



Equalities Policy

Polisi Cydraddoldeb

Article 13: (Freedom of Expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.



Reviewed: March 2023

Signatures:

Ann Griffin - Headteacher
March 2023

Jonathan Morgan - Chair of Governing Body
March 2023

Work Together – Play Together – Succeed Together
Gweithio, chwarae a llwyddo gyda'n gilydd

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Whitchurch Primary School

Strategic Equality Plan Policy Statement

1. Our School

Our school is a large primary school with 707 pupils. It has around 90 teaching and non-teaching staff. 47% of our pupils are girls and 53% are boys, 11% pupils are eligible for free school meals and 12% are on the SEN Register.

The school has a transient population, with a turnover of approximately 2% a year.

Pupils are from a range of ethnic backgrounds, including: White British, Arabian, Iranian, African, Indian, Polish, Turkish, Pakistani, Italian, Ukrainian and New Zealand.

Different Religions or Beliefs represented in our school include: Christianity, Islam, Sikhism and Hinduism as well as Agnostics and Atheists.

There are 25 different languages spoken by our pupils as their first language including: English, Bengali, Arabic, Turkish, Kurdish, Polish, Shona, Ukrainian, Persian Farsi, Italian, French, Portuguese, Russian, Tamil, Chinese, German, Hindi, Malayan, Marathi and Punjabi. Approximately 16.9% of our pupils currently speak English as an additional language.

We have pupils with disabilities including Cerebral Palsy, Blindness, Dystonia, Cerebellar ataxia, Reiger Syndrome, Pfeiffer Syndrome, Galactosaemia, Down's Syndrome, hearing impairment and mobility challenges. We are fully inclusive of all pupils.

Nearly all teaching and non-teaching staff are White British. We have two teachers who speak Italian, 1 teacher speaks several languages. A few of our staff are Welsh-speaking. Nearly all of our staff are female with the remainder being male.

We comply with the Local Authority Online Recruitment Policy and Procedure 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 LGBTQ+ pupils, however we do not monitor this robustly.

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

2. Aims

We recognise and celebrate the fact that Welsh and British 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

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 Section Ten.

3. Our Strategic Equality Objectives

Our chosen Strategic Equality Objectives are

1. Reduce Gaps in attainment and attendance between pupils from protected groups;
2. Reduce identity based incidents and bullying in school;
3. Develop the quality and use of our Equality Monitoring and Data Collection;
4. Raise awareness of equality and diversity issues among pupils, staff and Governors.

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 Whitchurch Primary School 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 the result of ignorance 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.

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 LA 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 as indicated in the school's Vision Statement and this Equality Policy.

Governing Body

The Governing Body is responsible for ensuring that the school complies with Equality Legislation and fulfils its legal responsibilities. With assistance from the Headteacher, the Governing Body will ensure that the policy and its related procedures and strategies are implemented. The Governing Body includes equality issues as a regular item on the agenda of Governing Body meetings and has a governor with responsibility for Equalities is Mrs Nicola Davies.

Headteacher

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, eg "Anti-Bullying Policy", "School's Resolution 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 Mrs. Ann Griffin, Headteacher. 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 LA termly.

The Equal Opportunities Co-ordinator is Mr. Matt Clarke, the Deputy Headteacher. 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 also 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.

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 (e.g. achievement data, 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

<p>Priority One: Reduce Gaps in attainment and attendance between pupils from protected groups</p> <p>General Duties: Advance Equality of Opportunity</p> <p>Specific Duties: Assessment of Impact; Equality Information; Equality Objectives</p> <p>Protected Characteristics: Gender, Race, Pregnancy and Maternity</p>	<p>Source: (research/data/engagement/statutory)</p> <p>School Improvement Plan</p> <p>LA Business Plan</p> <p>Estyn Report 'Closing the Gap Between Boy's and Girl's Attainment in Schools'</p> <p>School achievement data</p>
<p>Targets:</p> <ul style="list-style-type: none">• To use our own and other local, regional and national data and research to build a full picture of differences in achievement between different characteristics as defined in the Equality Act 2010• To use this full data to set proactive interventions based on national or regional trends or priorities in order to offset any potential inequalities in attainment and attendance that are not currently identified.	
<p>Success Criteria</p> <ul style="list-style-type: none">• There is equity between boy's and girl's performance at FP and Key Stage 2 (achieving expected level)	

- There is evidence that we have analysed and identified any other attainment gaps for other groups of pupils who share protected characteristics as defined by the Equality Act 2010.
- There is an improvement in attendance for protected groups

<p>Strategically Planned Tasks:</p> <ul style="list-style-type: none"> ➤ Review teaching strategies in light of Estyn guidance and current educational research ➤ Liaise with other professionals to establish a standard way to gather and record attainment information for groups of pupils who share protected characteristics. ➤ Establish a regular monitoring review and evaluation Governors sub-committee ➤ Liaise with the LA Equality Officer in order to support development of Managers, Governors and Staff in the development of knowledge around implementing these Duties. 	<p>On Track</p>	<p>Lead Person(s) Involved</p>	<p>Time Scale</p>
<p>Monitoring Commentary (Bullet Points)</p> <ul style="list-style-type: none"> • ALNCo and Inclusion Managet track the progress of individual pupils on interventions. • ALN Governor and Inclusion manager agree programme of 	<p>Evaluation Commentary (Bullet Points)</p> <ul style="list-style-type: none"> • See ALN Report to Governors 		

<p>Priority Two: Reduce identity based incidents and bullying in school</p> <p>General Duties: Foster Good Relations; Eliminate discrimination, harassment and victimisation.</p> <p>Specific Duties: Assessment of Impact; Equality Information; Equality Objectives; Engagement</p> <p>Protected Characteristics: Gender, Race, Sexual Orientation, Transgender, Religion or Belief, Disability</p>	<p>Source: (research/data/engagement/statutory)</p> <p>All Wales Survey of Bullying in schools 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'.ⁱ</p> <p>“Safe to Learn” – Anti Homophobia (DCSF)</p>
<p>Targets:</p> <ol style="list-style-type: none"> 1. To expand our monitoring of race related incidents to record and report a wider range of bullying including anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief. 2. Staff and Governors understand of the need to educate and teach equality and anti discrimination across all of the protected characteristics 	

Success Criteria

- The LA “incident and bullying monitoring system” has replaced the “racist incident monitoring system” to recognise, report and deal with the full range of identity based incidents and bullying
- Data is collected, analysed and reported on regularly with equality objectives set
- There is evidence that work to educate and engage with pupils has reduced the prevalence of discriminatory language and behaviour in school
- Staff and Governors are aware of and supportive of the need to teach equality and anti discrimination across all protected characteristics
- Link with CAB

Strategically Planned Tasks:

- Update anti-bullying policy and practices in light of Welsh Government guidance “Embedding anti-bullying work in schools in Wales”
- Liaise with the LA Equality Officer to identify opportunities for discussion of LGBTQ+ Equality across the curriculum (High Schools)
- Liaise with the LA Equality Officer to implement the LEA “All Together” family diversity lesson plans and resources (Primary)
- Arrange a programme of speakers from a range of protected groups to address school assemblies.
- Engage with Cardiff Against Bullying to participate in the annual “Inspire” anti-bullying awards
- Build data collected from whole school community (see Priority Three) to set priorities over time

On Track

Lead Person(s) Involved

Time Scale

Monitoring Commentary (Bullet Points) <ul style="list-style-type: none"> • 	Evaluation Commentary (Bullet Points) <ul style="list-style-type: none"> •
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<p>Priority Three: Develop the quality and use of our Equality Monitoring and Data Collection</p> <p>General Duties: Foster Good Relations; Equality of Opportunity</p> <p>Specific Duties: Assessment of Impact; Equality Objectives; Equality Information; Engagement; Accessibility of Information</p> <p>Protected Characteristics: Gender, Race, Sexual Orientation, Transgender, Religion or Belief, Disability, Pregnancy and Maternity</p>	<p>Source: (research/data/engagement/statutory) Equality Act 2010</p>
<p>Targets:</p> <ol style="list-style-type: none"> 1. To develop a better understanding of the diversity of our school community of pupils, parents, staff and governors. 	

2. To use this data to build an Equality and Engagement branch of work undertaken by the school council.
3. To use this data to review the effectiveness of school policies (e.g. anti bullying, teaching and learning) across the protected characteristics

Success Criteria

- We know what equality data we currently collect and use. We also know where gaps exist i.e. what equality data we do not currently collect and use and have actions in place to improve this
- Equality Impact Assessments have been carried out
- Equality data is collected, analysed and reported on regularly The School Improvement Plan uses improved equality data to set actions

Strategically Planned Tasks:

- Put in place actions to improve the level of equality data held/not held and used across the protected characteristics for pupils, parents and staff
- Draft an Equality Engagement Strategy
- Timetable the review and Equality Impact Assessment (EIA) of policies
- Liaise with LA Equality Officer to arrange equality monitoring and equality impact assessment training for key staff and members of the Equality Engagement Group

On Track

Lead Person(s) Involved

Time Scale

Monitoring Commentary (Bullet Points)

-

Evaluation Commentary (Bullet Points)

-

<p>Priority Four: Raise awareness of equality and diversity issues among Pupils, Staff and Governors.</p> <p>General Duties: Foster Good Relations; Equality of Opportunity; Eliminate Discrimination, Harassment and Victimisation</p> <p>Specific Duties: Training</p> <p>Protected Characteristics: Race, Disability, Gender, Sexual Orientation, Religion or Belief, Gender Reassignment</p>	<p>Source: (research/data/engagement/statutory) Equality Act 2010 Statutory Code of Practice</p>
<p>Targets:</p> <ol style="list-style-type: none"> 1. To ensure the school community at all levels are committed to fulfilling the Equality Duties 	

Success Criteria

- A Learning Needs Analysis demonstrates improved confidence and skill levels amongst staff
- An improvement in monitoring racist, homophobic, sexist and other identity based discrimination and harassment evidences better recognition of incidents, with a downward trend over time
- Pupils surveys evidence improved understanding of equality and diversity issues in schools

Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
Monitoring Commentary (Bullet Points) <ul style="list-style-type: none">•	Evaluation Commentary (Bullet Points) <ul style="list-style-type: none">•		
