



## **Glanhowy Primary School**

## **Strategic Equality Plan**

## **1. Introduction**

This is a Strategic Equality Plan (SEP) template designed to enable schools to develop their own SEPs.

The Equality Act 2010 requires schools to develop and publish Equality Objectives and a Strategic Equality Plan with the purpose of the objectives and plans being to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities. SEPs must include equality objectives and demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their SEPs, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and are relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide, regional or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives, occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work, make the link to the Council's Strategic Equality Plan and to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in schools' plans will emanate from issues identified as a result of consultation undertaken with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of your school's data will form the basis of the equality objectives within your SEP for the next four years. Should a school choose not to publish an equality objective covering each of the protected characteristics, it is required to publish robust and justifiable reasons for this choice.

Head teachers, or any other staff member given responsibility for the preparation of this work are encouraged to consider guidance previously distributed. Similarly, schools may choose to work in their clusters in the preparation of their SEP.

Please note that whilst schools' current responsibilities to prepare Disability Equality and Race Equality schemes are revoked, the requirement to prepare Disability Access Plans remains and should be included as an Appendix to your SEP. In addition, the 2011 regulations place a duty on the Council to:

- Set equality objectives within an equality plan
- Engage with the community
- Assess the impact
- Provide accessible information
- Collect employment and pay information
- Public procurement.

However, it is good practice that schools should seek to fulfil these duties and therefore the proposed plan is cognisant of these. In addition, both the Council and schools SEP's should make the clear link to the Wellbeing of Future Generations (Wales) Act 2015. To facilitate this, the Council has agreed the following 4 equality objectives and schools are advised to include

these objectives as part of a broader set of objectives within their own equality plans. The objectives are:

- Make equality vital in decision making and service provision;
- Be an equal opportunity employer, with a workforce that is aware of, and understands the equality agenda
- Do our best to engage, protect and support those people in our community that need it the most, and,
- Promote understanding and acceptance of diversity in our communities.

Similarly, the requirement to record, monitor and report on all racial incidents remains the same and this data is part of the Directorate's Inclusion matrix.

**Sections bracketed, italicised and highlighted draw attention to what schools will need to 'personalise' for their own contexts. None of these sections should be left in as they are.**

**This model template should not be adopted wholesale but used as a starting point.**

## 2. Our Commitment

### School Values

At Glanhowy Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers in receipt of services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership. It aims to develop and establish an inclusive culture free from discrimination and based upon our values of inclusiveness and recognises that everybody has different needs and requirements.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive learning. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes creating an environment which champions respect for all. At Glanhowy Primary School, diversity is seen as a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

### School Characteristics

- Glanhowy Primary is proud to host and ASD Base for 12 pupils in the LA.
- Glanhowy Primary is proud that all pupils, whereby English is an additional language are supported in order to access all aspects of the curriculum.
- Glanhowy Primary fully supports all pupils who are identified as having ALN.
- Glanhowy Primary ensures that all pupils are given the opportunity to develop the same skills across the whole curriculum.

Under the **Equality Act 2010** the school will work towards:

1. **eliminating** unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010;
2. **advancing** equality of opportunity between people who share a relevant protected characteristic and those who do not;
3. **fostering** good relations between people who share a protected characteristic and those who do not;

The act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

## **Who is protected?**

This plan protects the following people:

- pupils,
- school governors,
- staff employed on a full time or part-time basis,
- all permanent or temporary contracts,
- agency staff
- casual workers
- contractors.

#### 4. Aims

- The aim of this policy is to ensure that in carrying out its activities the school will have due regard to elimination of unlawful discrimination, harassment and victimisation.
- The advancement of equality of opportunity, across all the activities of the school between different groups.
- The encouragement of good relations between people of a diverse background.

In the implementation of this plan the school will aim:

- To develop and promote a culture of equality and diversity throughout the school community.
- To develop and promote a culture of dignity, courtesy and respect.
- To respect the human rights of all our pupils and staff.
- To work to prevent all forms of unlawful discrimination and tackle barriers which could lead to unequal outcomes for identified groups of pupils and staff.
- To deal with all forms of discrimination consistently and effectively.
- To ensure that the Strategic Equality Plan influences and informs the ethos of the school.

## **5. Roles and Responsibilities:**

All members of the school community are expected to behave with dignity, courtesy and respect and to act in a manner that does not unlawfully discriminate at all times.

### **Role of Pupils**

- To support the aims of the Strategic Equality Plan.
- To encourage non-discriminatory practices and to report any incidences of behaviour that fail to comply with this policy.
- To be aware of equality and diversity issues.
- To adopt the same principles when they are outside of school

### **Role of Governing Body**

- To hold ultimate accountability for the Strategic Equality Plan.
- To ensure that the school complies with the Equality Act 2010 and that this policy and its related procedures and action plans are implemented.
- A designated member of the governing body has oversight of this plan and its implementation.

### **Role of Headteacher**

- To provide leadership in the operation and implementation of the Strategic Equality Plan for pupils and staff.
- To ensure all staff are aware of their responsibilities under the equality Act 2010 and are given the appropriate training and support.
- To take appropriate action in any case of unlawful discrimination
- To allocate a senior member of staff for the day to day coordination of the implementation of this plan.

### **Role of Head teacher or nominated member of Senior Leadership Team**

- To be the designated senior member of staff for the operation, management and coordination of all aspects of this plan and will be supported by the governing body in doing so.

- To devise and recommend policies, procedures and action plans to ensure that all legislative requirements are met and best practice adopted.
- To collect and review data in relation to the protected characteristics and the Welsh Language relating to pupils and staff.
- To review policies and procedures in relation to compliance with the Equality Act 2010 and to make changes as appropriate.
- To advise on the provision of appropriate equality training and awareness-raising in relation to all equal opportunities and diversity matters.
- To ensure that all appointment panels are aware of this policy and give due regard when it comes to employment or training opportunities.
- To ensure appropriate training for pupils, staff and governors on the Equality Act 2010 and any relevant equality and diversity issues
- To review the Strategic Equality Plan annually and advise the Governing Body of any matters with regard to the plan.

#### **Role of school staff**

- To support the aims of the schools' Strategic Equality Plan.
- To encourage non-discriminatory practices and to report any incidences of behaviour that fail to comply with policy.
- All staff will ensure that pupils are treated to their needs, fairly and with dignity and respect.
- To undertake appropriate equality and diversity training

#### **Role of parents/carers**

- To support the aims of the Strategic Equality Policy
- To support the school in the promotion of the principles of dignity, courtesy and respect
- To encourage children and young people to promote the above principles outside of school.

## **6. Training**

Schools will need to determine the level of Equality Act 2010 and Equality and Diversity awareness raising and training that will need to be provided for staff. In addition, information will need to be provided to all pupils in order to continue to raise awareness of equality and diversity and the contents of this plan through the schools PSE programme.

## **7. Communication of this plan**

This plan is available on the school's website at [www.glanhowy.co.uk](http://www.glanhowy.co.uk) It will also be available in printed form from the school reception.

## **8. Confidentiality**

Any information disclosed to the School in relation to equality and diversity issues will be kept strictly confidential in accordance with legislative requirements. On a termly basis and in line with the agreed protocol for data collection, the school will continue to provide the Education Directorate with agreed performance information in order to inform the Councils Education Inclusion matrix.

## **9. Good practice for dealing with discriminatory incidents**

Any discriminatory incidents will follow the relevant school policy for managing behaviour or bullying or School Disciplinary policy for staff (whichever is appropriate). All incidents will be acknowledged, investigated and appropriate action taken. The school has a **zero tolerance** approach to all types of discriminatory behaviour and bullying.

## **10. Monitoring and evaluation.**

This plan will be monitored annually by the Head teacher or nominated member of Senior Leadership Team. Statistics will be gathered to monitor equality across all aspects of the school's processes and will be used to inform future practice as a part of the schools self - evaluation process. The school will also take into account evidence from Estyn Inspection findings, independent reviews or feedback from the Council in response to the data gathered through the Education Inclusion matrix.

## **11. Review**

The Governing Body, in consultation with the Head teacher, the pupils, staff and parents/carers, will review this plan annually in order to ensure the delivery of the action plan (Appendix 1).

## 12. Strategic Objectives

The following are the schools strategic objectives and are cognisant of the Councils equality objectives which are:

- i. Make equality vital in decision making and service provision;
- ii. Be an equal opportunity employer, with a workforce that is aware of, and understands the equality agenda
- iii. Do our best to engage, protect and support those people in our community that need it the most, and,
- iv. Promote understanding and acceptance of diversity in our communities

The school objectives have been further informed through consultation with staff, pupils, Governors, parents/ carers and the wider school community.

- To increase the attendance levels of children causing concern across the protected characteristics in line with national expectation of 95% over the next four years.
- To implement THRIVE to monitor and improve pupil well-being.
- To continue to implement the schools bullying policy to reduce identity based bullying.

Signed .....Chair of School Council

Signed .....Headteacher

Signed.....Chair of Governors

Date.....



## Glanhowy School Equality Action Plan

### Objective 1 : MAKE EQUALITY VITAL IN DECISION MAKING AND SERVICE PROVISION

| Ref No  | What are we going to do?   | What is the timeframe?            | Who will lead in making it happen? | Considered Impact on Protected Characteristics |   |      |   |
|---------|--|-----------------------------------|------------------------------------|--|---|------|---|
| 1(3E)   | Annual review of progress against individual school strategic equality plans and related action plans            | July 2017 and annually thereafter | RF/HJ                              | S  | √ | SO   | √ |
|         |  |                                   |                                    | A  | √ | GR   | √ |
|         |  |                                   |                                    | D  | √ | M&CP | √ |
|         |  |                                   |                                    | R  | √ | P&M  | √ |
|         |  |                                   |                                    | R&B  | √ | W    | √ |
| 2 (4E)  | Report on the progress of School Equality Plan through the Governing Body  | Annually – autumn term 2017       | RF                                 | S  | √ | SO   | √ |
|         |  |                                   |                                    | A  | √ | GR   | √ |
|         |  |                                   |                                    | D  | √ | M&CP | √ |
|         |  |                                   |                                    | R  | √ | P&M  | √ |
|         |  |                                   |                                    | R&B  | √ | W    | √ |
| 3 (7E)  | Work with the school community to raise the profile of the equality agenda and develop understanding             | 2017/20                           | RF                                 | S  | √ | SO   | √ |
|         |  |                                   |                                    | A  | √ | GR   | √ |
|         |  |                                   |                                    | D  | √ | M&CP | √ |
|         |  |                                   |                                    | R  | √ | P&M  | √ |
|         |  |                                   |                                    | R&B  | √ | W    | √ |
| 4 (8E)  | Establish the role and work programme of the link governor in schools  | 2017/20                           | RF                                 | S  | √ | SO   | √ |
|         |  |                                   |                                    | A  | √ | GR   | √ |
|         |  |                                   |                                    | D  | √ | M&CP | √ |
|         |  |                                   |                                    | R  | √ | P&M  | √ |
|         |  |                                   |                                    | R&B  | √ | W    | √ |
| 5 (17E) | Ensure that relevant equality web pages of school websites contain good quality, up to date equality information | 2017 and ongoing                  | RF/HJ                              | S  | √ | SO   | √ |
|         |  |                                   |                                    | A  | √ | GR   | √ |
|         |  |                                   |                                    | D  | √ | M&CP | √ |
|         |  |                                   |                                    | R  | √ | P&M  | √ |
|         |  |                                   |                                    | R&B  | √ | W    | √ |

|            |   |  |       |     |   |      |   |
|------------|---|--|-------|-----|---|------|---|
| 6<br>(18E) | Monitor complaints and compliments procedures for equality issues and report on the governing body and corporate director | Annually autumn term for previous academic year beginning 2017 | RG/HJ | S   | √ | SO   | √ |
|            |   |  |       | A   | √ | GR   | √ |
|            |   |  |       | D   | √ | M&CP | √ |
|            |   |  |       | R   | √ | P&M  | √ |
|            |   |  |       | R&B | √ | W    | √ |
|            |   |  |       | S   |   | SO   |   |
|            |   |  |       | A   |   | GR   |   |
|            |   |  |       | D   |   | M&CP |   |
|            |   |  |       | R   |   | P&M  |   |
|            |   |  |       | R&B |   | W    |   |

(\*\*) the figure shown in brackets refers to the reference number contained in the Councils' SEP

#### Matrix Key

Sex

A

Disability

Race

Religion and Belief

Sexual Orientation

Gender Reassignment

Marriage and Civil Partnership

Pregnancy and Maternity

Welsh Language

**Objective 2 : BE AN EQUAL OPPORTUNITY EMPLOYER, WITH A WORKFORCE THAT IS AWARE OF, AND UNDERSTANDS THE EQUALITY AGENDA**

| Ref No      | What are we going to do?   | What is the timeframe? | Who will lead in making it happen? | Considered Impact on Protected Characteristics |   |      |   |
|-------------|--|------------------------|------------------------------------|--|---|------|---|
| **<br>(22E) | Update information from staff to help address workforce equality issues by carrying out a staff questionnaire on equality issues                               | 2017/2020              | RF                                 | S  | √ | SO   | √ |
|             |  |                        |                                    | A  | √ | GR   | √ |
|             |  |                        |                                    | D  | √ | M&CP | √ |
|             |  |                        |                                    | R  | √ | P&M  | √ |
|             |  |                        |                                    | R&B  | √ | W    | √ |
| **<br>(28E) | Offer a range of generic equality and diversity training opportunities including intranet focused e- learning pool, seminars, training courses and conferences | 2017/2020              | RF                                 | S  | √ | SO   | √ |
|             |  |                        |                                    | A  | √ | GR   | √ |
|             |  |                        |                                    | D  | √ | M&CP | √ |
|             |  |                        |                                    | R  | √ | P&M  | √ |
|             |  |                        |                                    | R&B  | √ | W    | √ |
| **<br>(29E) | Encourage staff in specific roles to undergo equality and diversity training eg frontline staff, customer service staff, key policy makers                     | 2017/2020              | RF                                 | S  | √ | SO   | √ |
|             |  |                        |                                    | A  | √ | GR   | √ |
|             |  |                        |                                    | D  | √ | M&CP | √ |
|             |  |                        |                                    | R  | √ | P&M  | √ |
|             |  |                        |                                    | R&B  | √ | W    | √ |
| **<br>(31E) | Provide effective counselling support to staff   | 2017/2020              | RF                                 | S  | √ | SO   | √ |
|             |  |                        |                                    | A  | √ | GR   | √ |
|             |  |                        |                                    | D  | √ | M&CP | √ |
|             |  |                        |                                    | R  | √ | P&M  | √ |
|             |  |                        |                                    | R&B  | √ | W    | √ |
| **<br>(32E) | School to become proactive in equality forums  | 2017/20                | RF                                 | S  | √ | SO   | √ |
|             |  |                        |                                    | A  | √ | GR   | √ |
|             |  |                        |                                    | D  | √ | M&CP | √ |
|             |  |                        |                                    | R  | √ | P&M  | √ |
|             |  |                        |                                    | R&B  | √ | W    | √ |

|             |   |                                 |    |     |   |      |   |
|-------------|---|---------------------------------|----|-----|---|------|---|
| **<br>(34E) | Carry out pupil opinion surveys on relevant equality and diversity issues | Annually commencing spring 2017 | RF | S   | √ | SO   | √ |
|             |   |                                 |    | A   | √ | GR   | √ |
|             |   |                                 |    | D   | √ | M&CP | √ |
|             |   |                                 |    | R   | √ | P&M  | √ |
|             |   |                                 |    | R&B | √ | W    | √ |
|             |   |                                 |    | S   |   | SO   |   |
|             |   |                                 |    | A   |   | GR   |   |
|             |   |                                 |    | D   |   | M&CP |   |
|             |   |                                 |    | R   |   | P&M  |   |
|             |   |                                 |    | R&B |   | W    |   |

**Objective 3 : DO OUR BEST TO ENGAGE, SUPPORT AND PROTECT THOSE PEOPLE IN OUR COMMUNITY THAT NEED IT THE MOST**

| Ref No | What are we going to do?   | What is the timeframe? | Who will lead in making it happen? | Considered Impact on Protected Characteristics |   |      |   |
|--------|--|------------------------|------------------------------------|--|---|------|---|
|        | Where necessary, support the community with relevant outside agency links. | 2017-2020              | RF                                 | S  | √ | SO   | √ |
|        |  |                        |                                    | A  | √ | GR   | √ |
|        |  |                        |                                    | D  | √ | M&CP | √ |
|        |  |                        |                                    | R  | √ | P&M  | √ |
|        |  |                        |                                    | R&B  | √ | W    | √ |

**Objective 4 : PROMOTING UNDERSTANDING AND ACCEPTANCE OF DIVERSITY WITHN OUR COMMUNITIES**

| Ref No      | What are we going to do?  | What is the timeframe? | Who will lead in making it happen? | Considered Impact on Protected Characteristics |   |      |   |
|-------------|---|------------------------|------------------------------------|--|---|------|---|
| **<br>(56E) | Produce equality focused communication eg school newsletters, website   | 2017/2020              | RF                                 | S  | √ | SO   | √ |
|             |   |                        |                                    | A  | √ | GR   | √ |
|             |   |                        |                                    | D  | √ | M&CP | √ |
|             |   |                        |                                    | R  | √ | P&M  | √ |
|             |   |                        |                                    | R&B  | √ | W    | √ |
| **<br>(59E) | Research equality related campaigns and promote appropriately e.g. International Women’s day, Holocaust Week, UN International Day for Older People Celebration | 2017/2020              | RF                                 | S  | √ | SO   | √ |
|             |   |                        |                                    | A  | √ | GR   | √ |
|             |   |                        |                                    | D  | √ | M&CP | √ |
|             |   |                        |                                    | R  | √ | P&M  | √ |
|             |   |                        |                                    | R&B  | √ | W    | √ |
| **<br>(66E) | Develop projects which encourage people to get on together such as inter-generational, people from different religions, race, language sessions.                | 2017/2018              | RF                                 | S  | √ | SO   | √ |
|             |   |                        |                                    | A  | √ | GR   | √ |
|             |   |                        |                                    | D  | √ | M&CP | √ |
|             |   |                        |                                    | R  | √ | P&M  | √ |
|             |   |                        |                                    | R&B  | √ | W    | √ |
|             |   |                        |                                    | S  |   | SO   |   |
|             |   |                        |                                    | A  |   | GR   |   |
|             |   |                        |                                    | D  |   | M&CP |   |
|             |   |                        |                                    | R  |   | P&M  |   |
|             |   |                        |                                    | R&B  |   | W    |   |

| Ref No | What are we going to do?  | What is the timeframe? | Who will lead in making it happen? | Considered Impact on Protected Characteristics |   |      |   |
|--------|---|------------------------|------------------------------------|--|---|------|---|
|        | To increase the attendance levels of children causing concern across the protected characteristics in line with national expectation of 95% over the next four years. | 2017-2020              | RF/HJ                              | S  | √ | SO   | √ |
|        |   |                        |                                    | A  | √ | GR   | √ |
|        |   |                        |                                    | D  | √ | M&CP | √ |
|        |   |                        |                                    | R  | √ | P&M  | √ |
|        |   |                        |                                    | R&B  | √ | W    | √ |
|        | To implement THRIVE to monitor and improve pupil well-being.  | 2017-2020              | RF/HW/RP/CF                        |  |   |      |   |
|        | To continue to implement the schools bullying policy to reduce identity based bullying.   | 2017-2020              | RF/HJ                              |  |   |      |   |