

**Model Schools Strategic Equality Plan**

**Agreed by BCBC HT Federation Policy Group**

**May 2022**

**Notes for schools**

This policy has been produced drawing on examples from other authorities and through discussion with BCBC.

There has been discussion at some length as to whether each individual school should draw up its own distinct equality objectives and it was agreed with BCBC that schools should seek to align their equality objectives to those drawn up by the local authority (which in turn align to the WG). In order to make the LA objectives more appropriate for schools, the policy group has agreed an adapted version of their objective statements and recommend this to all schools for their use.

Schools are advised to maintain the same timeline (currently 2020-24) as the BCBC Equality Plan and to update it when BCBC next renew theirs.

As always, this policy template is intended to provide guidance, but schools may draw up individual policy statements and equality objectives should they so wish.

**Strategic Equality Plan Template for Schools 2020-2024**

**Introduction**

At Ffaldau Primary we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of any protected characteristic. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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

**Characteristics of our School**

In Ffaldau Primary School the majority of pupils are White British, with the exception of two pupils (approx. 2 % of the school population). We currently have 42 % of pupils eligible for Free School Meals (FSM).

With the exception of two pupils, the first language at home is English, with no families having Welsh as a first language at home.

At present, no pupils have a disability which impacts attendance. The school has access for disabled pupils but currently has no pupils who have a disability which restricts their access. The school would make arrangements, in consultation with the LA, to ensure that provision is made for pupils with disabilities, wherever reasonably possible.

We currently have 5 CLA pupils on roll and, as a result, the CLA Coordinator regularly attends CLA Reviews, as well as ensures the PEP is updated and provision is appropriate for these pupils.

Approximately 40% of pupils currently access wellbeing support. 13 % of pupils currently access ELSA provision, linked to concerns re: their social and emotional wellbeing. Of those pupils accessing ELSA, none of which would be considered to be those with protected characteristics.

In addition to this 18 % of pupils receive Thrive Interventions, either on a 1:1 basis or class level. Of those pupils accessing none would be considered to be those with protected characteristics.

20 pupils are recorded on our School Safeguarding Register, as either CP, CSP, CLA, accessing Early Help or those currently being monitored re: concerns. Of those pupils recorded none would be considered to be those with protected characteristics.

**The Legislative Background**

The Equality Act 2010 protects people from discrimination, victimisation and harassment on the basis of the following characteristics:

* Age
* Disability
* Gender reassignment
* Marriage and civil partnership (protection against direct discrimination only)
* Pregnancy and maternity
* Race
* Religion or (non-)belief
* Sex
* Sexual orientation.

This plan is a requirement of the Welsh Public Sector Equality Duty and sets out how we will meet the duty and regulations and continue to improve our equality performance via our Equality Objectives.

**Developing Equality Objectives and Engagement**

We continually seek to improve equality and eliminate discrimination within the school community by reviewing our performance, for example:

* Analysis of data, such as progress and wellbeing.
* Gathering information about representation of different groups.
* Gathering views of stakeholders.
* Undertaking equality impact assessments.

Bridgend County Borough Council have undertaken extensive consultation with stakeholders across the authority in order to formulate their equality objectives. In aligning our school objectives to their own, we may undertake additional specific consultation in order to ensure that our own objectives are relevant to the specific circumstances in our school.

As well as the specific actions set out beneath this plan, the school seeks to promote and ensure equality of access for all pupils and prepare them for life in a diverse society through a range of measures including;

* using materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
* promoting attitudes and values that will challenge discriminatory behaviour or prejudice;
* providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
* seeking to involve all parents in supporting their child’s education;
* encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
* including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

As a school we have been involved in the Rights Respecting Schools Award, working collaboratively across schools to ensure we uphold the rights of the child, as set out by the UNCRC. We also actively participate in the Super Ambassadors Scheme. We have a RRS Group who meet regularly to promote the rights of the child, as well as to discuss any issues that arise and to put measures in place where necessary.

**Publication, Monitoring and Review**

Our Strategic Equality Plan (SEP) will be reviewed and renewed in line with the timeline and equality objectives set out by our local authority. We will publish our SEP on our school website and make it available from the school office. The plan will be available in a range of formats on request.

As part of our responsibility to monitor the SEP, we will:

* regularly review and analyse available information and data used to identify priorities for our equality objectives.
* use impact assessments to seek to ensure that actions taken have had a positive impact across the relevant protected characteristics
* seek to ensure that promotion of equality is embedded within school planning and that any discrimination is challenged and eliminated.

The Strategic Equality Plan must be reviewed at least every four years, but may be updated earlier if necessary.

Signed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair of Governors

Date approved by the full Governing Body:

Date of Review:

**Strategic Quality Objectives 2020-2024 (aligned to Bridgend Objectives 2020-24)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective 1: Everyone who accesses our education should be free from discrimination, bullying and abuse in our school.** | | | | |
|  | | | | |
| The revised WG guidance indicates that schools should take a proactive approach to preventing bullying; have an anti-bullying policy linked to school policies such as behaviour and safeguarding; record and monitor incidents of bullying to help take pro-active steps to challenge bullying; and to regularly review their anti-bullying policy and strategy in collaboration with their learners at least every 3 years. | | | | |
|  | | | | |
| **Actions** | | | | |
| **Action** | **Description** | **Action Owner** | **Start date** | **End date** |
| **1** | Conduct annual parent and pupil questionnaires which asks for views on bullying in school. | SLT | Autumn term every year |  |
| **2** | Review anti-bullying policy using the 2019 WG guidance to support, involving learners in the review process. | SLT | Autumn term 2022 | Spring term 2023 |
| **3** | Behaviour statistics to be shared with pupils to acknowledge the % of pupils who behave well, % of bullying incidents, etc to keep them better informed (evidence can be found in Behaviour Logs/My Concern). | SLT | Spring 2 2023 | Summer term 2023 |
|  | | | | |
| **This objective will be judged to be successful if…**   * There is a reduction in the number of incidents, logged as ‘bullying’, linked to protective characteristics. * There is evidence that we have analysed and identified ongoing concerns regarding groups of pupils who share protected characteristics, as defined by the Equality Act 2010. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective 2: Promote a more inclusive workforce at our school and improve the participation, wellbeing and opportunities for development for those with protected characteristics.** | | | | |
|  | | | | |
| **Non-statutory guidance on the Public Sector Equality Duties states that a ‘listed body in Wales (including all schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees’. At Ffaldau Primary School this will be extended to include both pupils and Governors.** | | | | |
|  | | | | |
| **Actions** | | | | |
| **Action** | **Description** | **Action Owner** | **Start date** | **End date** |
| **1** | To train all staff and Governors in the implications and responsibilities associated with the duty of the school in relation to the Strategic Equality Plan, as and when suitable training materials are made available. | SLT | Autumn term every year (or as and when new training materials are made available) |  |
| **2** | To ensure all stakeholders have sufficient knowledge and understanding of Curriculum for Wales and the Health and Wellbeing AoLE specifically. | SLT | Autumn 2022 | Ongoing throughout the year |
| **3** | Ensure all staff are aware of their responsibilities regarding protected characteristics, e.g. links to gender identity, relationships and sexuality education, etc. | SLT | Autumn 2022 | Ongoing |
|  | | | | |
| **This objective will be judged to be successful if…**   * There is evidence that we have undertaken sufficient steps to ensure our workforce adopts a more inclusive approach. * Improved participation, wellbeing and opportunities provided for those learners with protected characteristics. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective 3: Tackle poverty and support independent living by considering the impact of any policy changes or decisions we make under the** [**socio-economic-duty**](https://gov.wales/socio-economic-duty-overview#:~:text=The%20Socio-economic%20Duty%20will%20support%20this%20through%20ensuring,made%20and%20the%20way%20that%20decision%20makers%20operate)**.** | | | | |
|  | | | | |
| The overall aim of the ‘socio-economic duty’ is to deliver better outcomes for those who experience socio-economic disadvantage. Those making strategic decisions should consider how to reduce inequalities experienced by a person who is suffering from socio-economic disadvantage. | | | | |
|  | | | | |
| **Actions** | | | | |
| **Action** | **Description** | **Action Owner** | **Start date** | **End date** |
| **1** | Ensure stakeholders are made aware of their entitlement to PDG funds, e.g. School Uniform Grant, FSM provision during the holidays, etc. | SLT | Summer 2022 | Spring 2023 |
| **2** | Ensure support is advertised and offered, linked to tackling poverty, e.g. utilising Food Bank provision, Uniform Swap Shop, accessing Early Help support re: housing/finances, etc. | SLT | Autumn 2022 | Updated regularly on School Website and termly Newsletter |
| **3** | Increase opportunities for all pupils to participate in extra-curricular activities, e.g. by subsidising school trips, sporting/musical activities, residential trips, etc. | SLT | Autumn 2022 | Ongoing |
|  | | | | |
| **This objective will be judged to be successful if…**   * Increased transparency regarding policy changes/decision making, linked to tackling poverty. * Improved communication regarding support services, linked to tackling poverty. * Increased participation by those stakeholders who experience socio-economic disadvantage. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective 4: Support and promote good mental and physical health within our school community and provide opportunities to participate in meaningful leisure and cultural activities.** | | | | |
|  | | | | |
| Links to Curriculum for Wales and the Health and Wellbeing AoLE. Opportunities within the local community have improved in recent years, however, there remains the risk of those who are experiencing socio-economic disadvantage will have reduced opportunities linked to poverty. It is important to reduce the stigma that mental wellbeing is not as important as good physical health, as both are intertwined. Links made with the Whole School Approach to Mental Health and Wellbeing. | | | | |
|  | | | | |
| **Actions** | | | | |
| **Action** | **Description** | **Action Owner** | **Start date** | **End date** |
| **1** | H & W AoLE Audit to be conducted to gain the views of all stakeholders and actions to be planned, linked to the Strategic Equality Plan. | SLT | Summer 2022 | Autumn 2022 |
| **2** | School to participate in WSA project work, alongside the NHS (Jo Bendon). Making links with the Healthy Schools Practitioner, Amanda Jones. | SLT | Spring 2023  (Introduction Autumn 2022) | Spring 2025  (3 Year Plan) |
| **3** | Increase opportunities for pupils to participate in a range of physical and mental wellbeing activities, including extra-curricular clubs, linked to physical health, as well as cultural opportunities. | SLT | Autumn 2022 | Ongoing |
|  | | | | |
| **This objective will be judged to be successful if…**   * H & W AoLE Audit completed and Action Plan drawn up – progress made against targets, linked to Mental Wellbeing and Physical Health. * Improved whole school approach to mental health and wellbeing, as indicated by the WSA self-assessment tool. * Improved range of, and participation in, extra-curricular clubs and sporting/H & W/Cultural activities. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective 5: Support everyone in our school community to live without fear of violence or abuse, and to be treated with respect.** | | | | |
|  | | | | |
| Developing Learners’ wellbeing, equity and inclusion is vital to ensure learners’ progression and achievement (The National Resource: Evaluation and Improvement, linked to ‘Keeping Learners Safe’ 2016). | | | | |
|  | | | | |
| **Actions** | | | | |
| **Action** | **Description** | **Action Owner** | **Start date** | **End date** |
| **1** | Review the school’s behaviour policy, making links with the anti-bullying policy review. Engage learners in the review process. | SLT | Autumn 2022 | Spring 2023 |
| **2** | Adopt the BCBC Resolution Policy on a school level, to encourage an ‘open and honest’ school culture. | SLT | Autumn 2022 | Revisit Annually |
| **3** | Ensure all stakeholders receive appropriate safeguarding training, with signposting to relevant resources/organisations where needed. | SLT | Summer 2022 | Revisit Annually |
|  | | | | |
| **This objective will be judged to be successful if…**   * There is a reduction in the number of incidents, linked to violence and abuse, when considering protective characteristics. * There is evidence that we have analysed and identified ongoing concerns regarding violence and abuse, when considering pupils with protected characteristics, as defined by the Equality Act 2010. * Greater understanding of staff regarding safeguarding and how to better support families who may be exposed to violence and abuse. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective 6: Encourage every member of our school community to participate and engage in issues that are important to them, and influence the decisions that affect their lives at our school.** | | | | |
|  | | | | |
| To consider values as a Federation and Collaboration, moving towards a ‘Stronger Together’ approach. | | | | |
|  | | | | |
| **Actions** | | | | |
| **Action** | **Description** | **Action Owner** | **Start date** | **End date** |
| **1** | Learners’ to be involved in Pupil Voice activities linked to School Improvement and Curriculum Design. | SLT | Autumn 2022 | Ongoing regularly throughout the year |
| **2** | Seek parent and pupil views regularly, linked to changes/decision-making on a school level, as well as Curriculum for Wales development. | SLT | Autumn 2022 | Ongoing |
| **3** | Encourage participation in pupil voice activities linked to collaborative working across schools and how this can strengthen the combined school community. | SLT | Autumn 2022 | Summer 2023 |
|  | | | | |
| **This objective will be judged to be successful if…**   * Combined vision across the Collaboration is developed, with all stakeholders acknowledging the combined approach to decision-making and providing opportunities to contribute. * Parent and pupil involvement is evident in curriculum development, linked to Curriculum for Wales. | | | | |