primary school with 136 pupils. It has 7 teaching staff and 6 non-teaching staff. 56% of our pupils are girls and 44% are boys, 11% are eligible for free school meals and 6.6% are on the Special Educational Needs (SEN) Register.
- 1.2 The school has a stable population, with a turnover of less than 5% a year. This is partly due to the number of pupils moving out of the area. None of our pupils are currently asylum seekers.
- 1.3 Pupils are from a mainly White British background: White British 95%, 5% of our pupils come from an ethnic minority background.
- 1.4 Most parents 45% described themselves as Christian, 52% are agnostic, atheist or humanist, with the remainder 3% having another religion.
- 1.5 There are two different languages spoken by two of our pupils as their first language including: 1.5% Hungarian and Farsi; English is the first language of 98.5% of our pupils. None of our pupils currently speak English as an additional language.
- 1.6 We have no disabled pupils and one pupil with Communication Disorder. We aim to be fully inclusive of all pupils.
- 1.7 100% of teaching and non-teaching staff are White British. None of our teachers speak other languages, apart from one Welsh speaker. 84% of our staff are female and 16% of our staff are male.
- 1.8 We comply with the Local Authority Recruitment Policy and Procedure which now monitors Sexual Orientation of staff however it does not yet provide adequate information to form a picture of our school. We are aware that we have parents in same sex relationships and LGBT pupils, however we do not monitor this robustly.
- 1.9 All of these people, their faiths, cultures, communities and languages the school values equally.

2. Aims

- 2.1 We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. 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.

2.2 Through the equality improvement actions and strategically planned tasks detailed in this document, we aim to:

- a) Eliminate discrimination, harassment and victimisation
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

2.3 We have based our Strategic Equality Objectives on local, regional and national priorities within Education as well as feedback from engagement with our school community and our own school data.

3. Our Strategic Equality Objectives

3.1 Our chosen Strategic Equality Objectives are

- a) Reduce gaps in attainment and attendance between pupils from protected groups
- b) Develop the quality and use of our Equality Monitoring and Data Collection
- c) Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination

3.2 We have strategically planned tasks to enable us to meet these objectives. They cover all relevant protected characteristics and fulfil both the general and specific duties.

4. Scope

4.1 The policy statement applies to all full time, part time, job share, permanent, temporary and supply staff. It applies to all pupils, parents/ carers, service users and visitors to the school in line with Equality legislation and the school's legal responsibilities to promote equality in employment, education and access to services.

5. Equalities Summary Statement

5.1 At Pentyrch Primary School we aim to provide a happy, caring environment in which all pupils can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents/ carers and the wider community.

5.2 Our school is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity, Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a

positive attitude towards differences and expect respect for people of all backgrounds. This is highlighted in our whole school rules, one being: “We respect everyone and everything”.

- 5.3 Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.
- 5.4 Any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the Local Authority to help actions to combat hate crime across the City.

6. Responsibilities

Leadership and Management

Commitment

- 6.1 The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible.

Headteacher

- 6.2 The Headteacher is responsible for:
- a) Making sure this SEP is readily available, along with related policies, e.g. “Anti-Bullying Policy”, “Harassment Policy” etc. and that governors, staff, pupils and parents/ carers know about it.
 - b) Making sure the policy and its procedures are followed.
 - c) Producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary.
 - d) Making sure all staff know their responsibilities and receive training and support in carrying these out.
 - e) Taking appropriate action in cases of harassment and discrimination.
 - f) Making sure this SEP is regularly monitored and reviewed.
- 6.3 **The named person with responsibility for dealing with reported incidents of unlawful discrimination is the head teacher Mrs K Jones.** Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in the Equality Incident and Monitoring Database, analysed within the school and sent to the Local Authority termly.

6.4 The Equal Opportunities Co-ordinators are Mrs K Jones and Mrs A Reynolds deputy head teacher. The Equal Opportunities Co-ordinators ensure that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities.

6.5 All staff are responsible for:

- a) Dealing with incidents of unlawful discrimination and bullying
- b) Being able to recognise and tackle bias and stereotyping
- c) Promoting equality and good relations between all groups
- d) Keeping up to date with the law on discrimination, and taking up training opportunities
- e) Striving to provide images and lesson plans that show positive images of and are inclusive of people from the protected characteristics

7. Information gathering and Engagement

7.1 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 assessments and identify which of the school's aims have been achieved and what we need to do better.

7.2 Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible. The reason that this progress is important is to understand the full range of needs of the school community.

7.3 This is a living document and can be amended and updated. It has been prepared thus far with the support of an equality consultant and takes into account national and regional priorities for education and equality as identified by local and national government and the school community. As more information and feedback is received the document can be updated to reflect that and is under regular review.

8. Publication and reporting

8.1 The school publishes the Strategic Equality Plan on our website and is communicated to parents at parents evening and other events. It is available in large print and other formats on request. The school prospectus includes a reference to the Strategic Equality Plan and the values underpinning it.

8.2 We will report and publish annually on the progress made on the action plans and the impact of the Plan itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

9. Monitoring and Review

- 9.1 We will revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan (e.g. achievement data, engagement with stakeholders).
- 9.2 We will use Equality 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.
- 9.3 Based on the above, we will review the Plan and republish as necessary, but not less than annually with a full review not less than four yearly.

This policy will be reviewed regularly by staff, the Headteacher and Governing Body (through the Standards, Performance and Curriculum Committee).

Signature of headteacher: Date:

Signature of chair of governors: Date: