



**STRATEGIC EQUALITY
ACTION PLAN
(SEP)**

Play, learn and grow together





Play, Learn & Grow Together

Llangyfelach Primary School
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Section 1: Our School

1.1 Mission Statement

To provide a caring, secure and stimulating environment where all pupils can gain the confidence to develop holistically, realise their full potential and be inspired to become lifelong learners within the 21st Century.

1.2 Our Aims

1. To ensure that all our pupils progress academically and socially through a broad and balanced education in a safe, secure and stimulating environment.
2. For pupils to enjoy learning, becoming independent, creative and reflective thinkers with the skills, knowledge and personal qualities needed for life.
3. To encourage self-motivation and self-discipline and make positive contributions.
4. To build a unique, inclusive learning community in which the children's natural enthusiasm to learn is fostered - developing lively enquiring minds.
5. To be a place where partnership and teamwork lead to a high quality of achievement for all which is celebrated by children, parents, staff, governors and the community.
6. To help pupils understand the communities in which we live, by developing a respect, an understanding and tolerance of different ways of life.

For our vision to become reality we need to remind ourselves of it and...



BELIEVE:

Believe in achievement
Everyone is unique and special
Lifelong Learning
Involves working together,
Equality and enjoyment for all,
Valuing each other,
Enabling everyone to succeed.

1.3 Our Ideals

Professional Leadership

This is a key factor in bringing about change. All leaders need to be proactive, participate and share leadership, and have real knowledge of what goes on in the classroom.

Shared Vision and Goals

Effective schools build consensus on the aims and values of the school, and develop a sense of community. This school will provide a unity of purpose, a consistency of practice, and ownership through collegiality and collaboration.

A Learning Environment

The shared vision and values determine our ethos. Our school will have an orderly environment and an attractive working environment, including the display of pupil's work.

Concentration on Teaching and Learning

Effectiveness is clearly dependent on effective classroom teaching. It is vital that our school focuses on quality as well as the quantity of teaching and learning. We will make maximum use of learning time and place an emphasis on mastery of basic skills, with clear targets for improvement and success.

Purposeful Teaching

We believe that quality teaching is at the heart of effective schooling. Such teaching is based on efficient organisation with teachers clear about their objectives. Pupils are aware of the purposes of structured lessons with teachers making use of a range of explicit teaching strategies. Effective teachers are those who use adaptive practice to modify and adapt curriculum material to suit student individual differences.

High Expectations

Positive high expectations are one of the most important factors. Teachers set high standards to challenge and monitor progress. High expectations also apply to teachers. Teachers convey and reinforce high expectations. Pupils are encouraged to use their creative imagination, powers of problem solving and develop self-evaluative skills.

Positive Reinforcement

This occurs where there is clear and fair discipline where pupils feel they belong and are able to participate. Direct and positive feedback has a positive effect with student behaviour and praise needs to be specific, spontaneous and varied.

Monitoring Progress

Well-established mechanisms for monitoring the progress of pupils, classes, the school as a whole, and improvement programmes are vital. Monitoring by itself has little effect but is an important ingredient in our school to determine school wide progress.

Pupils Rights and Responsibilities

We believe that there are considerable gains to be made when pupils' self-esteem is raised and when they have an active role and have responsibility for their own learning.

Home School Partnership

Supportive relations and cooperation between home and our school have positive effects. We strongly believe that the relationship between the individual teacher and the parent(s) is critical.

Learning Community

We view our school as a learning organisation where all aspects of the school are interrelated. We continuously embed staff development within collegial and collaborative whole school improvement, ensuring that ideas and initiatives are shared and celebrated.

1.4 Our Values

- ✚ We value the way in which all members of our community are unique, developing socially, spiritually and morally as well as intellectually and physically.
- ✚ We value our environment and we aim to teach respect for our world, and how we should care for it - for future generations as well as our own.
- ✚ We value the potential and contributions of every individual, developing a learning climate in which the contributions of all members are valued.
- ✚ We value the promotion of co-operation and understanding between all members of our diverse community.
- ✚ We value the focus and development of qualities such as perseverance, determination, effort, tolerance and positivity in everyone.
- ✚ We value and promote the importance of a healthy lifestyle and the benefits it can bring.

- ✚ We strive to continue to raise standards through high expectations embedded in the curriculum and in the learning and teaching.
- ✚ We value the rights enjoyed by each person in our community and respect each person in our school for their views, who they are and treat everyone with fairness and honesty.

1.5 Our Pedagogy

- ✚ We all need to work within the school vision and values; if we do this (and are supported by the home) we believe pupils can achieve far more than is currently expected.
- ✚ We will make use of a range of teaching strategies to achieve our vision of caring independent learners capable of quality learning.
- ✚ We will deliver a balanced curriculum, helping pupils see connections between skills and learning areas.
- ✚ Our teaching will focus on developing self-motivated, confident and robust learners.
- ✚ We will provide safe classroom management to allow quality independent learning and appropriate help.
- ✚ We will provide every child with a carefully planned and assessed learning curriculum containing enjoyable learning opportunities which help to meet their individual needs and ensure quality learning.
- ✚ Pupil progress will be carefully monitored and assessed, involving them in personal target setting to provide learning ownership in order to understand their best route to successful learning.
- ✚ Teachers will need to be actively involved within this belief system and the development of it - in order to maximise the impact on all pupil learning.

We cannot stand at the end of something we visualised in detail and plan backwards from that future. Instead we must stand together at the beginning, clear in our mind; with a willingness to be involved in discovery...active in our future, rather than dreaming of it.

1.6 LPS Context

Llangyfelach Primary School is a community primary school for boys and girls aged three to eleven years. There are seven classes: a Nursery providing morning and afternoon sessions, Reception Class, Reception/Year 1 Class, Year 2/3 Class, Year 3/4 Class, Year 4/5 Class and a Year 5/6 Class. In total, there are **211** pupils or **195.5** Full-Time Equivalent (FTE) pupils on roll. The average class size is **30** (not including the nursery). There are **8** (FTE) teachers, including the head teacher and two part-time teachers. There are **10** qualified Teaching Assistants (TAs), and **1** British Sign Language Communicator (BSL).

The school is situated to the north of Swansea adjacent to the M4 motorway. Llangyfelach retains much of its village identity. The majority of housing is private with the smaller number of older original buildings being outnumbered by a large housing estate. There are a small number of rented properties. Llangyfelach is generally neither prosperous nor economically disadvantaged but including a significant minority of relatively prosperous homes. There are **45 (27%)** pupils attending the school come from outside the local area. There are **14 (7.7%)** pupils who are entitled to free school meals; this is well below national and local averages. However, this is the highest in our Family of schools. There are **2 (0.9%)** pupils with English as an additional language. English is the predominant language spoken and the school teaches Welsh as a second language.

Baseline assessments indicate that children's attainment on entry to reception is above local averages. Subsequent assessments indicate a significant number have high attainments. There are **36 (17%)** of pupils are identified as having SEN. This is a lower proportion than is found in most schools in the Local Authority and across Wales. However, this is the highest in our family of schools. Currently, we have **7 (3.3%)** pupils who carry a statement of Special Educational Need.

The school was inspected in January 2014 and was placed in an Estyn monitoring categorisation. As a result the Governing Body have drawn up a Post Inspection Action Plan in order to focus on main recommendations for whole school improvement. The school was revisited in March 2015 and was removed from Estyn Monitoring as result of making strong progress in all recommendations.

In order for the school to grow and develop the Senior Leadership Team have incorporated a CSSIW registered Wraparound facility using the school's Nursery class, Main Hall and Reception class. The school provides a valuable full day-care service for 50 weeks of the year, enabling parents to return to full time work quicker, but also supports the school's drive to improve standards. The school holds the Basic Skills Quality Mark, Healthy Schools Award and Investors in People accreditation.

1.7 Equal Opportunities Policy Statement

We believe this policy relates to the following the Equality Act 2010

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to achieve their expected targets.

We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the

Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- ✚ To introduce and put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- ✚ To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- ✚ To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- ✚ To work with other schools and the local authority to share good practice in order to improve this policy.

Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Complaints

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's disciplinary procedure.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- ✚ the School Prospectus
- ✚ the school website
- ✚ the Staff Handbook
- ✚ meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops

- + school events
- + meetings with school personnel
- + communications with home such as weekly newsletters and of end of half term newsletters
- + reports such annual report to parents and Headteacher reports to the Governing Body
- + information displays in the main school entrance

Training

All school personnel:

- + have equal chances of training, career development and promotion
- + receive training on this policy on induction which specifically covers:
 - Ethos
 - Equal opportunities
 - Inclusion
 - Anti-bullying
 - Assessment
 - Curriculum
 - Pupil Behaviour & Discipline
 - Sex and Relationships
 - Teaching and Learning
- + receive periodic training so that they are kept up to date with new information
- + receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Section2: Roles and Responsibilities

2.1: Role of the Governing Body

- ✚ responsibility to comply with all aspects of the Equality Act 2010;
- ✚ delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- ✚ delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- ✚ responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;
- ✚ responsibility for ensuring that the school complies with all equalities legislation;
- ✚ nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- ✚ organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- ✚ has the responsibility to monitor achievement of equality targets;
- ✚ responsibility for ensuring funding is in place to support this policy;
- ✚ responsibility for ensuring this policy and all policies are maintained and updated regularly;
- ✚ responsibility for ensuring all policies are made available to parents;
- ✚ the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- ✚ nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- ✚ responsibility for the effective implementation and the annual monitoring and evaluation of this policy;
- ✚ make effective use of relevant research and information to improve this policy;
- ✚ responsibility to annually publish the School's compliance with the Equality Act 2010

2.2: Role of the Headteacher and Senior Leadership Team

- ✚ ensuring that this policy is embedded into the culture of the school;
- ✚ ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ✚ work closely with the link governor and coordinator;
- ✚ provide leadership and vision in respect of equality inclusion and community cohesion;
- ✚ record and deal with incidents of racism, bullying and other inappropriate behaviour;
- ✚ seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;
- ✚ have high expectations of all pupils from across the ability range;
- ✚ provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;
- ✚ ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- ✚ monitor the progress of all pupils in order for them to achieve their expected targets;
- ✚ ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;

- ✚ monitor and analyse the performance of different groups of pupils within the school;
- ✚ regularly reporting to the Governing Body on the standards achieved by different groups within the school;
- ✚ highlight and share positive activities that help to tackle educational disadvantage;
- ✚ ensure the accessible is carefully monitored and reviewed annually;
- ✚ recording, reporting and addressing all racial incidents;
- ✚ provide guidance, support and training to all staff;
- ✚ monitor the effectiveness of this policy by:
 - scrutinising teachers planning
 - scrutinising pupils work
 - observing pupils throughout the school day
 - classroom monitoring of pupil progress
 - analysis of questionnaires and surveys with pupils, parents/carers and school personnel
 - analysis of pupil data

2.3: Role of the Nominated Governor – Sarah Hughes (COG)

- ✚ work closely with the Headteacher and the coordinator;
- ✚ ensure this policy and other linked policies are up to date;
- ✚ ensure that everyone connected with the school is aware of this policy;
- ✚ attend training related to this policy;
- ✚ report to the Governing Body every term;
- ✚ annually report to the Governing Body on the success and development of this policy

2.4: Role of School Personnel

- ✚ act as positive role models in order to promote equality throughout the school community;
- ✚ abide by and adhere to this policy;
- ✚ implement the school's equalities policy and schemes;
- ✚ report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- ✚ maintain an overall school ethos of respect and tolerance for one another;
- ✚ promote equality, inclusion and good community relations;
- ✚ challenge inappropriate language behaviour;
- ✚ tackle bias and stereotyping;
- ✚ insist on good pupil conduct;
- ✚ be alert to signs of racial harassment and bullying;
- ✚ have high expectations of all pupils;
- ✚ carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- ✚ provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- ✚ use a variety of teaching methods to ensure effective learning takes place for all pupils;
- ✚ provide challenge for all pupils;
- ✚ promote equality through curriculum planning;
- ✚ ensure planning is differentiated in order to provide full access for all pupils;

- ✚ provide specialised resources for pupils with disabilities;
- ✚ create a positive classroom ethos and is welcoming to both sexes;
- ✚ ensure pupils feel valued and have individual targets;
- ✚ be open to the views of pupils;
- ✚ encourage pupils to share their experiences of different cultures and different religions;
- ✚ provide positive classroom displays of pupils work;
- ✚ attend appropriate training sessions;
- ✚ report any concerns they have on any aspect of the school community

2.5: Role of Pupils

- ✚ be aware of and comply with this policy;
- ✚ recognise that they have a role and responsibility to promote equality, inclusion and good community relations;
- ✚ challenge inappropriate language behaviour;
- ✚ tackle bias and stereotyping;
- ✚ work to promote anti-bullying strategies;
- ✚ respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- ✚ learn to take pride in their work;
- ✚ produce work of a high standard;
- ✚ listen carefully to all instructions given by the teacher;
- ✚ ask for further help if they do not understand;
- ✚ participate fully in all lessons;
- ✚ participate in discussions concerning progress and attainment;
- ✚ treat others, their work and equipment with respect;
- ✚ support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- ✚ talk to others without shouting and will use language which is neither abusive nor offensive;
- ✚ hand in homework properly completed and on time;
- ✚ wear correct uniform;
- ✚ liaise with the school council;
- ✚ take part in questionnaires and surveys

2.6: Role of the School Council

- ✚ determining this policy with the Governing Body;
- ✚ discussing improvements to this policy during the school year;
- ✚ organising surveys to gauge the thoughts of all pupils;
- ✚ reviewing the effectiveness of this policy with the Governing Body

2.7: Role of Parents & Carers

- ✚ be aware of and comply with this policy;
- ✚ be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events

- # be encouraged to work in school as volunteers;
- # to sign, agree and follow the LPS Home School Agreement
- # be asked to take part periodic surveys conducted by the school

Our SEP and Equality Objectives are set in the light of:

- # The regional equality objectives identified in **Appendix 1**;
- # views expressed by our school council and Governing Body that have been involved in the development of the plan;
- # issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;
- # Our School Equality Objectives are set out in **Appendix 2**.

3. Information and Engagement

3.1 Purpose and process

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;
- ✚ Reviewing our performance;
- ✚ Undertaking Equality Impact Assessments.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of Information Gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- ✚ an analysis of the responses received from pupils, parents/carers, staff and governors following the distribution of a questionnaire to determine equality issues;
- ✚ pupil attainment and progress data relating to different groups;
- ✚ school council's views actively sought and incorporated in a way that values their contribution;
- ✚ exclusions data analysed by group;
- ✚ records of bullying and harassment on the grounds of any protected characteristic.

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We ensure that we communicate with everyone in an accessible way, using interpreters and different information formats when appropriate.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

4. Equality Impact Assessment

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- ✚ Age
- ✚ Disability
- ✚ Gender reassignment
- ✚ Marriage & civil partnership
- ✚ Pregnancy and maternity
- ✚ Race
- ✚ Religion or (non-)belief
- ✚ Sex
- ✚ Sexual orientation
- ✚ Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on any policies and proposals that we believe may be impacted by equality concerns.

5. Objectives and Action Plans

Our Equality Objectives are:

- ✚ To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups;
- ✚ Publish and promote Equality Policy through school website, newsletters, staff meetings;
- ✚ Monitor and analyse pupil achievement by protected characteristics, act on trends/ patterns in the data that require additional support in order to narrow the gap;
- ✚ Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity;
- ✚ Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve;
- ✚ Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council by election or co-option, class assemblies, etc;
- ✚ Ensure racial incidents are reported, monitored and acted upon effectively;
- ✚ Introduce initiatives to encourage girls to take up sport outside the curriculum requirements, including football, cricket, basketball and rugby to ensure participation rates more reflective of school population;
- ✚ Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates;
- ✚ Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs. Involve representatives from a range of these to participate in our celebrations
- ✚ To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan;
- ✚ Teachers work collaboratively with outside agencies and advise support staff accordingly;
- ✚ Needs of all stakeholders with disabilities will be taken into account in planning and undertaking school any refurbishment to the school;
- ✚ Clear signage in all areas of the school;
- ✚ Visual support in place in all areas of the school;
- ✚ User-friendly language in place for all communication;
- ✚ Communication translated into main community languages.

The school evaluates the effectiveness of the SEP on a regular basis, through the Governing Body and with Estyn when the school is inspected.

6. Publication and Reporting

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.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

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

- ✚ revisiting and analysing the information and data used to identify priorities for our Equality Objectives;
- ✚ undertaking an annual review of progress against our Equality Objectives. We will undertake a full review of our SEP by September 2020.

APPENDIX 1 - Regional Equality Objectives

- 1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data.** National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.
- 2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools**
3. The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.
- 4. Reduce gaps in levels of attendance between different protected groups as identified in local data**
5. Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveler and Irish Traveler children. Each found that attendance was lower among these children.
- 6. Reduce the number of NEETs**
7. Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.
- 8. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.** Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities, through the public sector equality duties, need to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.
- 9. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**
10. None 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.' In the school context we wish to extend this to include pupils and Governors



Llangyfelach Primary School Strategic Equality Plan 2015 – 2020

Equality Objectives and Action Plan

Strand	Objective / Action	Monitoring?	People	Timeframe	Success indicators
Protected Characteristics	To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups Publish and promote Equality Policy through school website, newsletters, staff meetings	Invitation for parents to respond to published document annually	HT, GB	Annually	All staff familiar with principles of the policy and use them when planning lessons, creating classroom displays Parents are aware of policy and have communicated interest / amendments
Protected Characteristics	Monitor and analyse pupil achievement by protected characteristics, act on trends / patterns in the data that require additional support in order to narrow the gap	Achievement data analysed by protected characteristics	HT, SMT	Annually from NFER data, FFT data and All Wales Core Data Sets	Analysis of teacher assessments/ annual data indicates the gap is narrowing for equality groups
Protected Characteristics	Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity	Increased pupil participation, confidence and achievement levels	All staff	Ongoing	Increase in participation and confidence of targeted group
Protected Characteristics	Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve	Increase in pupil participation, confidence and positive identity – monitor through PSHE/Wellbeing	HT, SMT	On-going	More diversity reflected in school displays across all year groups

Strand	Objective / Action	Monitoring?	People	Timeframe	Success indicators
Protected Characteristics	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council	School Council representation monitored by race, gender, disability	HT	On-going	More diversity in school council membership
Racial Equality	Ensure racial incidents are reported, monitored and acted upon effectively	The HT and GB will assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils/parents satisfied with outcomes?	HT, Governing Body	Reporting in termly report to governors	All staff aware of and respond to racist incidents Consistent nil reporting is challenged by Governing Body
Gender Equality	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including football, cricket, basketball and rugby to ensure participation rates more reflective of school population	Increased participation of girls in sports clubs and extra-curricular activities	PE Coordinator	Ongoing	More girls take up after school sport
Disability Equality	Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates	Monitoring of applications by disability to see if material was effective	Governing Body	Ongoing	Increased number of applications from disabled candidates. Increased number of disabled GB members
Racial	Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs. Involve representatives from a range of these to participate in our celebrations	Survey of participant and stakeholder	H.S.A., Governing Body, SMT	Ongoing	Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis

APPENDIX 3

ACCESSIBILITY PLAN					
Equality Strand	Objective / Action	Monitoring?	Who Monitors?	Timeframes	Success?
Access to curriculum	To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan	Monitor via pupil progress review meetings	SENCO, HT	On going	Pupils make progress from starting points
	Teachers to differentiate work in the light of reports above	School's monitoring policy	SMT	On going	
	Teachers work collaboratively with outside agencies and advise support staff accordingly	School's monitoring policy	SENCO, HT	On going	
Access to Physical environment	Needs of all stakeholders with disabilities will be taken into account in planning and undertaking any refurbishment.	Plans and accommodation include adaptations	Local Authority, GB, HT, Site Manager	On going	Easy access to physical environment
	Clear signage in all areas of the school	Termly check	H & Safety team,	On going	
Access to written environment	Visual support in place in all areas of the school	Termly Learning Walk	SENCO, HT, DHT	On going	Clear access to written & pictorial info for all learners
	User-friendly language in place for all communication	Parental feedback	HT, SENCO	On going	
	Communication translated into main community languages	Parental feedback	HT, SENCO	On going	