



*Ysgol Gynradd*  
**TREROBART**  
*Primary School*  
*'Learning Together, Achieving Forever'*

# **STRATEGIC EQUALITY PLAN 2020-2023**

**Chair of Governors:** *Mr A Burnell*

**Headteacher:** *Mrs T. Buckle*

**Date :** September 2020

**Review:** September 2023

## **PART A: Scheme**

Strategic Equality Plan agreed by Governors:

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*(Signed by Chair)*

September 2020

Scheme due for review: September 2023

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### **1. Our Mission and values**

## **MISSION STATEMENT**

As a primary School, we, the staff, pupils and Governing Body, have the following agreed Mission Statement:

*‘Learning together, Achieving Forever’*

## **OUR VALUES**

At Trerobart Primary we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of 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 Trerobart Primary 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**

Trerobart Primary is a community school, catering for boys and girls aged from three to eleven years. The school is organised into 8 classes, including a nursery. There are currently 233 pupils on roll. The school employs 8 full time teachers and 14 support staff. The school is situated in the former mining community of Ynysybwl. The community it serves has a mixture of privately owned and local authority rented housing. The local area has a high rate of unemployment and a number of families are from disadvantaged circumstances. 31% of pupils are entitled to free school meals. No pupils come from homes where Welsh is the first language. English is the predominant language and the school teaches Welsh as a second language. The school receives pupils from the full range of abilities. The majority of pupils transfer to Pontypridd High School at the end of Key Stage 2. Around 18% of pupils have special educational needs.

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

- To ensure mutual respect for all pupils and staff, positive self-images and a positive attitude to the multicultural society in which we live.
- To ensure that all pupils and staff have equality of opportunity within the school.
- To develop in all pupils and staff an awareness of and commitment against racism, sexism and classism. Positive action will be taken against such attitudes.
- To root the curriculum in the child's experience, relating his/her cultural experiences to those on offer at the school.
- To nurture amongst all staff and pupils an awareness of all cultural diversities reflected in the school community.

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

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;
- 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 racist and other 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, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

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.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

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; this means
  - i) removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - ii) taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
  - iii) encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

**The school's SEP and Equality Objectives are set upon the basis of:**

- The Protected characteristics, determined by the 2010 equality act;
- Views expressed by stakeholders (staff and pupils, in the first instance);
- Issues arising from an analysis of our current data.

The delivery of our SEP will contribute to all of our actions and commitments to:

- Raise standards and pupil outcomes, with particular focus on literacy and numeracy;
- Narrow the attainment gap in outcomes for pupils so that poverty is not a barrier;
- Promote community cohesion.

The School Equality Objectives are set out in **Section 5 (p.10) and Appendix 2** of this document.

## **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 various 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 people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child 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 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 all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

## **2.3 Staff (teaching and non-teaching)**

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community. This is achieved by:

- Ensuring 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 of prejudice, racism or homophobia, and record any serious incidents as prescribed in Local Authority (LA) and school policies, eg. Reporting of racial incidents;
- Supporting the work of ancillary or support staff and encouraging them to intervene in a positive way against any discriminatory incidents.

## **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. 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 assessment 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 while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. 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, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- Identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- Pupil attainment and progress data relating to different groups;
- Children and young people's views actively sought and incorporated in a way that values their contribution;
- Sports and activities choices of all groups;
- Uptake of enrichment activities by group;
- Records of bullying and harassment on the grounds of any equality issue;
- Data on the recruitment, development and retention of employees;
- Outcomes of activities promoting community engagement and community cohesion;
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

### 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 take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

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

#### **Actions**

- Involve all stakeholders at an early stage: pupils Year 1-6, teaching and non-teaching staff to complete questionnaires;
- Governors to complete questionnaires in the Summer Term Governing Body Meeting and return before the self-evaluation Inset (July);
- Consult the wider community (July)

#### **4. Equality Impact Assessment**

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

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

The school's chosen Equality Objective are:

- 1) To improve access to information;
- 2) To narrow the gap in attainment of FSM (Free School Meals) and non-FSM pupils;
- 3) To narrow the gap in attainment of boys and girls.

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced to the School Development Plan which ensures that they are checked, monitored and evaluated systematically.



The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

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**

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

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 five 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 the SEP and action plans. This incorporates use of the overview of outcomes;
- Using the 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.

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 to inform priorities.

# Trerobart Primary School

## Strategic Equality Plan 2020 – 2023

### Appendices

- App. 1 Protected characteristics**
- App. 2 School Equality Objectives and Action Plan**
- App. 3 Current school Access Plan**

The school's chosen Equality Objective are:

- 1) To improve access to information;
- 2) To narrow the gap in attainment of FSM (Free School Meals) and non-FSM pupils;
- 3) To narrow the gap in attainment of boys and girls.

**Strategic Equality Plan 2020-2023 – Equality Objectives and Action Plan**

**Objective 1:**

To ensure our curriculum is accessible to all pupils and meets the requirements of the National Curriculum and Successful Futures and allows all learners have access to it.

**Our Research:**

We are beginning to create an updated curriculum to meet the needs of Curriculum for Wales.

**Information from Engagement:**

All teaching staff audited current curriculum provision and identified gaps in provision and unnecessary repetition.

**Data Development:**

Assessment data, work in books, lesson observation, planning scrutiny and feedback, listening to learners and professional dialogue between all staff.

**Success criteria:**

- ✓ The curriculum covers the range and skills of the National Curriculum.
- ✓ The curriculum allows for creativity and innovation, taking into account Curriculum for Wales.
- ✓ The school's curriculum is a continuum of learning which is progressive and appropriate in its level of challenge.
- ✓ The curriculum has in-built opportunities for assessment for learning to build upon prior attainment.
- ✓ Barriers to learning, such as gender, poverty and disability are eliminated from entitlement.

<b>Actions</b>	<b>Description</b>	<b>Personnel</b>	<b>Start Date</b>	<b>End Date</b>
<b>1.1</b>	Devise a progressive curriculum map.	SLT	Sept 2020	Nov 2020
<b>1.2</b>	All staff to be involved in planning subject range and skills content, ensuring requirements are met.	All teaching staff	Nov 2020	Nov 2020
<b>1.3</b>	Opportunities for assessment are in-built to ensure that prior learning is built upon and early identification of ALN or other barriers to learning are identified.	All teaching staff	Nov 2020	Nov 2022
<b>1.4</b>	The curriculum is designed to be appealing and is inclusive and eliminates barriers to learning so that race, gender, poverty and disability do not exclude learners from achieving their true potential	All teaching staff	Nov 2020	Nov 2022
<b>1.5</b>	Pupil progress is tracked and vulnerable groups monitored to eliminate barriers to learning	SLT	Nov 2020	On-going
<b>1.6</b>	Grant monies are spent prudently and effectively to promote equality and to eliminate barriers to learning	SLT	Nov 2020	On-going
<b>1.7</b>	There is regularly monitoring and reviewing of the curriculum to reflect the changing educational landscape of Wales, as part of MER and SER activities.	SLT, subject leaders	July 2021	On-going

**Strategic Equality Plan 2020-2023 – Equality Objectives and Action Plan**

**Objective 2:**

To devise a school-based system of vulnerability identification and tracking to promote equality and ensure there are no barriers to learning.

**Our Research:**

The LA provides the school with termly pupil vulnerability profiling and although these generally match school-based predictions, some pupils do not match as their needs do not meet LA criteria.

**Information from Engagement:**

Staff who use the vulnerability data find that it is useful for administrative purposes when working with the LA, especially AWS. However, the vulnerability profile is less effective for data purposes and for classroom staff to work with at pupil-level.

**Data Development:**

The school is to develop a more detailed vulnerability profiling for its data purposes, including the monitoring of pupil wellbeing. Pupils with the most vulnerability status are to be tracked and monitored.

**Success criteria:**

- ✓ Vulnerability profiling is used to monitor and improve standards of pupil wellbeing and academic achievement.
- ✓ 100% of pupils reach their agreed targets, this includes Red and Amber pupils.

<b>Actions</b>	<b>Description</b>	<b>Personnel</b>	<b>Start Date</b>	<b>End Date</b>
<b>2.1</b>	Analysis of LA vulnerable data	HT & clerical	Sept 2020	On-going
<b>2.2</b>	Teaching staff to discuss vulnerability codes with LSAs in their team	Staff	Oct 2020	Oct 2020
<b>2.3</b>	School to produce its own vulnerability tool, share with staff and populate accordingly	HT with staff	Oct 2020	Oct 2020
<b>2.4</b>	Class vulnerability trackers to be used as part of data management and for the reporting of assessment data.	Staff	Nov 2020	On-going
<b>2.5</b>	Class vulnerability trackers are to be used for target setting purposes and on-going assessment of individual needs.	Staff	Nov 2020	On-going
<b>2.6</b>	Vulnerability trackers to be regularly reviewed by HT, clerical staff and teaching staff.	All staff	Termly	On-going

**Strategic Equality Plan 2020-2023 – Equality Objectives and Action Plan**

**Objective 3:**

Improve levels of attendance and attitudes towards punctuality.

**Our Research:**

The school failed to reach its attendance target 2015-16 and levels of persistent lateness are significant among certain families, despite AWS conducting 'Late at the Gate' sessions and attending a 'meet and greet' session at the school.

**Information from Engagement:**

Apathy among parents and families who are persistently late / absent are our largest obstacles.

**Data Development:**

- ✓ Registers
- ✓ Late books
- ✓ AWS intervention
- ✓ Attendance statistics
- ✓ Rewards assemblies
- ✓ Records of meetings and other communication with parents/carers

**Success criteria:**

- ✓ No pupils have attendance levels below 85%
- ✓ Greater liaison with AWS and other appropriate partners
- ✓ Reduction in cases of attendance levels below 90% and 95%
- ✓ Positive impact of early intervention
- ✓ Pupil participation
- ✓ Parental support

<b>Actions</b>	<b>Description</b>	<b>Personnel</b>	<b>Start Date</b>	<b>End Date</b>
<b>3.1</b>	Analyse pupil attendance data for previous year, identify trends and target pupils/families.	HT & FEO	Sept 2020	Sept 2020
<b>3.2</b>	Ratify agreed cluster policy for attendance and adhere to policy	HT & GB	Oct 2020	On-going
<b>3.3</b>	Develop a systematic approach to monitoring attendance at the school with FEO	HT & FEO	Oct 2020	On-going
<b>3.4</b>	Audit attendance and categories pupils: 100%, 99%, 98%, 95%+, 90%+, 85%+, 85%- Scrutinise late books and absence logs	HT & FEO	Oct 2020	Monthly
<b>3.5</b>	Undertake agreed monitoring actions on pupils	SLT & FEO	Oct 2020	Monthly
<b>3.6</b>	Engage with LA AWS on agreed targets, draw up action plan, as necessary	HT & FEO	Nov 2020	Nov 2020

<b>3.7</b>	Hold regular 'Super Attender' assemblies as a reward and reminder to pupils	All staff	Nov 2020	On-going
<b>3.8</b>	Engage with local community to assist with raising levels of attendance via engagement and partnership working with local businesses.	SLT & FEO	Jan 2021	On-going

Reviewed Sept 2020

Next review September 2023