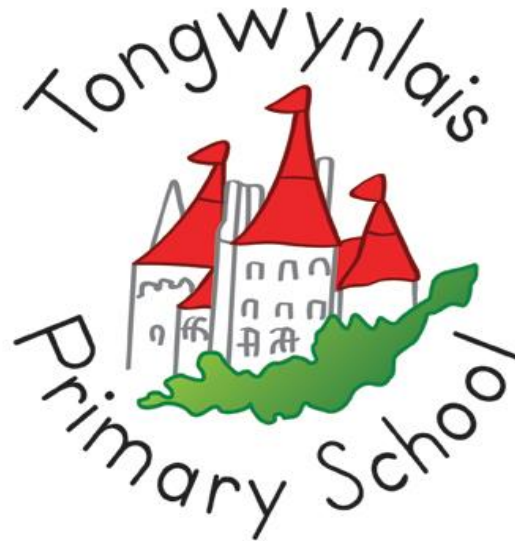


# Tongwynlais Primary School

## Strategic Equality Plan 2016/17-2017/18



*Produced with support from*



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## Strategic Equality Plan Policy Statement

### **1. Our School**

Tongwynlais Primary School serves the community of Tongwynlais village on the northern fringe of Cardiff County.

The school is the second most challenged in its Family of School with a WG challenge index of 10.06. Currently the school is organised into 7 classes from Reception to Year 6 and the Nursery Unit with around 180 full time and 48 part time pupils on roll (2015).

In 2017 16% of our pupils were eligible for Free School Meals (FSM) whilst 22%% of pupils were on the special educational needs register with 12.6% at SA, 6.6% at SA+ and 2.0% having Statements of SEN.

Pupils come from a range of ethnic backgrounds, these include Chinese, Polish, Russian, Spanish and mixed ethnic backgrounds. 89.4% of the school population are identified as 'White British'. We have no families that speak Welsh as a first language at home.

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 have parents in same sex relationships and LGBT pupils, however we do not monitor this robustly.

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 Tongwynlais 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. This is highlighted in our whole school rules, with our first rule being: "We respect everyone and everything".

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 the Head Teacher.**

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 termly.

**The Equal Opportunities Co-ordinator is the Head Teacher.** 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 have some diversity within our 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.

