

Bryn Deri Primary

Annual Equality Report 2020

Published April 2020

Produced with support from



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 2018-19 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 2018-19 academic year.

Section 1 – Introduction and Background

Our Strategic Equality Plan (SEP) for the 2018/19 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. It also contained much improved actions relating to capturing the planning for teaching and learning activities to promote equality and challenge discrimination.

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 – further we have already begun an early stage analysis to build up a picture of rates of returns and early data, but it will be some time before we have a full school data set for analysis. We have also now collected information relating to the protected characteristics as they apply to **staff** and that data is analysed and presented within this report.

We monitor all identity based incidents within school and that data is shared among SLT and governors termly.

Section 2 – Progress of Our Objectives for 2018-19 Period



Completed



In Progress



Needs Attention



Abandoned



Amended

Tasks	Status
Review and embed newly implemented Science provision, 'Lets investigate' cornerstone which is shown to appeal to boys	
Through 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	
Carry out analysis of identity based incidents over past academic year and implement system where this is done termly	
Arrange the Equality Impact Assessment of three policies	
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	
During Summer Term Year 1 will explore Carnivals and their history in the Slave Trade and learn about celebrating heritage	
During Summer Term Year 1 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 'Towers, Tunnels and Turrets' 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	
Year 2 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	
Year 1 will explore Family Diversity during the topic 'Memory Box' and will read the book 'One Dad, Two Dads, Brown Dads, Blue Dads'	
Year 2 in the Summer Term will explore the topic 'Wriggle and Crawl' and will look at stages of life. Activities will undertaken to explore ageism and age stereotypes eg octogenarian sky divers etc	
In the Autumn Term Year 6 will research the Enigma Machine and its inventor Alan Turin and his legacy on the modern computer and the Apple logo	
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'.	
As part of the 'Road Trip USA' topic year 4 will also explore Black History in American and Racial Segregation	

There are two abandoned tasks above.

- The carousel visit activity was abandoned as we were unable to find a school using this technique that was able to evidence improvements in engagement or attainment
- We did use the Bug Club Group Reading activity and assessments in KS2 however, it was not yielding reliable results and so has now been abandoned

Section 3 – Employment Information

Applicants

44 were White British

1 was African

1 was Bangladeshi

1 was Pakastani

1 identified as “any other”

None were disabled

33 were female

15 were male

40 identify as heterosexual

1 identifies as gay

1 identifies as lesbian

2 identify as bisexual

3 prefer not to say

1 identifies as “other”

25 are Christian

2 are Muslim

17 are not religious

3 prefer not to say

No applicants were Transgender

11 applicants were in the 16-24 age bracket

15 applicants were in the 25-34 age bracket

16 applicants were in the 35-44 age bracket

5 applicants were in the 45-54 age bracket

Of those shortlisted

14 were White British

1 was African

1 was Bangladeshi

1 was “Any other”

11 were female

6 were male

1 was bisexual

1 preferred not to say

1 identified as “other”

14 were heterosexual

1 was Muslim
1 preferred not to say
5 Identified as not religious
8 were Christian

3 were in the 16 -24 age bracket
5 were in the 25 – 34 age bracket
6 were in the 35 – 44 age bracket
2 were in the 45 – 54 age bracket

Of those appointed:

5 were White British

4 were female
1 was male

4 were heterosexual
1 was bisexual

3 were Christian
2 were not religious

1 was in the 25 – 34 age bracket
2 was in the 35 – 44 age bracket
2 were in the 45 – 54 age bracket

Current Staff

34 are White British
1 is White European
1 is “any other Asian background”

1 staff identify as Disabled
1 staff prefers not to say

34 are Female
2 are Male

34 staff identify as Heterosexual
1 staff member identifies as Bisexual
1 staff member prefers not to say

11 are Christian
19 are Not Religious
5 prefer not to say
1 staff is ‘Other’

No staff identify as Transgender

4 staff in the 25-34 age bracket
7 staff in the 35-44 age bracket
18 staff in the 45-54 age bracket
1 staff in the 55-64 age bracket
1 staff 65+

Salaries (see over)

Pay Scale	Male - figure	Female- figure
Less than £22, 917	1	27
M Grade £22, 918 - £33,824	0	0
U Grade £35,927 - £38,633	0	0
L Grade 1 to 11 £39,374 – £50,476	1	6
L Grade 12 + £51, 539 plus	0	1

Total number of staff: 35
Teachers: 10 (9 female 1 male)
Non-teaching:25 (24 female 1 male)