

Springwood Primary School

**Strategic Equality Plan
2021 - 2024**



Strategic Equality Plan agreed by Governors on

..... (Signed by Chair)

Scheme due for review: September 2024

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Strategic Equality Plan Policy Statement

1. Introduction

The Equality Act 2010 and regulations introduced by the Welsh Assembly Government, places general and specific equality duties on public bodies. The Act introduced a single Public Sector Equality Duty (sometimes referred to as the 'general duty') which also applies to schools. The duty applies to the protected characteristics of:

- Age **
- Disability
- Gender reassignment
- Race (including colour, ethnic or national origins and nationality)
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership **
- Pregnancy and maternity

** The protected characteristics of age and marriage and civil partnership apply to staff but not pupils. The Act extended protection to pupils in relation to the protected characteristics of pregnancy and maternity and gender reassignment.

2. Our School

Our school is a primary school in the North of Cardiff with 251 pupils. It has 50 teaching and non-teaching staff. 43% of our pupils are girls and 57% are boys, approximately 44% are eligible for free school meals and 22% are on the ALN Register.

Springwood Primary has two Specialist Resource Bases (SRBs); one for pupils with a diagnosis of ASC, and one for pupils with EHW needs. Our pupils in the ASC Base all have statements and make up 49% of our pupils on the ALN register. Pupils in our Wellbeing Class are dual registered and return to their mainstream schools after three terms.

Historically, the school's pupils are from a limited range of ethnic backgrounds, however diversity is increasing. We have pupils from a mixture of ethnic backgrounds including: Kurdish (4%), Iraqi (1.2%), Bangladeshi (2%) and Polish (1.2%) as well as mixed groups such as White and Black Caribbean (5%). The largest ethnic group in the school is White British (67%).

59% of our parents described their children as having no religion, 20% as being Christian, 16% as being Muslim, 1.2% as Hindu and 0.4% as Sikh. 4% of parents refused to record their child's religion.

There are 19 different languages spoken by our pupils as their first language including: English, Urdu, Arabic, Bengali, Albanian, Slovak, Hungarian, Tamil and Kurdish. 19% of our pupils speak English as their 2nd or 3rd language.

We pride ourselves on being an inclusive school and currently have 37 pupils who are disabled including pupils with Autistic Spectrum Disorder, Cerebral Palsy and Visual and Hearing Impairments.

96% of teaching and non-teaching staff are White British. 86% of our staff are female and 14% of our staff are male.

We are aware that we have staff and parents in same sex relationships and may have LGBTQIA pupils but we do not monitor this robustly.

The school equally values all of these people that make up our community regardless of their faiths, cultures, communities, languages, gender and sexuality.

3. Aims

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.

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

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between everyone, regardless of their protected characteristics.
3. Foster good relations between people regardless of their protected characteristics.

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.

4. Our Strategic Equality Objectives

Our chosen Strategic Equality Objectives are

1. Reduce Gaps in attainment and attendance between pupils from protected groups.
2. Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination.
3. Promote the understanding of inequalities based on gender and sexuality in particular ensuring that all members of our school community actively challenge stereotypes.

We have strategically planned tasks to enable us to meet these objectives. They are listed in Section Ten of this Strategic Equality Plan (Action Plan). They cover all relevant protected characteristics. They describe how we are taking action to fulfil both the general and specific duties.

5. Scope

The policy applies to all full time, part time, job share, permanent, temporary and supply staff. It applies to all pupils, parents, 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.

6. Delivering equality

Making adjustments

- The school has a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory.
- The school will ask disabled pupils whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases, a disabled pupil may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993. The school can only refuse to deliver support or adaptation if the school can prove that the service is 'unreasonable' or 'impractical'. However, this can only apply to particular and unforeseen circumstances.
- The school can take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an under represented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

Curriculum and resources

- We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities.
- We will support children and young people to examine their lives and personal identity. This is in the light of people's experiences, which are both similar and different to them. The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people.
- We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

Training

- We will make sure that all people involved with the school know our equality commitments and their personal duty under it.
- We will provide suitable training for all staff and pupils.
- Where there are issues or potential issues e.g. social tensions, we'll continue to address matters through the curriculum and where it's needed use

targeted external interventions, for example Race Equality First or Show Racism the Red Card.

- We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and school to school work etc.

Employment

- The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people, the school cannot succeed.
- We will create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best. We want our workforce to reflect Cardiff and Wales' diversity. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.
- School employees are covered by the school's Pay Policy that ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels

Visitors and contractors working on site

- Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on equality and incidents of a discriminatory nature.

Communication

- We will communicate with all members of the school community and visitors to the school in an accessible way, using interpreters and information formats appropriate to needs.
- We will consider the views of the school community and organisations and represent the interests of protected groups when planning and setting priorities.

Feedback

- We like getting feedback about the school. We need people to tell us how we are doing. If you have a concern or complaint please let us know. You can tell a teacher or school employee, telephone, write or email us. If you would like to make an appointment with a relevant person, we will arrange it and feel free to bring along a friend or colleague for support.
- When we deal with a concern or complaint, we will do our best to keep people involved and informed of what is happening and check that everyone is happy with the process. Advocacy and personal support is available for children and young people who need it.

7. Equalities Summary Statement

At Springwood Primary School we aim to provide a happy, caring environment in which all children can 'Achieve, Succeed and Be Happy'. We seek to foster an environment

of mutual respect and support between all staff, pupils, parents and carers and the wider community.

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 school Equalities statement which is referred to and displayed across the school.

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.

Any language or behaviour which is racist, sexist, homophobic, disablist 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 LEA to help actions to combat hate crime across the City.

8. Responsibilities

Leadership and Management

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.

Governors

- The governing body has set out its commitment to equalities by approving and adopting 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 individual needs and circumstances.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on any grounds.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's individual or family background.
- The governing body will ensure that no child is discriminated against whilst in the school.

Headteacher

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, eg Anti-Bullying Policy and that governors, staff, pupils, parents and carers know about it.
- Making sure the policy and its procedures are followed.
- Producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the Equality Policy is regularly monitored and reviewed.

The named person with responsibility for dealing with reported incidents of unlawful discrimination is the ALNco, Jo Wilson. Staff and pupils are aware of who the named person is. The named person and head teacher ensures that all reported incidents are recorded on MyConcern & analysed within the school.

The Equal Opportunities Co-ordinators are Jo Wilson and SLT. 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.

All staff are responsible for:

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

9. Information Gathering and Engagement

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.

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.

This policy will be further developed in conjunction with a variety of stakeholders including, staff, pupils, school governors and our Parent representatives. We will continue to liaise with a number of associations including CAB and Healthy Schools.

10. Publication and reporting

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 must include a reference to the Strategic Equality Plan and the values underpinning it.**

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*.

11. Monitor and Review

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)

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.

12. Strategic Equality Action Plan

2021-23

1. Priority One: Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination.

Success Criteria

1. Displays clearly evidence the diverse nature of our school community
2. Pupils can talk about and show respect for the different groups represented in our wider community.
3. Provide high quality experiences that are built into our Curriculum and based upon pupils' needs and their diverse characteristics. These experiences will also reflect our diverse school community and that of Wales.

Strategically Planned Tasks:		Lead Person(s) Involved	On Track	Time Scale
1a	Displays in class and in shared areas will include images and text from other cultures, ethnicities and countries that reflect our pupils.			
2a	Monitor our curriculum to ensure that it reflects the diversity of our pupils and the wider community (gender, disability, ethnicity, religion, sexuality)			
2b	Listen to learners to ensure that pupils are learning about the diverse groups that make up our society. (link to Rights of the Child)			
2c	Look at ways of introducing Equality issues into assemblies and special weeks etc. e.g. Black History Month, LGBT History Month, Martin Luther King Day.			
2d	Ensure that all pupils groups reflect the school's diversity e.g. school council.			
2e	Celebrate International/cultural diversity fortnight and ensure that key religious festivals are celebrated during assemblies.			
3a	Monitor all experiences to ensure that they are planned to reflect the diversity of our pupils and the wider community (gender, disability, ethnicity, religion, sexuality). This will include out of school trips as well as visitors invited into school.			

Monitoring Commentary (Bullet Points)

Evaluation Commentary (Bullet Points)

Priority Two: Reduce Gaps in attainment and attendance between pupils from protected groups.

Success Criteria

1. Data will be used effectively to identify emerging issues and trends.
2. All staff will be aware of pedagogy to reduce attainment gaps.
3. There will be no difference in attendance between pupils from protected groups and those that are not

Strategically Planned Tasks:		Lead Person(s) Involved	On Track	Time Scale
1a	All teaching staff will be involved in data analysis to ensure that attainment gaps are identified.	JW/DF		
1b	Data will be further analysed by SLT and governors so that strategic actions can be put in place.	JW SLT		
2a	Training opportunities will be identified and made available to all staff to ensure that all pupils succeed regardless of their need, gender, sexuality, ethnicity, disability or gender. This training may include: <ul style="list-style-type: none"> • Family Diversity training • Visual Impairment Awareness training • ASD Training • Makaton Training • PECS Training • Dyslexia Training • Braille Training • Lego Training Having completed training, staff will reflect on how this will impact upon their practice.	All staff		

3a Attendance data will be analysed to identify gaps between those that are from protected groups and those that are not. Actions will be taken to engage parents of pupils with low attendance and actions put in place to improve this.			
This may include: <ul style="list-style-type: none"> - Whole class attendance rewards - Attendance certificates - Parent meetings - Use of time credits to engage parents 			

Monitoring Commentary (Bullet Points)	Evaluation Commentary (Bullet Points)
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Priority 3: Promote the understanding of inequalities based on gender and sexuality in particular ensuring that all members of our school community actively challenge stereotypes.

Success Criteria

1. The school ethos actively challenges discrimination based on gender or sexuality
2. Staff and governors are aware of their statutory obligations under the Equality Act.
3. Experiences and our curriculum will ensure that all genders and sexualities are positively and appropriately represented

Strategically Planned Tasks:		On Track	Lead Person(s) Involved	Time Scale
1a	Staff continue to challenge any form of sexual or gender discrimination and pupils will be confident to report any incidents of discrimination.			
1b	Displays show positive role models that challenge gender stereotypes e.g. female footballers/ engineers/fire fighters etc.			
2a	Staff training to ensure staff are aware of their responsibility re. Equality Act			
2b	Governor training ensure all are aware of their responsibility re. Equality Act			
3a	Monitor our planned experiences and our curriculum to ensure that pupils are appropriately exposed to positive role models who actively challenge gender and sexual stereotypes. E.g. Continue to try to get more female role models from other occupations to work with the children and promote career choices for women e.g. Female engineers during STEM week.	√	JW ET	Ongoing

Monitoring Commentary (Bullet Points)

Evaluation Commentary (Bullet Points)

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