

# Abbey Primary School

## Ysgol Gynradd Abbey



## Strategic Equality Plan

October 2022

Approved/Reviewed Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Rights Respecting

*Article 2 - Non Discrimination*

*Article 14 – Freedom of thought, Belief and Religion*

*Article 23 – Children with Disability*

*Article 30 – Children from Minority or Indigenous groups*

*Article 34 – Sexual Exploitation*



# **Contents of our Strategic Equality Plan (SEP)**

## **1. Our school**

- 1.1 Values
- 1.2 Characteristics
- 1.3 Mainstreaming equality into policy and practice
- 1.4 Setting our equality objectives

## **2. Responsibilities**

- 2.1 Governing Body
- 2.2 Senior Leadership Team
- 2.3 Staff – teaching and non-teaching

## **3. Information gathering and Engagement**

- 3.1 Purpose and process
- 3.2 Types of information gathered
- 3.3 Engagement

## **4. Equality Impact Assessment**

## **5. Objectives and Action Plans**

## **6. Publication and reporting**

## **7. Monitor and Review**

## **Appendices**

### **App. 1 Regional Equality Objectives**

### **App. 2 School Equality Objectives and Action Plan**

### **App. 3 School Access Plan**

## **1. Our Distinctive Character, priorities and Aims**

### **1.1 School values**

At Abbey Primary School we have a small mix of languages, faiths, cultures and communities and as such we recognise the need to prepare our pupils to live in such a rich society. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. 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. At Abbey Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **1.2 Characteristics of our school**

Our school is a large sized mainstream primary school serving the Neath Abbey/Skewen area of Neath with an Early Years Assessment Centre. We have 452 pupils on roll including Nursery Children.

Our pupils have a range of educational, medical, cultural and social needs. 20% of our pupils have Free School Meals. 12.4% of our pupils are on the ALN register, 25 pupils have a statement of special educational needs, 4 pupils are awaiting a statement of special educational needs. We have 7 pupils with EAL. 56% from outside the catchment area, with the area itself identified as neither affluent nor deprived. The school is placed in FSM benchmark group 2. The school identifies the spoken language at home as being English with 2% of pupils coming from ethnic minority backgrounds.

Our schools main aim is to provide a happy, welcoming, caring environment within which all members of the school are valued and respected, where all can achieve their full potential and make a positive contribution to the school and wider community. We pride ourselves as being fully inclusive.

### **1.3 Mainstreaming equality into policy and practice**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets; also pupils reflect on their learning to identify "next steps";
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
  - seek 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

#### **1.4 Setting our equality objectives**

We recognise our duty and responsibility to establish equality for all learners, staff, and other members of the school community and service users regardless of any protected characteristic defined within the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity
- race
- religion or belief
- sex
- sexual orientation

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for all and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies. The SEP will also help to provide all our pupils with the opportunity to succeed and reach their potential. Within this we must actively promote equality for people with 'protected characteristics' and ensure that equality for all is at the heart of our school community and is included in school plans and policies.

Through the equality improvement actions and strategically planned tasks within this document we aim to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
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

#### **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; ministries (pupil voices groups)
- issues arising as a result of our analysis of our pupil data, EAL pupils

Our School Equality Objectives are set out in **Section 5 and Appendix 2. - update**

## **2. Responsibilities**

### **2.1 Governing Body**

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to disabled people, and also strive to make communications inclusive for parents, carers and pupils;
- ensures that no pupil is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

## **2.2 Headteacher / Senior Leadership Team (SLT)**

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating any incidents of bullying, harassment or discrimination in accordance to the Authority's and school's policies

## **2.3 Staff – teaching and non-teaching**

The school regards equality as a responsibility for all. Every member of staff contributes to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

## **3. Information gathering 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

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:

- pupil attainment and progress data relating to different groups;
- Ministries (pupil voice) 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
- questionnaires, staff, pupils and parents
- data on the recruitment, development and retention of employees
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage

### **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.

- Staff, pupil, parent Questionnaires
- Governor feedback
- Ministry groups (pupil voice)
- Promotion on School Website

### **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 all our policies and proposals.

### **5. Objectives and Action Plans**

Our Equality Objectives are

1. Develop the quality and use of our Equality Monitoring and Data collection.
2. Reduce gaps in levels of attendance between different protected groups as identified in local data.

Further information on how we will achieve these objectives is contained in Appendix 1.

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 analyzing 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
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that promotion of equality is at the heart of school planning and that discrimination is eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders
- be evidenced based – using information and data that the school has gathered and analysed
- use the evidence to do accurate impact assessments which inform priorities

We will undertake a full review of our SEP September 2022.

## Strategic Equality Plan 2021 - 2023

### **Appendices**

**App. 1 Regional Equality Objectives**

**App. 2 School Equality Objectives and Action Plan**

**App. 3 Current school Access Plan**

**Regional Equality Objectives**  
**South West and Mid Wales Authorities Consortium (swamwac)**

**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 nondisabled 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**

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'.

**3. Reduce gaps in levels of attendance between different protected groups as identified in local data**

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 Traveller and Irish Traveller children. Each found that attendance was lower among these children.

**4. Reduce the number of NEETs**

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.

**5. 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.

**6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**

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.



Abbey Primary School  
Strategic Equality Plan 2022-24  
Equality Objectives and Action Plan

<b>Equality Objective: 1</b>				
<b>Priority One: Develop the quality and use of our Equality Monitoring and Data Collection</b>				
Associated actions required: (please split these by year as far as is possible)				
Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
<b>Year one September 2022-2023</b>				
To develop and expand whole school monitoring of any incidents that relate to race, faith or culture.	Headteacher, Deputy Headteacher	Sept 2022 – In line with the data gathered and analysed within this term	A full range of identity based incidents and bullying are recognised, reported and dealt with appropriately	
<b>Year Two September 2023-2024</b>				
Data is collected and analysed is used to set actions and objectives.	Headteacher, Deputy Headteacher	Sept 2022/2023	All incidents have been reported and analysed and systems are in place to deal with such incidents.	

*Abbey Primary School*  
Strategic Equality Plan Sept 2022 to Sept 2024  
Equality Objectives and Action Plan

Equality Objective: 2

Reduce gaps in the levels of attendance between different protected groups as identified in local data.

Associated actions required: (please split these by year as far as is possible)

Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
<b>Year One</b> <b>September 2023-2023</b>				
Work closely with the Educational Welfare Officer to identify pupils within protected groups	Headteacher Educational Welfare Officer Link Governor Admin Officer	Sept 22	Pupils within the protected groups will be identified and targets set to improve attendance.	
<b>Year Two</b> <b>September 2023-2024</b>				
Work closely with the Educational Welfare Officer to identify pupils within protected groups.	Headteacher Educational Welfare Officer Link Governor Admin Officer	Sept 23	Pupils within the protected groups will be identified and targets set to improve attendance.	