

**St David's Church in Wales
Primary School**

Vale of Glamorgan



Strategic Equality Plan

2016-20



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Introduction

The school is situated in the beautiful village of Colwinston, midway between Bridgend and Cowbridge. Built in 1970, the school was extended four times in the last 20 years. More recently, conservatory extensions were added to the Foundation Phase and outdoor classroom areas were established. The school has a good sized, hard & artificial grass play area; and a large playing field, which includes a climbing frame course and designated conservation area.

The school age range was extended in 2014 to include nursery children. Currently, there are 155 pupils on roll. The school is organised into 6.5 mixed and discrete classes with the average class size only 22.

There are 7.5 teachers (including the Headteacher) and a temporary 0.5 agency teacher to cover PPA. There are seven part-time learning support assistants (four in Foundation Phase, three SEN (one in FP and two in KS2) and also three pupil support staff funded by the Vale for three pupils with significant ALN. The school also employs four midday and breakfast club supervisors, an admin clerk and a caretaker/cleaner.

The number on roll is predicted to continue to fall, but this may change due to extensive building developments in the area.

The school is voluntary aided and aims to provide a Christian education in accordance with the rites, ceremonies and doctrines of the Church in Wales. The Governing Body includes Foundation Governors who ensure the distinctive Christian Character of the school.

The school serves the rural parishes of Colwinston, Llysworney and Llandow, but admits a significant number of children from further afield.

2015/ 2016

The area is relatively prosperous, with 0% of pupils receiving free school meals

96.7% of pupils' families describe themselves as White British. There are only 3.2% pupils from ethnic minorities.

93% of pupils come from homes where only English is spoken, but only 1.3% have English as an Additional Language .

5% pupils speak to one parent at home using an Additional Foreign Language.

No pupils come from homes where the first language is Welsh. Although 2.6% pupils do have one parent who speaks Welsh, English is the predominant tongue and the school teaches Welsh as a second language.

70% recorded their faith as Christianity, 22% recorded no religion and 8% recorded another religion.

The school receives pupils from the full range of abilities. 14% pupils have a Special Educational Need. 12% are More Able and Talented pupils.

Local (school) and core data, and LA review show no trend in inequalities of levels of attainment between FSM, Boys and Girls or any other group of pupils who share protected characteristics as defined by the Equality Act 2010.

Stakeholder Consultation October 2015

Pupils

Pupils feel that every child is treated fairly. *Risen from 60% in previous years to 77%.*

Pupils feel that bullying is dealt with effectively. *Risen from 84% to 95%.*

Pupils feel that they are taught to respect all other people. *Risen from 87% to 92%.*

Parents/carers

School bullying procedures are effective? *100% agree*

Positive promotion of equality- eg disability & race equality? *100% agree*

Treats pupils equally and fairly? *100% agree*

School deals appropriately with bullying *90% agree*

Staff

Are there social or physical barriers preventing you or any pupil, parent or another teacher from accessing the school environment or participating in school activities? *None currently, 100%*

If you face any problems relating to equality issues do you know who to speak to for advice? *Yes 100%*

Do you feel that the school bullying procedures are effective? *Yes 100%- perception less so from parents/pupils?*

Do you feel that you are treated differently by your colleagues or peers? *No 100%*

How confident are you that the concept of equality has been recognised at this school? *Confident 100%*

Does the school provide you with the training/information you require to ensure that you are able to teach pupils effectively and cope yourself with any equality and diversity issues? *Yes 100%.*

Governors

As a governor do you feel that there are any social or physical barriers that affect you or any pupil, parent, teacher or visitor from accessing the school environment? *None currently 100%*

How effectively does the school communicate with you about equality and diversity issues? *Effective 100%*

Do you feel that school staff is appointed according to ability, irrespective of the protected characteristics? *Yes 100%*

Do you feel that the school bullying procedures are effective? *Yes 100%- perception is an issue*

How comprehensive and effective do you think the school approach is to equality? *Effective 100%*

How confident are you that the concept of equality has been recognised at this school? *Not sure about stakeholders 50%*

This is the school's 2nd Strategic Equalities Plan (SEP) - it builds upon the school's previous SEP 2012-16, which was reviewed annually. It sits above the school's Inclusion Policy etc. What was previously the school's Disability Policy, Race Equality Scheme, Equality Policy and Access Policy is covered by this Plan. This policy belongs to everybody and is relevant to all pupils, teaching and administrative staff, parents, carers, supporters and the local community.

The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy.

This Plan was approved by Staff & Governors date *21 September 2017*

SCHOOL VISION

“Hand in hand, together we can.....”

.....*Law yn llaw, fe allwn gyda’n gilydd.*

MISSION STATEMENT:

“To be a special place, a safe place, a place of learning, a place of nurture and exploration.”

(Adopted from Llandaff Diocese)

AIMS:

Hand in hand, together we can....

1. Grow, with everyone achieving their full potential, through opportunity and challenge
2. Develop the whole person and celebrate each individual as unique
3. Provide a safe, nurturing and happy environment, welcoming the links with parents and the wider community
4. Learn to value ourselves and others as Jesus did
5. Foster a love of learning through a fun, broad and balanced curriculum
6. Support sustainability and healthy lifestyles
7. Celebrate our Welsh culture and our place within the global community
8. Demonstrate and promote equality, tolerance and forgiveness for all
9. Build life skills for an ever-changing world

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/carers in supporting their child’s education;
- encourage classroom and staff and governor 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 Equality vision and equality objectives

The Equality Act 2010 requires all schools to have equality objectives in place by April 2012. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. Actions to achieve these objectives are in the action plan at the end of this document and have been included as an initiative or action in School Improvement Plan.

To choose objectives for St David's we:

- Listened to equality experts and Heads of schools in the Vale of Glamorgan about their choice of equality objectives
- Discussed "planning for equality" at a school council meeting
- Drew up a long list with associated actions with staff
- Annually asked parents to contribute their views as part of monitoring questionnaire
- Used PSHE sessions with each class to ascertain the views of our children
- Listened to the views of Governors

These are the equality objectives we chose.

1. To continue to work with **external partners to raise awareness of equality and diversity** issues among pupils, staff & Governors: continuing to reduce stereotyping in relation to **gender**; encouraging wider stakeholder use of gender neutral terminology
2. To continue to respond to Pupil Voice and increase pupil decision making through UNICEF (Rights to Action): involving pupils (and parents) in drafting a behaviour guide (including sanctions), that considers appropriate characteristics, continuing to **monitor all types of bullying**
3. To continue to improve **physical access** to school: Improving Foundation Phase toilet provision to reflect increasing need to support pupils' independence (training delay, medical need or physical disability); improved ramp access and sufficient corridor access between rooms.
4. **Reduce gaps in attainment** between boys and girls and between other protected groups as identified in local data: interventions to support **FSM** pupils
5. To continue to ensure that the RE & PSHE curriculum is used to promote **respect for the diversity of religion or belief** and encourage all pupils to share their own; more widely publicise diversity of visitors, trips, events and links with external providers and schools with greater diversity than St David's, whilst making the distinction that St David's is a Church in Wales School.

The following plan sets out our equality commitments. The Strategic Equality Plan will be evaluated through the School Improvement Plan.

2 School strategies and equalities

Implementing the Strategic Equality Plan is one of the key objectives of the School Improvement Plan. Equalities implications will be identified in each school

improvement objective. Progress on this plan is reported to the Governors annually and included in the School's Self Evaluation. The Plan will be reviewed within 4 years of setting the equality objectives in 2012.

3 The national equality agenda

The following pieces of legislation are at the heart of the equality agenda.

3.1 The Equality Act 2010

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:-

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

3.2 The Human Rights Act 1998

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Education Scheme was approved by Vale of Glamorgan Council in 2009 and applies to all schools. The principles of the Scheme and this Plan are

similar- in promoting equality of opportunity and good relations and we will take the Welsh language into account alongside all the protected characteristics.

3.4 Counter-Terrorism and Security Act 2015

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies (“specified authorities”, including schools and registered childcare providers) to have “due regard to the need to prevent people from being drawn into terrorism”.

In fulfilling the duty in section 26 of the Act, all specified authorities are expected to participate fully in work to prevent people from being drawn into terrorism.

Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

Specified authorities will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate.

Specified authorities should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.

The duty is likely to be relevant to fulfilling other responsibilities such as the duty arising from section 149 of the Equality Act 2010.

4 Pupils

4.1 A school for everyone

Our school is open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

We will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- and the Welsh language in Wales.

Age is the 9th protected characteristic. In a school context it applies to everybody except pupils.

Opportunities in our school will be of equally high standard for everyone.

The school's duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and lunch clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

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.

4.2 How we deliver equality

We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the school's equality commitments
- Can access all the benefits of being at the school
- Know how to ask for help
- Are offered suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is reasonable

4.3 What support can you expect?

The school can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However this can only apply to particular and unforeseen circumstances.

4.4 Positive Action

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.

4.5 Communication

The school will communicate with people a way that is suitable for them. We will:

- Design materials that are easy to read- clear language and clear layout
- Use images that reflect the school and our local community
- Ask people of their preferred method of communication, where we can record it and use it e.g. email rather than letters to parents and carers
- Provide information in a variety of formats including large print, Braille, local languages etc. where needed and requested

- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication

The school recognises British Sign Language as a language in its own right. The school will promote Deaf culture and identity and make use of suitable BSL interpretation and recordings.

We will aim to train relevant staff in deaf equality and BSL skills and make it known to all staff that have the relevant skills to deal with pupils, visitors, parents and governors.

4.6 Curriculum, resources and involvement

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people examine their lives and personal identity 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 not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of our wider community and the closest towns and cities of Cardiff and Bridgend.

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.

4.7 Buying goods and services and working in partnership

The school will pass on its equalities duties to any person or body who:

- works for us or with us,
- delivers goods for us,
- whether they are paid, voluntary or partners.

All school contracts will state that they have to meet the equalities standards as set out in this Plan. The impact of this is that school related activities will be fair and equal for all employees, pupils and parents.

4.8 Engagement

The school consults and involves all the school's stakeholders on matters that concern them, including this Plan and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.

The school has procedures for finding out how pupils think and feel about the school.

4.9 Training

We'll make sure that all people involved with the school know our equality commitments and their personal duty under it. We'll 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 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 twinning work etc.

4.10 Complaints and comments

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. The “Complaints Policy” is summarised in our “Prospectus” and is also available on our website <http://www.stdavidscwprimaryschool.co.uk> .You can tell a teacher or school employee, telephone, write or email us. If you’d like to make an appointment with a relevant person, we’ll 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 informed of what’s happening and check that everyone is happy with the process. Advocacy and personal support is available for children and young people who need it.

5. Discrimination, victimisation and harassment

5.1 Discrimination

The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kind of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

1. **Direct discrimination**– where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.
2. **Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a pupil because they are black and male.

Discrimination based on association is now illegal. Direct discrimination occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

Discrimination based on perception is now illegal. Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they’re not.

3. **Indirect discrimination** – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid

school dress code which does not account for items of clothing linked to religion.

4. **Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g. a pupil with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the sign.

5.2 Harassment including bullying

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes **harassment based on association** i.e. a friend of a disabled person, **or perception** i.e. mistakenly believed to be a Muslim.

Where there are instances of bullying in and associated with the school we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

5.3 Victimisation

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

A 'protected act' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith- that is they thought they were being honest.

5.4 Discrimination

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents 'on the bus' or 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults are treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals' because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

The school keeps record logs of any discrimination, victimisation or harassment reported, witnessed or observed related to our pupils or staff. Each half term these are reported to Governors and each term they are reported to the LEA.

6 Performance/ standards - how we deliver the policy

6.1 Leadership and Management

The Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. Mrs Penny Snowdon of the Governing Body has a watching brief for equalities matters. With assistance from the Headteacher, the Governing Body will ensure that this Plan is implemented.

The Governing Body has equalities issues as regular items on the agenda of Governing Body meetings and there is a governor with responsibility for equalities.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Mrs Ceri Hoffrock and Miss Leah Croke. The school will make sure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded in a register. The register will be shared with the local authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

The Equality Coordinator is a senior member of staff with special responsibility for implementing and promoting equalities matters and this Plan.

6.2 Taking decisions and Equality Impact Assessments

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.

6.3 Identifying and publishing equality information

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For pupils and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh
- Composition broken down by types of disability and special educational needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints.

We will be sensible in producing information. We realise that if the data group is very small then a breakdown of that data will not give us and useful information e.g. looking at the academic achievement of two individuals in a year group cannot tell us about the performance of Chinese pupils in general. No data published that will identify any individual.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account in analysing data and developing strategies to address equality differences

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 and governors 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;

7 Employment

7.1 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'll 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 society in the Vale of Glamorgan and Wales. 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 which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels.

7.3 Requests in relation to a protected characteristic

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

7.4 Positive action in Employment

Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or underrepresentation exists before taking action.

7.5 Monitoring and publishing information on employment

We will monitor and publish equality information on our workforce in line with Vale of Glamorgan Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we'll ask current and prospective employees their opinions and experiences.

8 Action Plan 2016-2020

Equality and diversity is a normal part of the school's everyday business. This action plan sets out the school's main equality projects. There may be more or different work needed as opportunities arise.

Each year the issues for improvement will be included in the School Improvement Plan and evaluations of strengths and emerging priorities for action will be highlighted in the Self Evaluation Report

St. David's Church in Wales Primary School,
Colwinston

18th December 2017

Dear Parents and Friends,

St. David's School was required by law within the Equality Act 2010 to have equality objectives in place by April 2012. These objectives must cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. These objectives form part of the School Improvement Plan and will be reviewed annually. Our proposed objectives for 2013/14 are highlighted in red on page 5 of the Strategic Equality Plan accessed via the Important Documents page of our school website: <http://www.stdavidscwprimaryschool.co.uk> It is necessary in such a procedure to canvas the opinions of interested parties and stakeholders to ensure that all pupils, staff and governors, parents/carers and other people using the school are treated equally.

I would be grateful therefore if you would complete the attached form if you wish to make us aware of any point of view which may be relevant to such a scheme. You or anyone in your family will be covered by at least one or more of the protected characteristics and you may be aware of any wider issues that the school ought to consider in its Duty.

Alternatively, if you would like to visit the school to discuss the matter personally, please do so.

Thank you for your assistance in this matter,

Yours sincerely,
Ceri Hoffrock
Headteacher

NAME (optional):

POSITION/STATUS (if relevant):

COMMENT (regarding any or one of the *Protected Characteristics*):

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- Welsh language in Wales

Old action plans for Race Equality & Disability Equality that will be merged with the new quality objectives on page 5 and incorporated into next year's Improvement Plan.

RACE EQUALITY DUTY SCHEME

TARGETS		To evaluate the draft policy for Racial Equality and investigate ways of ensuring that every aspect is known and being addressed by the wider community. To ensure that children are aware and experiencing the multicultural diversity of the world around them				
ACTION	PERSON INITIATING ACTION	MONITORING	TIME SCALE	RESOURCES FINANCE / INSET	SUCCESS CRITERIA	EVALUATION
To consider the needs/racial equality issues of each of the 'stakeholders': children, staff, parents & wider community.	L Croke	C Hoffrock	Ongoing annual	Staff meeting	The needs of the stakeholders have been compared to the draft policy to identify its strengths and weaknesses and highlight the way forward.	Use of 'Learning for all' & % ethnic minorities' comparison over past 10 years. No response from parents.
To record the number of incidents of racial discrimination of any kind.	All staff	C Hoffrock	ongoing	Incident book	All staff & the LEA are aware of the frequency and total number of incidents, which can then be used as a baseline to improve standards	Book in place Incidents recorded according to policy. Reported to parents & governors in head report
To continue to annually evaluate the curriculum to ensure school is actively Promoting Equality of Opportunity and good race relations.	L Croke	C Hoffrock	Summer 17	Coordinator non-contact time Supply 1 day £125 Staff meeting	The curriculum is successfully being used to educate the children in order to promote racial equality and tackle issues of discrimination.	Each curriculum area is unbiased and uses variety cultures & resources to enhance learning. No incidents of discrimination 2016/7.
To include greater opportunities for the children to experience wider cultures.	L Croke	C Hoffrock	SIP 2017/18	Coordinator non-contact time Supply 1 day £125	Standards of teaching & learning in PSHE/PSWBCD have been raised and children have greater awareness, and respect for different cultures.	All coordinators have identified learning opportunities and updated schemes of work accordingly.
To make policy known to the wider community & opportunity to contribute.	C Hoffrock	Head	Autumn Annually	Newsletters & entrance information	All stakeholders can contribute to and claim ownership of policy and agree to principles.	All parents informed. No comments received. Repeat with yearly intake
To consider comments from wider community and where necessary adjust policy accordingly.	C Hoffrock	Head	Annual summer questionnaires-self evaluation	Coordinator non-contact time Supply 1 day £125	A policy which reflects current practice is in place	Draft policy remains unchanged at present, awaiting comments to consider changes.

To evaluate schemes of work, incident book and revise policy	L Croke	C Hoffrock	Annual evaluation	Self evaluation training day	Targets for action have been identified following analysis of strengths & weaknesses	This is a yearly process - self evaluation was positive as areas for improvement had already been identified through coordinator monitoring earlier in the year.
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ACTION PLAN 2013- 2016 (16-20)

1. PLANNING DUTIES (ACCESS PLAN)

Physical access

To improve the physical environment of all schools to increase the extent to which disabled pupils are able to attend and be educated within their local mainstream schools with their peers NEW SCHOOL PROPOSED OR SIGNIFICANT IMPROVEMENTS

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring and Evaluation
Signage around school needs to be clearer for pupils and adults	2016	Head Teacher/Gov Body	New signs	Signage improved for disabled pupils and adults	Braille added & new entrance sign 2016/7 Disables parking sign updated	Head Teacher/Gov Body
School needs to continue to improve exterior access to the school over successive financial years. Those exits and entrances which have not already been replaced with level door frames and wider doors for disabled access are identified to be replaced.	2016/7	Head Teacher/Gov Body	New exterior doors including new door frames.	Level entry through all entrances and exits with widened exterior doors for disabled access.	2010/13 Main entrance doors throughout the school have been replaced with appropriate sized door for disabled access. Remaining exterior doors to be replaced using a rolling programme over successive years. NEW SCHOOL PROPOSED OR SIGNIFICANT IMPROVEMENTS	Head Teacher/Gov Body
To replace interior doors (for those that do not already have it) with doors that have viewing panels and furniture to suit disabled persons. Also to widen doors where appropriate for disabled access.	2016/7	Head Teacher/Gov Body	New interior doors with viewing panels and appropriate furniture.	Easier access for disabled persons.	Between 2007 and 2009 the majority of interior doors were replaced with doors that have viewing panels and appropriate furniture. Where appropriate and possible doors were also widened. Remaining interior doors (mainly in Admin. area) to be replaced using a rolling programme over successive years.	Head Teacher/Gov Body

Curriculum Access

To increase the extent to which disabled pupils can participate in the school's curriculum

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring & Evaluation
All policies updated to ensure total inclusion.	1 – 3 years	Head Teacher/Staff	Inset.	All children involved in curriculum areas.	All policies and curriculum documents to be dated in light of the new curriculum over the next three years.	Review three yearly by H/T and Gov Body.
Adequate support given to children with disabilities such as speech and language, ADHD, dyspraxia etc.	Ongoing.	Head Teacher/Staff	Training costs Support staff costs.	Children will be supported to gain equal opportunities.	SEN Learning Support Assistant trained in 1 st Class@Number, LEXIA, ELSA, Mindset, CatchUp, Eklan, THRASS, Accelerating Early Literacy Learning,	H/T.
Suitable resources to be purchased for children with disabilities.	Over 2 years.	H/T.	Dyslexic rulers Lap top Tinted overlays Specific teaching resources.	Children use appropriate resources to support learning.	Resources being purchased to suit children with a variety of specific learning needs. 2016/7 VI Braille, Prodi, Touch screens etc	H/T and SEN Learning Support Assistant.

Access to information

To improve the delivery and suitability of information to pupils who are disabled

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring & Evaluation
Ensure parents/carers of disabled children (and children with specific learning difficulties) are fully availed of information relating to school matters.	Ongoing	Head Teacher/Staff	School delegated budget.	All parents/carers are informed about school matters.	School already undertakes to keep parents/carers fully informed and updated.	Questionnaire to parents. School self evaluation.

2. To promote equality of opportunity between disabled people and other people

To consider the needs of disabled people in all aspects of school life, with the aim that disabled people have the same opportunities and choices as non-disabled people.

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring & Evaluation
To ensure disabled pupils are able to take part in school trips	1 Year	H/T	Medicines (where appropriate) Extra staff.	School trips suitable for all children.	All children included in school trips When appropriate medicines taken with teaching staff. New Healthcare Policy 2017 Extra staff to help disabled children- ANF Panel	H/T and Staff to evaluate success of trips
To ensure disabled staff are given the same opportunities and encouragement to attend training courses.	1 Year	H/T	To ensure that training venues have suitable disabled facilities and access.	All members of staff have same opportunities to attend training coursed.	All staff encouraged to attend training courses.	Course evaluation.
To ensure disabled parents /carers have the same opportunity to meet with their children's teachers and attend school events.	1 Year	Head Teacher/Staff	Improved access to school.	Parents/carers successfully meet with teachers and attend school events.	Main entrance doors replaced with appropriate sized door for disabled access Remaining exterior doors to be replaced using a rolling programme over successive years. Ability to drive into school car park & easier access.	H/T, Staff and Governing Body

3. To eliminate discrimination which is unlawful under the Disability Discrimination Act 1995

To take proactive anticipatory steps to ensure disabled pupil, parents/carers are not discriminated against in their access to services provided by the school.

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring & Evaluation
To give parents/ carers the opportunity to declare a disability or health condition which may require reasonable adjustments to be made.	1 Year	H/T	Questionnaire to parents	Clear information given to H/T about a disability or health condition which requires adjustments to be made.	Disability questionnaire already completed & Annual New parent section re disability in Admission booklet School employs an open door policy.	H/T and Gov Body
To encourage parents/carers to share information relating to any disability or health concern of their child.	Ongoing	H/T	Letters to parents. School medical forms for Administration of Medicine. School prospectus	Parents clear about school procedures. Open door policy allows and encourages parents to discuss with H/T or staff problems relating health matters etc.	Open door policy in existence School medical forms in place- see Healthcare needs policy & Admission booklets Three parents evenings per annum – email/facetime/skype possible.	H/T and Gov Body

4. To eliminate disability related harassment

To promote a culture of respect which allows disabled pupils and adults to stay safe by deterring disability related harassment or bullying

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring & Evaluation
To develop and adhere to a strong anti bullying policy.	Ongoing	H/T	Behaviour and Anti bullying policies. Worry box. 'Buddy' scheme	Staff and children adhere to school's anti-bullying policy.	School already has appropriate policies in place and an established anti bullying ethos. Practices are also in place such as a 'buddy' system and worry box to help eradicate bullying.	H/T, Staff and Gov Body.
To promote positive attitudes and images of disabled children, young people and adults.	1 Year	H/T and Staff	Posters Reading books Dolls	All children have a positive about disabled people.	School has strong Christian ethos about inclusivity. PSE lessons and assemblies address the issue of disability.	H/T and Staff

5. To promote positive attitudes towards disabled people

To encourage the development of an ethos which supports and promote disability equality.

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring & Evaluation
To give support to disabled pupils to participate in class discussions.	Ongoing	H/T and Staff	Extra support for disabled pupils (LSA) Purchase of appropriate equipment e.g. recording equipment, sloping desk etc.	Pupils fully supported and confident to participate in discussions and lessons.	School is equipped in the event of enrolling a pupil with a disability.	H/T and Staff
To encourage and value the contribution made by disabled pupils.	Ongoing	H/T and Staff	Monthly Merit assembly. Stickers. Raffle tickets, Rainbow chart, Awards.	All pupils are valued.	Monthly merit assembly in place which is use to celebrate all children's successes. Praise by teachers and use of	H/T, Staff and Gov Body

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring & Evaluation
					stickers etc.	
To provide opportunities for non disabled pupils to hear and understand the views of disabled pupils	Ongoing	H/T and Staff	School Council PSE Circle Time Theatre groups Assemblies CSIW etc	All pupils understand the views of disabled pupils.	An established School Council already in place. Assemblies and PSE used to provide opportunities for all children to understand the views of others.	Evaluation by staff via Inset sessions.

6. To encourage participation by disabled people in public life.

To promote opportunities for disabled people to participate in school life

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring & Evaluation
To recruit disabled people to become governors of the school	Ongoing	H/T, Gov Body and Rector	Letters of invitation to become Foundation Governor from Rector. All parents entitled to apply for election as Parent Governor	All parents eligible to apply to be elected as Parent Governor.	All parents given same opportunity to become Parent Governor.	H/T, Gov Body and LEA Support Service.
To give responsibility in the school to disabled pupils	Ongoing	H/T and Staff	Disabled Policy Statement	Disabled pupils given duties appropriate to their disability.	All children already have the opportunity to take on extra responsibilities.	H/T ,Staff and School Council.
To encourage disabled pupils to join the school council	Ongoing	H/T and Deputy H/T	Terms of reference for the School Council	All children (in the appropriate year groups) encouraged to stand for election to join School Council.	School Council & other Pupil Voice Committees already in existence is inclusive to all children entitled to sit on the School Council.	H/T and Deputy H/T to monitor composition of School Council members.

7. To take steps to meet disabled people's needs, even if this requires more favourable treatment.

To make reasonable adjustments for disabled people to ensure their participation in school life.

Action	Timescale	Person(s) Responsible	Resources	Success Criteria	Progress	Monitoring & Evaluation
To adapt uniform requirements for certain disabled pupils	1 Year	H/T	N/A	School uniform worn by all pupils.	School uniform already worn by pupils.	H/T.
To give disabled staff more time to prepare or mark pupils' work	1 Year	H/T	To employ additional cover staff as required.	Flexible timetable for planning and marking.	N/A at time of writing	H/T
To offer telephone appointments or home visits for disabled parents	1 Year	H/T and Staff	To employ additional cover staff as required.	Disabled parents are offered appointments over the phone or at home.	Head teacher and staff are always willing to discuss pupil matters/progress over the telephone.	H/T

St David's Church in Wales Primary School

Strategic Equality Plan 2016 – 2020

Equality Objectives and Action Plan

Equality Objective 1.				
To continue to work with external partners to raise awareness of equality and diversity issues among pupils, staff & Governors: continuing to reduce stereotyping in relation to gender; encouraging wider stakeholder use of gender neutral terminology				
Our Research:				
Teaching Staff and Governors receive annual equality training since the introduction of the Equality Act in 2010-11, however parents have only had the annual questionnaire				
Information from Engagement:				
Face2Face meetings to share with parents & establish a forum for debate Updates to equality terminology shared with staff.				
Data Development:				
Linked to parent responses. Monitoring of resources and use of gender neutral terminology during classroom observations.				
This objective will be judged to be successful if...				
Training for teaching staff and governors is updated. Equality training needs of all staff have been assessed by questionnaires. Parents feedback responses to the Plan & policies. Introduction to Equalities sessions are held in Circle time and Collective Worship. Pupils use gender neutral terminology.				
Actions:				
	Description	Responsibility	Start date	End date
1	Arrange updated Equality Training for Governors/Staff	Chair/ clerk of governors & Head	Sept 2017	July 2018
2	Monitor use of gender neutral terminology during class observations	SMT	September 2017	Termly
3	Provide opportunities for parents to review Strategic equality plans	Headteacher	Summer 2018	Sept 2017

Equality Objective 2.

To continue to respond to Pupil Voice and increase pupil decision making through UNICEF (Rights to Action): involving pupils (and parents) in drafting a behaviour guide (including sanctions), that considers appropriate characteristics, continuing to monitor all types of bullying

Our Research:

Our Anti-Bullying, Behaviour & discipline policy was updated in September 2017 & included new terminology related to equalities.
School is part of the Super Ambassador Scheme & pupil committees engage with UNCRC rights & responsibilities
Pupil behaviour Guide not updated since 2008

Information from Engagement:

A small proportion of pupils & parents view that bullying is still an issue in the school- annual questionnaires.
Super Ambassador Role has focussed on Bullying 2016/7- Sam's story
Annual assembly of UNCRC

Data Development:

Bullying returns, which include equalities- one homophobic incident in 2016/7

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

Bullying returns demonstrate reduced incidents
New Pupil Guide in Place
Updated assembly on rights for all pupils
Greater engagement led by Super Ambassadors in participation of Missions

Actions:

	Description	Responsibility	Start date	End date
1	Consult pupils re behaviour policy & update Pupil Guide	Head & School Council	Autumn 2017	December 2017
2	Share with parents at Face2Face Autumn term meeting- parents to send in responses	Head	Autumn 2017	December 2017
3	Super Ambassadors to attend Vale Summit & engage in missions, as well as UNCRC Assembly	Head & Pupil Ambassadors	Autumn 2017	December 2017

Equality Objective 3.

To continue to improve physical access to school: Improving Foundation Phase toilet provision to reflect increasing need to support pupils' independence (training delay, medical need or physical disability); improved ramp access and sufficient corridor access between rooms.

Our Research:

Although school staff and Governors are confident that all current pupils, staff, parents and governors can access all aspects of school life they do not feel that current accommodation would be suitable for some physical disabilities. The school already has a Disability Access Plan in place but this needs to be updated. **A recent informal report identified issues, but as the Vale are applying for band B funding for the school this is currently on hold.**

Information from Engagement:

Conditions survey, parent, staff, governors and pupils all feel that this is an issue

Data Development:

N/A

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

We can demonstrate that disabled children/adults have the same opportunity to access our school.

Actions:

	Description	Responsibility	Start date	End date
1	Review and update Disability Access Plan	Governors	April 2018	WAG 5 year deadline
2	Audit improvements highlighted by review of Disability Access Plan <u>and liaise with LEA on providing access as and when required- see <i>Healthcare Plans too</i></u>	Governors	September 2017	On-going review as new pupils apply
3	Renew yellow edging to all steps & tape to entrances not meeting Disability requirements	Caretaker	April 2018	July 2018
4	Staff to ensure classroom organisation of furniture is flexible to meet the needs of persons with a disability- 'corridor' sufficient	Caretaker feedback weekly audits	September 2017	July 2018
5.	Liaison with vale re progress towards new school	Headteacher & chair Governors	October 2017	October 2022

Equality Objective 4.
Reduce gaps in attainment between boys and girls and between other protected groups as identified in local data: interventions to support FSM pupils

Our Research:
 2016/7 core data set (AWCDS) interrogated for protected characteristics and no trend present.
 Previously 5 years no FSM children in the school.
 Children identified as FSM currently in school attainment & progress closely monitored each term- like all pupils
 Projections for target setting suggest some possible discrepancies in the future and to ensure equality, interventions need to be targeted early.

Information from Engagement:
 Pupil 'jump in' days ensure that planning meets the need of all pupils

Data Development:
 FSM 2017/8 data Y2 & Y6 TA & National Tests

This objective will be judged to be successful if...
 We can demonstrate that there are reduced gaps in attainment between protected groups. Identified in 2017 as FSM & gender only.

Actions:

	Description	Responsibility	Start date	End date
1	Termly monitoring of pupil attainment	ARRT Coordinator	September 2017	July 2018
2	Additional grants to support FSM- PDG used to fund cluster interventions for pupils & training for staff implementing	Headteacher	April 2018	March 2019

Equality Objective 5.

To continue to ensure that the RE & PSHE curriculum is used to promote respect for the diversity of religion or belief and encourage all pupils to share their own; more widely publicise diversity of visitors, trips, events and links with external providers and schools with greater diversity than St David's, whilst making the distinction that St David's is a Church in Wales School.

Our Research:

Equality guidance leading to updated recommendations for good practice from WASACRE

Information from Engagement:

A few parents are unaware of the good practice already taking place in the school and feel that the RE & PSHE curriculum is not effectively used to promote respect for the diversity of religion or belief and encourage all pupils to share their own

Data Development:

N/A

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

We can demonstrate that all pupils are treated equally fairly irrespective of belief or religion/non-religion.
Parent feedback to engagement and awareness raising activities are positive.

Actions:

	Description	Responsibility	Start date	End date
1	Repeat successful Global Awareness Enrichment Activities	Headteacher	September 2017	July 2018
2	Liaise with parents via a FACE2FACE meeting and review Strategic Equality Plans and how school promotes SMSC	Headteacher	Spring 2018	Easter 2018
3	Continue to liaise with WASACRE re good practice and adjust policy as guidance is published by WAG and WASACRE	Governors & headteacher	April 2017	Ongoing
4	Liaise with Pioneer schools responsible for AoLE Humanities re any conflicts with proposed new Curriculum	Headteacher	Autumn 2017	2021