



Strategic Equality Plan
2016 - 2020
Maendy Primary School

Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)(Date)

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Our distinctive character, priorities and aims

1.1 School values

At Maendy 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. These aims are encompassed in our school motto 'Nurture, Inspire and Partnership'.

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 Maendy 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

Maendy Primary is situated in the Northville area of Cwmbran. It is on a large open site and occupies two buildings, built approximately 50 years ago. The school draws the majority of its pupils from the immediate area, which is described as economically disadvantaged and has designated Flying Start status from 1st April 2013. The school's Foundation Phase Department contains a Flying Start Playgroup and Family Resource Centre. It also has special needs resource base (SNRB), which provides support for Foundation Phase pupils from across Torfaen. The school also has Nurture Group for its pupils.

Around 28% of pupils are eligible for free school meals, which is above the local authority average and national averages. The school provides education for pupils aged 3 - 11. Around 19% are identified as having additional learning needs and 2% of pupils have statements of special educational needs. Around 4% of pupils have backgrounds from ethnic minorities and 3% of pupils speak English as an additional language. Nearly all pupils are from White Welsh backgrounds, but no pupils speak Welsh as a first language. The number of pupils in the care of the Local Authority (LA) fluctuates.

During 2016 there were approximately 236.5 pupils on roll. 220 full time pupils with an additional 33 children in the Nursery (16.5 full time equivalent). There were 16 pupils in the SNRB.

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:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. This means removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- 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;
- 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;
- 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 Torfaen 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 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
- has appointed the Headteacher to be responsible for ensuring that the procedures identified in this policy are implemented.

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 appointment 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:

- 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;
- 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.

- In order to gain the views of stakeholders, the school:
- provides questionnaires at parent consultations annually in November, and the results are used to inform the SIP for the following academic year, or acted upon more urgently if necessary;
- Interpreters for the use of Sign Language, and officers from the multicultural service of GEMS are organised to support meetings with parents as required;
- A PLC group carried out pupil questionnaires in 2015/16 which identified that it is the perception of many pupils in lower KS2 that the school still does not address bullying well; this will form a priority in the School Development Plan 2016/17; The school is developing self-regulation strategies to help support the pupils who display bullying behaviours and also further developing mechanisms to support targeted pupils in dealing with bullying incidents.
- the school's Estyn Inspection Report of 2010 stated that " The School helps to promote pupils' understanding of equality well. There is a positive policy for inclusion and all pupils, regardless of their background, ability, race or gender have full access to the curriculum and to all extra-curricular activities."
- pupil questionnaires are also undertaken during July annually so that any identified issues can be dealt with during the following academic year
- the school collects data through using the Pupil Attitude to Self and School Survey from pupils in Years 1-6. This provides information which is used by the school to provide targeted support;
- teachers and support staff conduct a termly behaviour to identify pupils who require some form of intervention to support them in managing their behaviour:
- the school is working towards achieving the Rights Respecting School Award;

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. Reviews will be undertaken annually and only if substantial changes are undertaken will the results be published; otherwise all documents will remain the same.

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 all children, staff and visitors are treated fairly under the protected characteristics requirements of the protection offered by the general duty of care;
2. Identify any areas, and provide staff training for the delivery of the Strategic Equality Plan;
3. To gain the Rights Respecting School Award during the academic year 2016/17;

4. To identify, track progress and provide intervention if required, for all pupils including those with identified characteristics;
5. Set local target derived from the school's target setting process.

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 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. It is available at the Parents' News-board, and school web-site.

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.

We will undertake a full review of our SEP by September 2016.

Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 Current school Access Plan

Torfaen Equality Objectives

The most important part of the 'Equality Promise'

The Council's Equality Objectives:

Gender Equality

The Council Will Ensure Gender Equality In Pay Within The Workplace.

This Will Be Demonstrated Through Equality In Pay And Pay Distribution Within The Workforce. (Executive Member For Resources)

How this will be achieved:

Through monitoring of workforce profile and taking positive steps via a Cabinet approved policy to reduce any significant inequality.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

The Council In Collaboration With Other Stakeholders Will Work To Reduce Domestic Abuse Within The Torfaen Community And Improve Its Service Response To Victims Of Domestic Violence. (Executive Member For Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of domestic abuse in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy to alter and develop the service response where insufficient reduction is achieved.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Disability Equality

The Council Will Work To Reduce The Economic Disadvantage And Poverty Faced By Many Disabled People As A Result Of Reduced Access To The Opportunity For Work And Insufficient Welfare Support. -

(Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by disabled people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Improve Access To Council's Buildings And Services.(Executive Member For Resources)

How this will be achieved:

Through building physical accessibility improvements into the standard estate management process.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Improve Accessibility To Quality And Timely Housing Suitable To The Needs Of Disabled People. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Annual improvement targets will be set to improve the housing provision waiting time 'gap' for disabled people and policy or process developed to achieve this.

By when:

This will be an ongoing process which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Race Equality

We Will Work Toward Narrowing The Gap In Educational Participation And Achievement For Children For Who It Is Demonstrable Are Disadvantaged In The Education System. (Executive Member For Children And Young People)

How this will be achieved:

Positive intervention projects will continue to be developed by the LEA and performance improvement targets set.

By when:

This will be an ongoing process, progress on which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Ensure That All People Feel Safe And Specifically Work To Reduce, Detect And Respond To Hate Crimes And Harassment.

We Will Consider All Groups That Can Be Affected By Hate Crime This Being: Age, Race, Disability, Religion And Sexual Orientation And Transgender. (Executive Member for Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of Hate crime in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy and the Community Safety Partnership to alter and develop the service response.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Age Equality

We Will Work To Reduce The Employment Disadvantage Experienced By The Young People And The Proportion Of Young People Not In Work, Education, Employment Or Training. (Executive Member For Children And Young People)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by young people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Reduce Any Care Disadvantage Experienced By Older People And Promote Greater Opportunities For Re-ablement. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through various rehabilitation projects that have a specific emphasis toward promoting and protecting the independence of older people.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Maendy Primary School
Strategic Equality Plan 2016 - 2020
Equality Objectives and Action Plan

Equality Objective 1. Ensure that all children, staff and visitors are treated fairly under the protected characteristics requirements of the protection offered by the general duty of care;				
Our Research: Pupil & parent questionnaires (undertaken July and November respectively)				
Information from Engagement: To be identified annually by Headteacher and Deputy through the school's self evaluation process. SDP priority identified for 14/16 - Staff and pupils require training to supporting pupils who engage in bullying behaviours and pupils who are targets of these behaviours. Pupils inn Y3 and 4 need further support in understanding bulling behaviours				
Data Development: Pupil questionnaires July & September annually and PASS data used to identify pupils who do not feel that the school provides a safe and secure environment.				
This objective will be judged to be successful if... <ul style="list-style-type: none"> • there is a reduction in the number of pupils who identify that they feel that the school is dealing with bullying effectively; • PASS scores show improvement 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Conduct pupil questionnaires	SLT	July	July
1.2	Conduct parent questionnaires	SLT	Nov	Ongoing
1.3	Conduct behaviour audit	FEO	Termly	Ongoing
1.4	Conduct PASS surveys, analyse data, organise intervention	LSA/SLT	June	Ongoing
1.5	Create action plan for SIP priority - anti bullying, organise implementation & evaluation	Headteacher/PLC	Summer 2: Yearly priorities identified	Yearly priorities evaluated July

Equality Objective 2. Identify areas of Strategic Equality Plan that require staff training, and deliver as appropriate
Our Research: Staff meeting discussion to engage with plan & become familiar with requirements
Information from Engagement: Staff training included in SDP's priorities annually.
Data Development: Staff to identify their level of training needs & these to be included as performance targets if required.

This objective will be judged to be successful if...				
<ul style="list-style-type: none"> Staff identify their CPD needs and meet the set performance targets 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Share SEP with all staff & consider training needs. Organise CPD & set possible performance targets. Revise targets Feb & July.	SLT	Summer Term annually	Summer Term annually

Equality Objective 3.				
To gain UNICEF's Rights Respecting School Award				
Our Research:				
All stakeholders involved with identifying the rights & values to be included as part of the school's curriculum (questionnaires)				
Information from Engagement:				
School's Provision Development Team (PDT) to maintain consistency in approach across the school in developing resources, training staff to further develop knowledge & understanding of the rights of the child.				
Data Development:				
Data collected & analysed via questionnaires and dedicated Learning walks.				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> The school is able to meet the requirements of the award 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	PDT continues to research, develop & train staff for RRS activities	PDT	Autumn 1	Ongoing
1.2	Achieve award with portfolio of evidence in place	PDT	Autumn 1	Ongoing

Equality Objective 4.				
To identify, track progress and provide intervention if required, for all pupils including those with identified characteristics;				
Our Research:				
The progress of all individuals is tracked via Assessment Manager within school, and the EAS target setting system.				
Information from Engagement:				
The progress of all pupils is tracked and appropriate intervention provided as required.				
Data Development:				
The impact of this intervention on progress is measured via tracking on SIMs & through reading tests, numeracy tests and teacher assessments.				
A new software system is require to track progress of pupils attending the SNRB and for the school to gain benchmarking data.				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> All pupils make the appropriate rate of progress for them, which is measured against the average rate of progress for a child in Wales. 				

- The school is able to use benchmarking data to support its evaluation of SNRB provision.

Actions:				
	Description	Responsibility	Start date	End date
1.1	Enter teacher assessments on SIMS system Oct, Feb & June annually. Evaluate pupil progress and plan, provide intervention & measure impact to inform next steps.	Teachers	Oct	June
1.2	Re-introduced BSquared and CASPA software.	SNRB SLT member SNRB Teacher	Jan 16	Ongoing

Equality Objective 5.

Set local targets that are identified through the target setting process for the EAS.

Our Research:

Target setting data for pupils used to identify variations in performance of different groups of pupils.

Information from Engagement:

3-4 Local targets devised from data to reduce variance in performance between the above pupils

Data Development:

Pupil progress tracked & compared to targets

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

- Set targets are met.
- Negative trends in performance are dealt with effectively by the school.

Actions:

	Description	Responsibility	Start date	End date
1.1	See annual Local targets.	PLC	Sept annually	June annually

Appendix 3

Maendy Primary School Access Plan 2016-20

	Issues to be Addressed	Action	Time Scale	Responsibility	Success Criteria
Short Term	Ensure that all pupils including those with wheelchairs are able to access all areas of the building including the upper floor of the main building.	A specially adapted chair that climbs stairs is stored on the ground floor, and needs to be on charge when not in use. Ensure that 3 members of staff are trained to use the chair. Ensure that chair is serviced annually.	Ongoing Autumn Term Every 6 months	School Headteacher Headteacher	Ramps are in place. Wheelchair access to upstairs KS2 building as required. Service record in place.
	Ensure the needs of all pupils are met	Revise medical register at staff meeting & create individual pupil plans to be signed by parent, teacher & SENCO.(Appendix 3)	Autumn Term	Family Engagement Officer	Staff working directly with identified pupils are fully aware of, and meet needs.
	Ensure parents with disabilities have equal access to information regarding their children's academic progress	Disabled parents given choice of telephone consultations. Sign Language interpreter organised for hard of hearing parents. School contacts LEA services as required eg for pupils & parents with English as additional language.	Ongoing	Class teachers Headteacher	All parents having equal access to pupil information Improvement in educational delivery to identified pupils.
Medium Term	Ensure that both buildings comply with the requirements of pupils and adults with sight impairment	School to continue its rolling programme of painting and decorating. Step edges to be painted with tallow lines.	Ongoing	School	All identified radiators & doors painted school blue colour, step edges in yellow.
	Ensure identified parking spaces for both car parks are available.	Caretaker to paint lines for disabled parking places when fading.	Ongoing	Caretaker	
Long Term	Car Park 1 area to be resurfaced and fenced by Bron Afon to provide safer parking area for cars attending school and residents near the school.	GB working with Bron Afon. New ground surface and fencing required. Dedicated disabled parking identified.	Ongoing	GB	Safer parking within the community and safer access into school.