

# Bryn Deri Primary School

## Strategic Equality Plan 2018/19-2019/20



**Strategic Equality Plan agreed by Governors:**

..... (Signed by Chair)

..... Date

**Scheme due for review:..... Date**

*Produced with support from*



## **Contents of our Strategic Equality Plan (SEP)**

Our school	3
Aims	3
Objectives and Action Plans	4
Scope	4
Equality Summary Statement	4
Responsibilities	5
Information gathering and Engagement	6
Publication and reporting	7
Monitor and Review	7
School Equality Objectives and Action Plan	8
Appendix – Accessibility Plan	

# Strategic Equality Plan Policy Statement

## 1. Our School

Our school is set in Radyr – a suburb in north Cardiff. Most of our pupils are white British (80%). 48% identify as Welsh, 2% English and 34% British 2% of pupils come from a BME background. 3% are from other ethnic background groups which include, Korean, Latin/Central American and Polish. Approximately 3% of pupils are of mixed race, white and Asian or black Caribbean, or white and another ethnic group. Languages spoken include: Polish, Chinese (Cantonese) and Korean. Staff are Welsh or English. 4 members of staff are competent or fluent Welsh speakers. One member of staff speaks Italian first language.

The children are in the main from what could be considered 'advantaged' backgrounds. Just 7.1% of pupils receive Free School Meals. Attendance rates are above local and national averages. Over the last 3 years Bryn Deri pupils have performed consistently higher or significantly higher than LA and National Averages at the end of both Foundation Phase and KS2. Furthermore, pupils have performed significantly higher than local and national averages at the above expected FPO6 and Level 5.

The school has 209 pupils, of whom 92 (44%) are girls and 117 (56%) are boys.

2% of our pupils are in a receipt of a statement for special educational needs.

Different religions or beliefs represented in our school include: Christianity, Islam, Hindu, as well as those with no religious beliefs.

At Bryn Deri Primary, pupils succeed regardless of their social, ethnic or linguistic background. At both Key Stages, all ethnic minority pupils achieved the standards expected of them. Results also show that children from ethnic minority groups achieve as well as their peers. They make considerable progress from their individual starting points. 100% of pupils with EAL achieved the FPI or KS2 CSI.

There are 4 different languages spoken by our pupils as their first language including: English or Welsh, Polish, Korean and Chinese (Cantonese). As of January 2019, 6 of our pupils currently speak English as an Additional Language;

We comply with the Local Authority Online Recruitment Policy and Procedure which now monitors Sexual Orientation of staff, however it does not yet provide adequate information to form a picture of our school. We are aware that we may have parents in same sex relationships and LGBT pupils; however we have only collected this information recently and do not have sufficient information to for a complete picture of the school.

All of these people, their faiths, cultures, communities and languages the school values equally.

## **2. 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 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

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. These actions are set out in Section Ten.

## **3. Our Strategic Equality Objectives**

Our chosen Strategic Equality Objectives are

1. Reduce Gaps in attainment and attendance between pupils from protected groups
2. Develop the quality and use of our Equality Monitoring and Data Collection
3. Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti discrimination

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.

## **4. 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.

## **5. Equalities Summary Statement**

At Bryn Deri Primary School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. 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.

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.

## **6. Responsibilities**

### **Leadership and Management**

#### **Commitment**

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.

#### **Headteacher**

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, eg “Anti-Bullying Policy”, “Harassment Policy” etc and that governors, staff, pupils, parents and guardians 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 Claire Davies.** Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in the Equality Incident and Monitoring Database, analysed within the school and sent to the LEA.

**The Equal Opportunities Co-ordinator is Claire Davies.** The Equal Opportunities Co-ordinator ensures 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

## **7. 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.

*We regularly consult and engage with parents on issues arising at the school along with what parents think is going well or needs to improve. We are blessed with a very diverse school community and through our regular contact with parents, school council and staff we have been able to inform this Strategic Equality Plan.*

*We have also been mindful of national and regional priorities in Education when setting our objectives and our own Equality Data and information has been key when setting attainment targets. Where we found we had gaps in data, that has formed improvement targets around the collection of data.*

*We also sought advice from our Governing body and Parent Group both of which are made up of diverse communities. People from a diverse range of Ages, Genders, Ethnicities, Religions or Beliefs and Sexual Orientations were involved in the production of this document.*

## **8. 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 includes 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.

## **9. 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).

We will use Equality Impact Assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

Based on the above, we will review the Plan and republish necessary, but not less than annually with a full review not less than four yearly.

# 10. Strategic Equality Action Plan 2018/19- 2019/20

**Priority One:** Reduce gaps in attainment and attendance between pupils from protected groups

**Targets:**

1. To raise standards in Science and Technology to particularly improve outcomes for boys and reduce the gender gap at the higher than expected L5.
2. Reduce KS2 Gender Gap in reading where girls continue to outperform boys ( -21% slightly below previous year of -24%)

**Strategically Planned Tasks:**

- Review and embed newly implemented Science provision, 'Lets investigate' cornerstone which is shown to appeal to boys.
- Implement the use of different pedagogical principles to engage boys more effectively in Science.
- Monitoring of gap analysis in reading by reviewing Reading Bugs through Pearson's Active learn which has been shown to engage boys well - identify reasons for boys underachieving at higher than expected L5
- Continue employment of PT ELSA to lead Social Emotional Aspects of Learning and restorative approaches
- Pupil questionnaire to ascertain MAT pupils' attitudes to learning in reading and writing to be analysed by gender.
- Staff to work with identified MAT learners (boys) in order to close gender gap.
- Classes to introduce 'Books of the Moment' to raise profile of texts that appeal to boys being studied/used to develop comprehension/research skills in the class.
- HR to visit school where reading carousel has been successfully implemented and is helping to raise standards of boys in reading comprehension
- Standards and progress in reading comprehension to be monitored half termly using Bug Club comprehension to determine the impact of practice on boy's comprehension skills,

**On Track**

**Lead Person(s) Involved**

**Time Scale**

CD

Autumn 2018

CD

Autumn 2018  
Throughout 2018-20

CD

Spring 2019

CD

Throughout 2018-20

CD

Autumn 2018

Throughout 2018-20

**Priority Two:** Develop the quality and use of our Equality Information

**Targets:**

1. To expand our monitoring of race related incidents to record and report a wider range of bullying including anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief.
2. Improve equality data on staff
3. Equality Impact Assess all policies due for review during (the lifecycle of this Strategic Equality Plan)

**Strategically Planned Tasks:**

- Carry out analysis of identity based incidents over past academic year and implement system where this is done termly.
- Identify the priority policies for Equality Impact Assessment from this year's list of policies due for review and begin to carry out EIAs
- Carry out initial analysis of parental diversity information from amended enrolment forms to identify rate of returns and confirm if there is statistically significant data yet. Ensure this data is input onto spreadsheets provided.
- Carry out a retrospective exercise to update the equality information held on staff for all protected characteristics

**On Track**

**Lead Person(s) Involved**  
CD

**Time Scale**

**Summer 2019**

CD

**Summer 2019/20**  
**Summer 2019**

CD

CD

**Summer 2019**

**Priority Three:** Teach and Train pupils, staff and governors

**Targets:**

1. Staff and governors are aware of their statutory obligations under the Equality Act
2. The curriculum in all year groups evidences planned teaching of equality and diversity across a range of subjects, covering all Protected Characteristics

**Strategically Planned Tasks:**

<b>On Track</b>	<b>Lead Person(s) Involved</b>	<b>Time Scale</b>
	<b>Class Teacher</b>	<b>Summer 2019/20</b>
	<b>Class Teacher</b>	<b>Summer 2019/20</b>
	<b>Class Teacher</b>	<b>Spring 2019/20</b>
	<b>Class Teacher</b>	<b>Summer 2019/20</b>
	<b>Class Teacher</b>	<b>Autumn 2019/20</b>

During Summer Term Year 1 will explore Carnivals and their history in the Slave Trade and learn about celebrating heritage.

During Summer Term Reception will read the book “Frog in Love” to explore diversity in relationships

Reception will read the book King and King during Spring Term during the ‘Will you read me a story?’ theme

Year 1 will study the topic “Zoom Moon” during the Spring Term and learn about male and female astronauts to raise girls aspirations and tackle gender stereotypes in the world of careers

Year 2 will study the topic “Superheroes” in the Autumn Term and explore ‘X-Men’ to learn about outcasts and the way people who are different can be ostracized

<p>Year 1 will learn about Helen Keller during the Spring Term when exploring the 'Scented Garden'. They will learn about different senses and impairments to senses for some Disabled people, including learning about Braille, Hearing Impairment etc</p>		<p><b>Class Teacher</b></p>	<p><b>Spring 2019/20</b></p>
<p>Year 1 will explore Family Diversity during the topic 'Memory Box' and will read the book 'One Dad, Two Dads, Brown Dads, Blue Dads'</p>		<p><b>Class Teacher</b></p>	<p><b>Summer 2019/20</b></p>
<p>Year 2 in the Summer Term will explore the topic 'Wriggle and Crawl' and will look at stages of life. Activities will be undertaken to explore ageism and age stereotypes eg octogenarian sky divers etc</p>		<p><b>Class Teacher</b></p>	<p><b>Summer 2019/20</b></p>
<p>In the Autumn Term Year 6 will research the Enigma Machine and its inventor Alan Turing and his legacy on the modern computer and the Apple logo</p>		<p><b>Class Teacher</b></p>	<p><b>Autumn 2019/20</b></p>
<p>In the Autumn Term Year 6 will carry out independent research on the Holocaust. After feedback pupils will write a piece of work on their emotions relating to persecution of minorities.</p>		<p><b>Class Teacher</b></p>	<p><b>Autumn 2019/20</b></p>
<p>In Year 4 pupils will look at Native American culture and Celts in terms of the importance of identity and culture as part of the topic 'Road Trip USA' and 'The Romans are Coming'.</p>		<p><b>Class Teacher</b></p>	<p><b>Summer 2019/20</b></p>
<p>As part of the 'Road Trip USA' topic year 4 will also explore Black History in American and Racial Segregation</p>		<p><b>Class Teacher</b></p>	<p><b>Summer 2019/20</b></p>

# 11. Appendix.

## Accessibility Plan