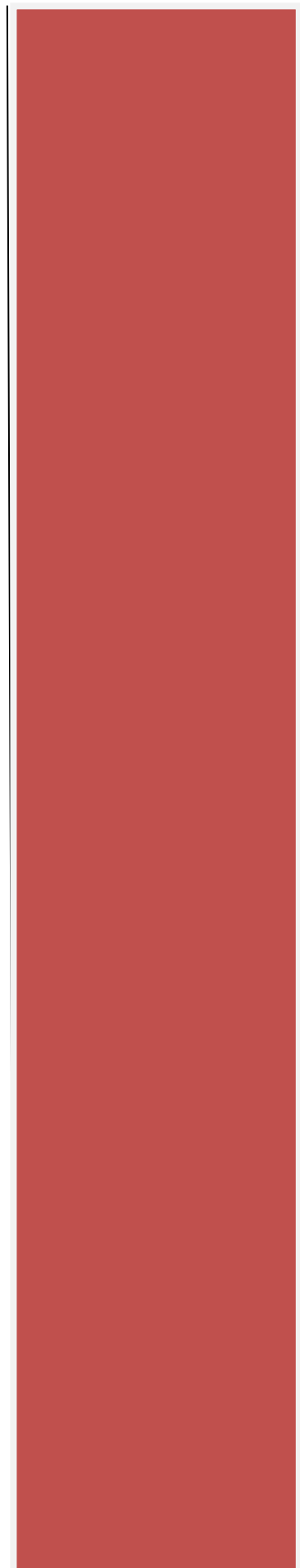


STRATEGIC EQUALITY PLAN

Gnoll Primary School



November 2014



Gnoll Primary School
Strategic Equality Plan
2016 – 2018



Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

.....*Date*

Scheme due for review: November 2016

Contents of our Strategic Equality Plan (SEP)

1.	Our distinctive character, values, priorities and aims	5
1.1	School values	
1.2	Characteristics of our school	
1.3	Mainstreaming equality into policy and practice	
1.4	Setting our equality objectives	
2.	Responsibilities	7
2.1	Governing Body	
2.2	Senior Leadership Team	
2.3	Staff – teaching and non-teaching	
3.	Information gathering and Engagement	8
3.1	Purpose and process	
3.2	Types of information gathered	
3.3	Engagement	
4.	Equality Impact Assessment	10
5.	Objectives and Action Plans	10
6.	Publication and reporting	11
7.	Monitor and Review	11

Appendices

App. 1	Regional Equality Objectives
App. 2	School Equality Objectives and Action Plan
App. 3	School Access Plan (use current plan for 2010-2013)

1. Our Distinctive Character, priorities and Aims

1.1 School values

At Gnoll Primary School our vision is to provide an environment that challenges, inspires and supports all children to achieve their full potential and aspirations. We ensure all children are happy, safe and cared for and in turn become responsible and caring towards others. We celebrate diversity, encouraging inclusion for all pupils as part of one nurturing school community.

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.

Children develop as valued individuals who are encouraged to be active participants having a voice in decision-making about their own learning and the wider community. Learning opportunities are well planned, challenging, exciting and engaging, enabling them to become confident, independent learners.

Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

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 *Gnoll Primary*, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The aims of the school are summarised in the mission statement

'Learning Together, Achieving Together'

'Dysgu Gyda'n Gilydd, Cyflawni Gyda'n Gilydd'

1.2 Characteristics of our school

Gnoll Primary is a busy school located in the town centre of Neath. The area has an intake of pupils that represents the full range of ability. The school maintains a strong community identity. In all, 324 children attend mainstream and 18 pupils attend our Learning Support Centre.

Free School Meals - 46% of pupils have free school meals

Special Educational Needs - a third of pupils are on the Special Educational Needs register.

Ethnicity – 89% of our pupils are classed as White British and 11% comprise of other ethnic backgrounds.

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;
- 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 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 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 **Section 5 (p.9) and 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 Management Team (SMT)

The SMT 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
- ensuring that all staff are aware of the SEP

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:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- 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;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- 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 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.

We have involved the following groups in developing the scheme:

- *parent questionnaire*
- *pupil questionnaire*
- *MEAS are involved and available for EAL pupils and their families.*

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. *Ensure that no chocolate products are allowed on school premises*
2. *Review parking arrangements to include designated disabled spaces*
3. *Understanding the implications of the definition of disability through awareness raising and training for new staff*
4. *Encourage the sharing of views regarding disability issues*

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are incorporated into the School Development 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 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 November 2016.

Gnoll Primary School



Strategic Equality Plan 2018 – 2020

Appendices

App. 1 - Regional Equality Objectives

App. 2 - School Equality Objectives and Action Plan

App. 3 - Current school Access Plan

Regional Equality Objectives

South West and Mid Wales Authorities Consortium (swamwac)

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.

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.



Gnoll Primary School



Strategic Equality Plan 2018 – 2020 Equality Objectives and Action Plan

We will monitor our annual progress in achieving these priorities through the established self-evaluation process. We will publish our progress for all to see on an annual basis in head teacher report to governing body and governor's annual report to parents.

<u>Priority Issue</u>	<u>Action Required</u>	<u>Success Criteria</u> (the improvements expected to occur from this action)	<u>Timescale</u>	<u>Responsible Person(s)</u>	<u>Evaluation of Impact Details</u> (involving disabled people)
Understanding the implications of the definition of disability through awareness raising and training for new staff	Adds session	Staff fully understand the SEP Staff are able to identify vulnerable groups	September 2018	FE and DH	
Encourage the sharing of views regarding disability issues	Adds sessions	All members of the school community share their views regularly about issues relating to equality	February 2015	FE and DH	

APPENDIX 3



Gnoll Primary School



School Access Plan 2018 - 2020

Targets	Strategies	Outcome	Time Frame	Goals Achieved
Raise the awareness of staff in preparation for ALN Reform	ADDs/Training sessions for staff and governors	Staff/governors fully understand the legislation and their obligations	Spring 2018	
Raise awareness of legislation and obligations regarding disabled pupils among staff and governors	ADDs / training sessions for staff and governors	Staff/governors fully understand the legislation and their obligations		
Inclusion Team from NPT LA to review the practice within Gnoll in preparation for the ALN Reform	Review by LA,	LA staff has a better understanding of what is offered at Gnoll Primary.	Spring 2019	
Ensure that the procedures for administration of medicines to pupils are in line with local guidelines	Continually update need of pupils and staff in line with local authority document 'Supporting Pupils with Medical Needs in Neath Port Talbot. Make all staff members aware of pupil medical plans	Health Care plans in place for all pupils who require medication in school Parent signatures obtained to allow authorisation of medicines Appropriate training provided to staff where necessary Plans visible to all staff and any modifications raised	Ongoing	

Review ALNCo role within the school.	Discussion with staff during SLT, ADDs and Inset Days. HR involved with management of change	Consultation procedures and timescales followed regarding the ALNCO's role in the school	Autumn 2018/Spring 2019/Summer 2019	
Better understanding of discrimination and disability act with regards to ALN Reform	HT & ALNCO to have a better understanding of the process and on how pupils with disabilities are treated at schools.	HT to disseminate with staff at school	Spring 2019	
All mainstream teaching and non teaching staff to be given training on how to support challenging behaviour	All mainstream teaching and non teaching staff to have updates Positive Handling Training	All staff will have strategies to support pupils and how to keep both child and adults safe.	Summer 2019	
All staff to have awareness training on Thrive Approach	All staff given awareness training on how to better understand and support pupils wellbeing.	Staff using strategies to support pupils wellbeing	Autumn 2018	