Sketty Primary School

Policy-Strategic Equality Plan



July 2022 Review July 2024

SKETTY PRIMARY SCHOOL - STRATEGIC EQUALITY PLAN

Our Distinctive Character, priorities and Aims

1.1 School values

At Sketty 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.

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

Our vision at Sketty Primary School is to provide a school where the children, parents, staff, governors and community work together to offer a welcoming, caring, stimulating and safe environment in order to stimulate effective learning and instil a sense of pride in oneself, the school, the community and the country.

We endeavour to celebrate our achievements together, as a school community, with each person being valued and respected. The children, their education and welfare are central to all decision-making at Sketty Primary School. Our vision is to provide a rich, varied, balanced and well-resourced curriculum which will stimulate the natural curiosity and enquiring mind of every child, regardless of ability, race or gender. We want each and every child to achieve his or her true potential.

Our aim is that the lives of all who leave Sketty Primary School will have been enhanced by their experience with us, and that each child will leave equipped with the ability and eagerness to learn more and be ready to meet the challenges of adolescent and adult life.

1.2 Characteristics of our school

Sketty Primary School serves the established community of Sketty and surrounding villages situated to the west of Swansea city centre.

The school is situated on a difficult site in steeply sloping grounds. It consists of eight separate buildings, one of which is Victorian, three horsa buildings built shortly before World War 2, a hall and 2 demountables built in the 1950s and a more modern building that was constructed in the 1970s, which has a recent extension added. There are extensive grounds surrounding the school.

Sketty primary school is situated on a large site with a pond, sports field, two playgrounds and a wooded area. The school is organised into three progression steps:

Progression Step 1 – Nursery and Reception Classes

Progression Step 2 – Years 1, 2 and 3.

Progression Step 3 – years 4, 5 and 6.

Pupils are organised into classes of mixed ability and in the main, mixed year groups. Class sizes and age ranges are reviewed on an annual basis. This does not disadvantage children in any way as thorough planning by the class teacher along with detailed school policies and the new curriculum guarantee continuity and progression. Each class has its own class teacher, but also benefits from the additional support of teaching assistants.

The class teacher constantly assesses the needs of each child in the class and provides for these needs. Your child will receive whole-class, individual and group teaching as appropriate. Teaching groups are fluid, consisting of three, four or as many children as is best for a given situation. Teaching Assistants play a major part in the learning programme.

This approach enables your child to get the maximum help from the teacher, who, through careful preparation and organisation is able to allow other groups and individuals to work unaided for a while. Teaching in such one to one and small group situations makes it easier to ensure that each child really understands the work in hand and permits the teacher to vary methods to suit individuals. This also ensures that each child receives equal teacher time and attention.

Our aim is to approach the whole curriculum from the child's needs, seeking to achieve quality and depth. We believe that children learn through authentic situations and therefore we try to provide a thought - provoking, well - planned environment equipped to cater for the individual needs of each child.

We offer a wide curriculum to afford every child the opportunity to experience success. We believe that children are central to planning their own learning and structure our day and equip our classrooms to give each child the motivation he or she needs. We use predominantly a thematic approach and ares of learning are interwoven around a central half/ termly theme. This framework allows and encourages children to take responsibility for their own work and progress.

We emphasise the importance of play and provide children with play-based activities throughout all progression steps.

All members of staff wish to help the children in our care become ethically informed citizens, healthy confident individuals, ambitious capable learners and enterprising creative contributors. We aim for every child to reach their full potential as reflected in our School motto, *"Be the best you can be-Gwnewch eich gorau glas"*

1.3 Equality into policy and practice

Sketty Primary School aims to provide all pupils with equal opportunities. They should have equal access and opportunities within the Curriculum, both formal and informal, so that when leaving our school they have the widest possible options available to them, educationally, socially and vocationally.

Sketty Primary School supports equal opportunities by countering stereotypes and prejudice, reducing the effects of sexual, racial and social discrimination, while at the same time acknowledging the diverse cultural and educational needs of our pupils. Equality of opportunity for all children is essential, whatever their age, ability, gender, race or background. We recognise that a child's self-perception can be influenced by his or her environment. We want all our pupils to achieve their full potential during their time with us. We work to ensure that our expectations, attitudes, and practices – in particular those relating to gender – do not prevent any child from fulfilling his or her potential.

We understand that, as children mature and their relationships with peers of both sexes develop, their perception of gender roles alters. We also accept that such perceptions are influenced by other factors, including home, peer group and the media.

As a school, we incorporate Swansea LA guidelines for Equal Opportunity into our primary practice. Certain strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates the life and work of the school.

Children of both genders have equal opportunity within, and equal access to, all areas of the School Curriculum. The curriculum is designed around the what matters statements of the Curriculum for Wales and supported by extra-curricular activities. Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.

- Efforts are made to recognise, and be aware of, the possibility of gender bias in our teaching and learning materials and in our teaching styles.

- Materials are selected carefully for all areas of the Curriculum to avoid sexual stereotypes and gender bias.

- Impartiality is demonstrated by teacher time, attention and resources being given equally to boys and girls, who are encouraged to work and play freely together.

- Opportunities are given for children to work with male and female teaching and non-teaching staff.

Teaching and other groupings, such as dinner queues, Assembly seating, lines for dismissal, classroom seating and playground areas, are organised by criteria other than gender or race; for example, by age, ability or friendship.

Equality is demonstrated when giving/delegating responsibility and noting the achievements of children.

- Discipline – notably rewards and sanctions – are the same for all children.

- Our school uniform policy embodies the same standards for all children.

- Separate toilets and separate changing facilities for PE and swimming are provided.

- Children and staff are encouraged to respect and value each other, and build and maintain co-operative working relationships both within school and in the community.

Any discrimination that arises inside or outside the classroom is handled sensitively and discussed with the children. Equal Opportunities are included in all school policies.

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 discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of any protected characteristic defined within the Equality Act 2010:

- Age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity
- race
- religion or belief

- sex
- sexual orientation

The purpose of our Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for all 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 Public Sector Equality Duty to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;

2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our SEP and Equality Objectives are set in the light of:

- The regional equality objectives identified in Appendix 1;
- views expressed by our school council and Governing Body that have been involved in the development of the plan;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

Our School Equality Objectives are set out in Appendix 2.

2. Responsibilities

2.1 Governing Body

The Governing Body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the 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 disabled people, and also strive to make communications inclusive for parents, carers and pupils;

- ensures that no pupil is discriminated against whilst in our school

In order to meet its reporting responsibility, the Governing Body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Headteacher / Senior Management Team (SMT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the Governing Body in doing so;

- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,

- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;

- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;

- treating any incidents of bullying, harassment or discrimination in accordance to the Authority's and school's policies

2.3 Staff – teaching and non-teaching

The school regards equality as a responsibility for all. Every member of staff contributes 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, 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;
- reviewing our performance;
- undertaking Equality Impact Assessments.

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. 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 and governors following the distribution of a questionnaire to determine equality issues;
- pupil attainment and progress data relating to different groups;
- school council's views actively sought and incorporated in a way that values their contribution;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any protected characteristic.

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 ensure that we communicate with everyone in an accessible way, using interpreters and different information formats when appropriate.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

4. Equality Impact Assessment

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation
- Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on any policies and proposals that we believe may be impacted by equality concerns.

5. Objectives and Action Plans

Our Equality Objectives are

- To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups;
- Publish and promote Equality Policy through school website, newsletters, staff meetings;
- Monitor and analyse pupil achievement by protected characteristics, act on trends / patterns in the data that require additional support in order to narrow the gap;
- Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity;
- Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve;
- Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council by election or co-option, class assemblies, etc;
- Ensure racial incidents are reported, monitored and acted upon effectively;
- Introduce initiatives to encourage girls to take up sport outside the curriculum requirements, including football ,cricket, basketball and rugby to ensure participation rates more reflective of school population;
- Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates;
- Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs Involve representatives from a range of these to participate in our celebrations;
- To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan;

- Teachers work collaboratively with outside agencies and advise support staff accordingly;
- Needs of all stakeholders with disabilities will be taken into account in planning and undertaking school any refurbishment to the school;
- Clear signage in all areas of the school;
- Visual support in place in all areas of the school;
- User-friendly language in place for all communication;
- Communication translated into main community languages.

Further information on how we will achieve these objectives is contained in Appendix 2.

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

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

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 our Equality Objectives;
- undertaking an annual review of progress against our Equality Objectives

Appendix 1

Regional Equality Objectives

South West and Mid Wales Authorities Consortium (SWAMWAC) now Partneriaeth

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and nondisabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

Adhere to "Rights, respect, equality: Statutory guidance for governing bodies of maintained schools" (2019)

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

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. Reduce the number of NEETs

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities, through the public sector equality duties, need to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

APPENDIX 2

Objectives and Action Plans

Our Equality Objectives are

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2. Publish and promote Equality Policy through school website, newsletters, staff meetings;
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4. Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity;
5. Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve;
6. Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council by election or co-option, class assemblies, etc;
7. Ensure racial incidents are reported, monitored and acted upon effectively;

8. Introduce initiatives to encourage girls to take up sport outside the curriculum requirements, including football ,cricket, basketball and rugby to ensure participation rates more reflective of school population;
9. Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates;
10. Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs Involve representatives from a range of these to participate in our celebrations;
11. To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan;
12. Teachers work collaboratively with outside agencies and advise support staff accordingly;
13. Needs of all stakeholders with disabilities will be taken into account in planning and undertaking school any refurbishment to the school;
14. Clear signage in all areas of the school;
15. Visual support in place in all areas of the school;
16. User-friendly language in place for all communication;
17. Communication translated into main community languages.

Mrs Bev Phillips (HT)

Head teacher.

Reviewed September 2022 by Lisa Collins Safeguarding Officer