

# **Bryn Deri Primary**

## **Annual Equality Report 2019**

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**Report Aims**

This report is to describe the work that has been undertaken in our school to promote equality and tackle discrimination over the *previous* academic year. Due to academic years running differently to standard business/financial reporting periods we are unable to report on the current academic year – to do so would mean reporting on only four months' progress. Therefore, this report contains information relating to the 2017-18 academic period. The only exception to this is the final section, a staff data report which is based on the most up to date staff data available.

We have mindful of both the General and Specific Duties of the Equality Act but have also worked with the spirit of the Act. As a school we are committed to the principles of Equality for All and the need to promote equality by planning to make equality happen over and above tackling discrimination when it arises.

This report is just a small part of demonstrating our dedication to ensuring our services to pupils and parents are equitable and that our staff are treated equally as well as working to promote equality themselves.

Over the coming pages we have attempted to report how we as a school have planned to

1. Tackle discrimination, harassment and victimisation against people from different protected characteristics
2. Promote equality of opportunity and outcome between people of different protected characteristics
3. Foster good relations between people of different protected characteristics

Our report also describes how we have used equality data and information in planning our equality objectives and how we have used that data to assess the impact of our policies and practice. It contains progress updates for the equality objectives from our Strategic Equality Plan year relating to teaching pupils, managing the school and training staff during the 2017-18 academic year.

## Section 1 – Introduction and Background

Our Strategic Equality Plan (SEP) for the 2017/18 period was a continuation of our (at the time) current SEP as it ran over more than one year. The majority of those tasks were reported on in the last Annual Report and this report updates this. We are pleased to note that all but one of the actions have now been completed. The SEP was based around analysis of data from our Self Evaluation Report and School Improvement Plan as they relate to attainment/attendance/exclusions. We used this information to identify differences in attainment etc. and develop objectives and tasks to narrow any gaps. We were also mindful of consultation carried out by government at various levels to identify inequalities and priorities for equality alongside local, national and regional priorities in education.

In terms of data held within the school, our equality information was robust for some protected characteristics and progress has been made in terms of other protected characteristics. For example, we have always had lots of data relating to **pupils** Genders, Ethnicities and Disabilities collected through enrolment forms, but none as it applied to **parents**. We have addressed this by amending our enrolment form so that parent have the opportunity to identify various aspects of their diversity if they wish, and this information will improve over time as new intakes of pupils enrol at the school. We have also collected information relating to the protected characteristics as they apply to **staff** but this remains an ongoing target. We have put in place spreadsheets provided by an external equality consultant to be able to store and analyse this data as we move forward and have an admin system in place to manage this.

Our monitoring of incidents in schools had historically only been undertaken in terms of racist incidents but has now been extended to include all identity-based incidents via the County SIMs system. Further we have carried out a twilight for all staff on how to recognise and respond to identity-based incidents and our practice is developing in this area.

## Section 2 – Progress of Our Objectives for 2017-18 Period



**Completed**



**In Progress**



**Needs Attention**



**Abandoned**



**Amended**

<b>Tasks</b>	<b>Status</b>
Purchase and implement Cornerstones 'Love to Investigate' to further engage boys in real and relevant scientific experiments	
Continue to implement 'Mad Science' activities which has been shown to encourage boys to participate	
DHT to deliver Science in Y6 during PPA to ensure challenge and support for MAT boys at risk of not achieving at the higher levels	
Set up an INCERTS group specifically to track progress of More Able boys in KS2. Identify any underperformance and provide appropriate support to ensure that these pupils raise their level of achievement.	
Devise a short questionnaire for boys in Year 2 – 6 to give their views about the teaching and learning of Science. Analyse results to ascertain any pattern or area to be addressed to raise attainment at the higher level	

Implement the county Identity Based Incident and Bullying Monitoring System begin termly returns to County	
Arrange the Equality Impact Assessment of three policies	
Modify the county enrolment form to begin to collect Equality Information on Parents	
Carry out a retrospective exercise to update the equality information held on staff for all protected characteristics	
Untethered to provide Equality Themed Twilights	
Head teacher to procure Equality coaching and mentoring service to further develop Equality policy and procedure across the school in line with statutory Duties in the Equality Act	
Provide more wide spread opportunities for pupils with disabilities to attend inclusion sporting programmes	
Pupils will study the holocaust as part of the history curriculum, to learn about the consequences of racism and religious intolerance.	
Continue to further develop global links through international projects and achieve International School Award and continue to develop the international dimension through British Council Initiatives, including links with schools in France and India, and the KS2 Curriculum Plus 'International Club' to provide further opportunities for children to develop their understanding of Global Citizenship.	
Further develop and raise awareness of faith communities in the local and wider community through visits and extend links with local faith leaders	
Implement strategies to promote equality, diversity and positive ethos in assemblies, through SEAL, School Council (SWAT), police talks and circle time	
Raise awareness and understanding of race equality and anti-bullying initiatives, including through the marking of Autism and Downs Syndrome Awareness Day.	
IDAHO day (International Day Against Homophobia) to be marked by each class using one of the No Outsiders Family Diversity storybooks for Year 4 (e.g. Williams Doll, Tango	

Makes Three etc) alongside at least one whole school activity.



## Section 3 – Employment Information

For the reasons outlined in section one we are currently unable to report on current staff or applicants.

We are, however, able to report on salary data as per below.

Pay Scale	Male (percentage or figure)			Female (percentage or figure)		
	Teachers	Non – Teaching	All	Teachers	Non – Teaching	All
Less than £22, 917	0	3.57	2.44	7.69	64.29	48.78
M Grade £22, 918 - £33,824	0	0	0	15.38	32.14	26.84
U Grade £35,927 - £38,633	0	0	0	46.1	0	14.64
L Grade 1 to 11 £39,374 – £50,476	7.69	0	2.44	15.38	0	7.32
L Grade 12 + £51, 539 plus	0	0	0	7.69	0	2.44