

Strategic Equality Plan



Glanhowy Primary School
Ysgol Gynradd Glanhywi

Adopted by Governors Summer 24
Review date Summer 27

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 14 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.

Communication of this plan

This plan is available on the school's website at www.glanhowy.co.uk It will also be available in printed form from the school reception.

7. 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.

8. 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.

9. 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.

10. 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).

11. 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.

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	ongoing	RP/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	ongoing	RP	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	ongoing	RP	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	ongoing	RP	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	ongoing	RP/HJ	S	√	SO	√
				A	√	GR	√
				D	√	M&CP	√
				R	√	P&M	√
				R&B	√	W	√
6 (18E)	Monitor complaints and compliments procedures for equality issues and report on the governing body and corporate director	ongoing	RP/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			
** (22E)	Update information from staff to help address workforce equality issues by carrying out a staff questionnaire on equality issues	ongoing	RP	S	√	SO	√
				A	√	GR	√
				D	√	M&CP	√
				R	√	P&M	√
				R&B	√	W	√
** (28E)	Offer a range of generic equality and diversity training opportunities including intranet focused e- learning pool, seminars, training courses and conferences	ongoing	RP	S	√	SO	√
				A	√	GR	√
				D	√	M&CP	√
				R	√	P&M	√
				R&B	√	W	√
** (29E)	Encourage staff in specific roles to undergo equality and diversity training eg frontline staff, customer service staff, key policy makers	ongoing	RP	S	√	SO	√
				A	√	GR	√
				D	√	M&CP	√
				R	√	P&M	√
				R&B	√	W	√
** (31E)	Provide effective counselling support to staff	ongoing	RP	S	√	SO	√
				A	√	GR	√
				D	√	M&CP	√
				R	√	P&M	√
				R&B	√	W	√
** (32E)	School to become proactive in equality forums	ongoing	RP	S	√	SO	√
				A	√	GR	√
				D	√	M&CP	√
				R	√	P&M	√
				R&B	√	W	√
** (34E)	Carry out pupil opinion surveys on relevant equality and diversity issues	ongoing	RP	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.	ongoing	RP	S	√	SO	√
				A	√	GR	√
				D	√	M&CP	√
				R	√	P&M	√
				R&B	√	W	√

Objective 4 : PROMOTING UNDERSTANDING AND ACCEPTANCE OF DIVERSITY WITHIN 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			
** (56E)	Produce equality focused communication eg school newsletters, website	ongoing	RP	S	√	SO	√
				A	√	GR	√
				D	√	M&CP	√
				R	√	P&M	√
				R&B	√	W	√
** (59E)	Research equality related campaigns and promote appropriately e.g. International Women's day, Holocaust Week, UN International Day for Older People Celebration	ongoing	RP	S	√	SO	√
				A	√	GR	√
				D	√	M&CP	√
				R	√	P&M	√
				R&B	√	W	√
** (66E)	Develop projects which encourage people to get on together such as inter-generational, people from different religions, race, language sessions.	ongoing	RP	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	

<i>Ref No</i>	<i>What are we going to do?</i>	<i>What is the timeframe?</i>	<i>Who will lead in making it happen?</i>	<i>Considered Impact on Protected Characteristics</i>			
	<p>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.</p> <p>To implement THRIVE to monitor and improve pupil well-being.</p> <p>To continue to implement the schools bullying policy to reduce identity based bullying.</p>	ongoing	RP/HJ	S	√	SO	√
		ongoing	RP/HJ/CP/CF	A	√	GR	√
				D	√	M&CP	√
				R	√	P&M	√
				R&B	√	W	√
		ongoing	RP/HJ				