

SOUTH WEST AND MID WALES AUTHORITIES' CONSORTIUM

STRATEGIC EQUALITY PLAN FOR SCHOOLS

June 2016



Spittal Church in Wales VC School

**Strategic Equality Plan
2016 – 2020**

PART A: Scheme



Strategic Equality Plan agreed by Governors:

..... (Signed by Chair)

.....*Date*

Scheme due for review:.....(date)

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1. Our Distinctive Character, Priorities and Aims

1.1 School Values

School Mission Statement

Spittal School is a Christian community where we recognise the dignity and values of the individual. All members of this community are encouraged to develop their potential in terms of knowledge and understanding, which includes spiritual, moral and physical awareness.

The Governors and staff at Spittal Church in Wales VC School are committed to this mission statement, and to the inclusion and equality of all members of the school community.

Christian Values are central to the lives of all at Spittal School. They are made explicit through 'Values Education', irrespective of social background, gender, disability, ethnicity or faith.

1.2 Characteristics of our school

- Spittal Church in Wales Voluntary Controlled Primary School is the most northerly English medium school in the county of Pembrokeshire. In September 2004 the school moved from its original nineteenth century premises to a new building, when the GB elected to retain its Church in Wales status. The spacious accommodation contains four classrooms, an early years unit, a medical room, a kitchen, a large hall and a library, which is also used as a computer suite. There is also an additional room that is used for meetings, music and special educational needs (SEN) support. The building has many eco friendly design features, is well adapted for disabled access and is set in very attractive grounds, which include a large playground, a playing field and a developing environmental area. The school enjoys views of the Preseli Hills and the rolling Pembrokeshire landscape.
- The school serves the village of Spittal and its surrounding community, but through parental choice well over 60% of learners now come from outside the traditional catchment area, including the town of Haverfordwest, and this accounts mainly for the increase in numbers. The majority of families are not economically disadvantaged; less than 5% of learners are registered as being entitled to receive free school meals, which is well below the national average.
- The intake covers the full range of abilities; most learners join the school in the nursery, but there are entrants in other years, including a few with learning difficulties and from Welsh medium schools. Around 12% of the number on roll are identified as requiring SEN support, which is around the national average; one child has a statement. About 1% use Welsh as a first language or to an equivalent standard and around the same percentage speak Hindi or Tamil at home as well as English, although none requires extra support in school. Approximately 6% come from an ethnic minority background. There are two learners who are currently looked after by the local authority.

- The school building was designed to meet the needs of disabled pupils and parents. Measures have been taken to prevent disabled pupils from being treated less favourably than other pupils. The school has a Disability and Discrimination Policy and an Access Plan in place.
- The school has adopted Values Education in recognition of the importance of a Values-based culture and ethos for our school community. This scheme underpins Collective Worship, but the Values are adopted across the whole school and referred to and embedded throughout the whole curriculum.

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school affirms its commitment to the equal treatment of all human beings regardless of their sex, race, ethnic or national origins, colour, marital status, sexual orientation, family responsibility, ability, political or religious beliefs and activities, unless those activities are contrary to the policies of the school. It is firmly opposed to any form of discrimination, which can be shown to be either directly or indirectly based on human attributes and values.

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 Christian 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;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including 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 need to:

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 pupil data, e.g. attainment data of boys v. girls;

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 Team (SLT)

The SLT 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 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 can and will include the following:

- identification 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, especially through Circle Time and School Council meetings;
- 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;

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 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.

- Feedback from pupil/staff/parent/Governor questionnaires relating to Equality issues
- Feedback from the School Council, PSE lessons, coordinator questionnaires
- Governing Body and PTA meetings
- Issues raised in AGPM and termly IEP/SEN meetings

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

See appendices.

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 will include a reference to the SEP and the values underpinning it (to be updated for 2016-17).

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 analyzing 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.

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

Spittal Church in Wales VC School

Strategic Equality Plan 2016-20

Strategic Equality Plan

Appendices

App. 1 Regional Equality Objectives

App. 2 School Equality Objectives and Action Plan

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 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.

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

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.

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.

Strategic Equality Plan 2016 – 2020
Equality Objectives and Action Plan

Equality Objective 1.				
Monitor and analyse pupil achievement by pupils in protected groups, and act upon any trends or patterns in the data that require additional support for pupils in order to narrow the gap.				
Our Research: There is a continuing need to track pupils in protected groups (e.g. LAC, FSM, Child Protection or Child in Need, ALN, MAT, Split families)				
Information from Engagement: Staff need to access information and to be familiar with data about pupils in each of the protected groups.				
Data Development: Additional regular monitoring of specific groups of pupils on intervention				
This objective will be judged to be successful if... There is greater knowledge by staff of pupils in protected groups. These pupils can be demonstrated to make at least appropriate progress.				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Identify and track these pupils at a SMT and class level	SMT and class teachers	September 2016	July 2017
1.2	Ensure pupils' from these protected groups are considered as a priority for target pupil activities	Teachers	September 2016	July 2017
1.3	Use GL assessments and G2 systems to track these pupils	ARR leader and admin staff	Autumn 2016 onwards	July 2017

Equality Objective 2.				
Extend all pupils' opportunity to make a positive contribution to the life of the school				
Our Research: Pupils at FP and KS2 to have strong involvement in decision making about learning.				
Information from Engagement: 'Listening to Learners' has shown that pupils would like to have more input into what and how they learn. The progress at FP needs to be extended to pupil involvement at KS2.				
Data Development: Use pupil questionnaires to consider pupils' specific opinions about learning at school.				
This objective will be judged to be successful if... Planning for topics and ways in which the children learn is developed in consultation with pupils Pupil surveys indicate pupils' are fully engaged. AfL is seen to be effective in encouraging pupil independence and improving standards (records of lesson observations, learning walks, ERW visits, etc).				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Include specific teaching and learning items on the school council agenda	School Council leader	September 2016	July 2017
1.2	Use PASS, analyse results and plan intervention through Pyramid Club, deployment of ELSA and other interventions.	PSE leader	September 2016	July 2017
1.3	Involve pupils in the assessment of their own learning in class – develop AfL as effectively as possible	Assessment coordinator	September 2016	July 2017

Equality Objective 3.				
Improve access to PE and outdoor activities for pupils who are disabled or disadvantaged				
Our Research: Pupils who have physical disabilities do not always gain equal access to quality PE activity.				
Information from Engagement: Parent and pupil response indicates some dissatisfaction with opportunities through PE and at playtimes				
Data Development: Identify resource implications, staff training needs and outside agencies who may be able to support.				
This objective will be judged to be successful if... Planning for all disadvantaged pupils is thoughtful and fully inclusive Pupil surveys indicate pupils' are fully engaged and satisfied with their PE and outdoor experiences. Reasonable measures have been taken to provide appropriate equipment so that pupils can access all curriculum activity				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Gather further information from staff, pupils and parents regarding access to the curriculum for pupils concerned	SMT	September 2016	July 2017
1.2	Continue to plan PE activities carefully, with equal opportunities in mind	Class teachers	September 2016	July 2017
1.3	Resources and equipment are fit for purpose, both during curriculum time and for break times	SMT	September 2016	July 2017
1.4	Seek advice on provision from local authority PE advisory staff and other local groups.	Headteacher/PE coordinator	September 2016	July 2017

Strategic Equality Plan
Equality Objectives and Action Plan

Equality Objective 4.				
Extend how well we publish and promote the Equality Policy to all stakeholders				
Our Research: Understanding of the Law, our plan and targets among parents is patchy.				
Information from Engagement: Through discussions and questionnaires with parents it was found that more information needed to be shared to aid understanding of existing discrimination/accessibility policies. Staff discussions showed that some members of staff were also unaware of the purpose and aims of the Equality plan.				
Data Development: Further data will be collected from consulting with stakeholders.				
This objective will be judged to be successful if... Parents understand the equality plan and promote equality within our community. Staff extend the already strong promotion of equality through learning and teaching.				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Continue to use the school environment to promote positive attitudes to all protected groups; ensuring that they are represented in posters, books, displays and learning materials.	Teachers	September 2016	July 2017
1.2	Publish equality plan and use newsletters to promote equality	Headteacher	September 2016	July 2017
1.3	Staff to have access to equality plan and policy, ensuring that actions are carried out and targets met	Headteacher and all staff	September 2016	April 2020

Equality Objective 5				
Involve School Council in evaluating equality issues and equality of provision at Spittal School, with a review on an annual basis				
Our Research:				
During circle time. pupils generally reported that they hadn't considered Equality and lacked understanding of significant issues that might affect their peers				
Information from Engagement:				
As above				
Data Development:				
Through questioning of School Council, action plan for awareness raising will be drawn up. Council to present to all classes and whole school survey to be taken at a later date.				
This objective will be judged to be successful if...				
School Council complete review and action plan for relevant Equality issues. Returns from whole school questionnaires show a greater understanding of Equality issues.				
Actions:				
	Description	Responsibility	Start date	End date
1.1	School Council create report on relevant Equality issues and report to pupils on why Equality is important at Spittal School	Mrs A Mallinson	September 2016	July 2017
1.2	Before and after questionnaires show that pupils have a greater understanding of relevant Equality issues and can provide examples	Headteacher, Mrs A Mallinson	September – October 2016	July 17
1.3	School Council to review and enhance playground zoning, including resourcing of zones to cater for all children (including those with a physical disability – as highlighted in one pupil questionnaire)	Headteacher, Mr S Kendrick, Mrs A Mallinson	Autumn term 2016	July 17

Equality Objective 6.				
1. Implement Welsh Government Bullying Guidance and reduce Identity based bullying in schools				
Our Research: A KS2 online survey across all relevant protected characteristics in our school was administered Summer term 2016 and appropriate targets were identified.				
Information from Engagement: The Pembrokeshire Survey of Bullying in schools found a range of identity based bullying in all schools across the authority.				
Data Development: Acquire consultation data from other sources when required.				
This objective will be judged to be successful if				
M School data indicates that homophobic bullying has reduced by 50% School data indicates that bullying related to a learning difficulty has reduced by 50% School data indicates that bullying related to race or ethnic origin difficulty has reduced by 50%				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Administer all pupil survey on bullying	Admin school staff	Summer term 2016	Autumn 2016
1.2	Specific targets for reducing bullying identified based on results of survey (see above – to be reviewed by new Headteacher)	Headteacher / SLT / Governors	September 2016	July 2016
1.3	Identify and Introduce appropriate anti bullying interventions in order to meet targets.	Headteacher / Lead for PSHE	January 2017	April 2020
1.4	Access training for appropriate staff from STONEWALL CYMRU on issues related to homophobic bullying. Access SC resources for PSHE.	Lead for PSHE	Spring 2017	April 2020

