



Strategic Equality Plan 2019/20 - 2020/21

**Angor cadarn cyn hwylio'r don/
A Secure anchor before setting sail**

Headteacher:

Mrs Rhian Carbis

Chair of Governors:

Dr Dafydd Trystan

Date of original policy: March 2017
Reviewed: March 2018 and March 2019

Member(s) of staff responsible for policy: Headteacher and SLT

Review Date: February 2020

Ysgol Hamadryad Strategic Equalities Plan

'All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood'

Article 1 Universal declaration of Human Rights.

We recognise that society is made up of people from many different backgrounds. We feel it is important to prepare our pupils to live in a diverse society.

1 School Context

Our school is a new, Welsh Medium, inner city, primary school with 174 pupils. It has 20 teaching and non-teaching staff (including Admin Officer and Estates Manager). 61% of our pupils are girls and 39% are boys, 11.2% are eligible for free school meals and 13% are on the SEN Register.

The school has a stable but growing population as we establish.

Ysgol Hamadryad is home to children of a range of ethnic backgrounds, as befits a School that serves the communities of Butetown and Grangetown. A little over one half of our pupils are White British/Welsh (58%) and the school has pupils from African, Indian, Pakistani, Somali, Caribbean and other white European backgrounds.

Most parents (51%) described themselves as being of no religion. 28% of our parents are Christian with the remainder being Muslim (9%) and Sikh.

There are 25 different languages spoken by our pupils as their first language including: Welsh, English, Polish, Portuguese and Urdu. One of our pupils currently speaks English as an additional language, though this figure may be higher.

We do not currently have pupils with diagnosed disabilities but have several pupils who are undergoing assessments for diagnoses. We aim to be fully inclusive of all pupils.

All our teaching and non-teaching staff are White British/Welsh. All of our staff are Welsh-speaking. 85% of our staff are female and 15% of our staff are male.

We comply with the Local Authority's Recruitment Policy and Procedures 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 regularly.

All of these people, their faiths, cultures, communities and languages the school values equally.

2 Aims

We recognise and celebrate the fact that 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

These aims reflect the *General Duties* required by the Equality Act 2010. 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 the enclosed action plan.

3. Our Strategic Equality Objectives

Our chosen Strategic Equality Objectives are to:

1. Monitor and, if necessary, 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

Comment [DT1]: Ydyn ni'n siwr fod gaps in attainment yn Ysgol Hamadryad?

Comment [HS2R1]:

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 Ysgol Hamadryad 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.

Stereotyped ways of thinking are viewed as a lack of understanding 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.

The school is opposed to all forms of prejudice and discrimination as specified in the Equalities Act 2010. 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, e.g. "Respectful Relationships (anti-bullying) 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 Rhian Carbis. 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-ordinators are Rhian Carbis and Helen Sharkey. 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 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 are a school with a small but growing population, a little less diverse at the moment than most English medium schools in terms of ethnicity. However, we do have diversity amongst our pupils, parents, staff and governors in terms of most, if not all, of the protected characteristics. We aim to reflect the communities we serve both in terms of pupils, staff and governors - recognising that the challenge of securing BAME staff requires long term action by Welsh Government which we will seek to support.

We regularly consult with parents, staff and pupils on school policies and successes and issues within the school and as the school grows and develops we will be better able to analyse a range of data and information to improve our understanding of the priorities for our diverse community.

This SEP has been written with the engagement of an equality and diversity specialist, in consultation with our staff, pupil, governing body and parent groups and is mindful of established and emerging priorities in terms of diversity and equality in education.

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, including achievement data and 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.

10. Strategic Equality Action Plan

2020/21 - 2021/22

Priority One: Monitor and, if necessary, reduce gaps in attainment and attendance between pupils from protected groups			
Targets:			
<ul style="list-style-type: none"> Establish and develop equality and diversity monitoring systems of pupils as the school population grows 			
Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> Annual SER to include analysis of progress and attainment across Key Stages across the curriculum by <ul style="list-style-type: none"> Gender Ethnicity Attendance data to include analysis by <ul style="list-style-type: none"> Gender Ethnicity Work with consortium to ensure 'school data sheet' provided in Autumn Term annually includes the above data to avoid unnecessary duplication of analysis 		RhC	Autumn 2021/22
		RhC / HS	Autumn 2021/22
		RhC	Throughout year

Priority Two: Develop the quality and use of our Equality Information			
Targets:			
<ul style="list-style-type: none"> Develop use of equality and diversity data as it applies to adults 			
Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> Produce statistical analysis of all current staff alongside successful/unsuccessful applicants for Annual Equality Report 		RhC	Spring 2021/22
<ul style="list-style-type: none"> Carry out initial analysis of parental diversity returns included in enrolment forms to identify <ul style="list-style-type: none"> Rate of returns (and set targets for improvement if necessary) Baseline of diversity of parents as per current school population (and consider further actions for promoting Welsh Medium education to local community if discrepancy is evident between parental diversity and local community levels of diversity) 		RhC	Summer 2021
<ul style="list-style-type: none"> Make use of My Concern to produce termly report on identity-based incidents for governing body 		RhC	Termly

Priority Three: Teach and Train pupils, staff and governors			
Targets:			
<ol style="list-style-type: none"> 1. Staff and governors are aware of their statutory obligations under the Equality Act 2. The curriculum in all year groups evidences planned teaching of equality and diversity 			
Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> • School will ensure that all major religious festivals are celebrated throughout the year with class-based activities to develop age appropriate understanding. 		SLT	July 21
<ul style="list-style-type: none"> • Whole school will mark Black History Month through visits to Pierhead building Black history month exhibition and class-based activities focusing on role models through history. 		SLT	October / November 20
<ul style="list-style-type: none"> • Foundation phase classes will use a range of books and resources that challenge stereotypes along with class-based activities 		Class teacher	July 21
<ul style="list-style-type: none"> • Use of PSE and circle time to deepen understanding of differences and similarities between pupils and their peers. 		Class teacher	July 21
<ul style="list-style-type: none"> • School will hold a Paralympics sports day to identify how people overcome their difficulties. 		SLT	July 21

<ul style="list-style-type: none"> • Visitors will be invited in to speak to class groups about gender stereotypes in occupations, e.g. female firefighter. • School will ensure that all resources - books, displays etc reflect people with all of the protected characteristics. • "Who am I?" topic which will cover learning and discussion of all types of relationships and understanding of each other's families and broader family diversity • Children will give a carol singing concert at the local old age home and spend time chatting with residents, developing their understanding of other groups of people, following the success of last year's visit. • School to host further visits (virtually) from people like Ameer Davies, a BAME Welsh speaking tv presenter with roots in Islam, to speak to children about the languages he speaks and challenges he has faced. This will build upon the success of last year's visit by Ameer. 		<p>Class teacher</p> <p>SLT</p> <p>Class teacher</p> <p>Class teacher</p> <p>SLT</p>	<p>May 21</p> <p>March 21</p> <p>Nov 20</p> <p>Dec 21</p> <p>Dec 20</p>
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