



Vale of Glamorgan Council.

St. Illtyd Primary School.

Strategic Equality Plan June 2016.

This plan was devised during the Summer Term 2016. It will be shared with all stakeholders and was adopted by the Governing Body by 27<sup>th</sup> September 2016.

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## Introduction

St. Illtyd Primary School has served the historical market town of Llantwit Major since it was established as a Primary School in 1994. Previously there had been separate Infant and Junior Schools until the Infant School was remodelled and the Junior School rebuilt to establish a Primary School for three to eleven year olds.

The school is a single storey building set in its own grounds close to the town centre. We are a two form entry Primary School with a part time Nursery Class and separate Resource Base for up to eight children on the Autistic Spectrum Disorder (ASD). This Resource Base is managed by Ysgol Y Deri.

St Illtyd Primary School is under the control of the Vale of Glamorgan Local Authority and funded by them. It is governed by Governing Body; they meet twice each term and have separate committee meetings for Health and Safety, Curriculum Management and Finance.

Currently there are twenty one teachers (inc the SRB, ALNco and DHT), twenty seven non-teaching staff (inc 1:1 LSAs) and almost four hundred children.

The school was inspected by Estyn in September 2011 and was judged to achieve good standards. The capacity to improve was also judged good.

The inspection commentary said behaviour was very good, children enjoyed their learning and co-operated well with others. Teaching was judged to be good with good relationships between adults and pupils.

Our school is welcoming and inclusive. Children, parents and staff are a great team and everyone is valued for the contribution they make.

**Our Mission Statement is *Work hard, Think hard, Have fun!***

## Our school aims

We aim to create a fun environment where a high standard of learning takes place encouraging independence.

We aim to provide a wide range of learning experiences to cater for the needs and abilities of all children in an ever changing technological world.

We aim to ensure that children value and respect the fact that we are all different.

We aim to develop in children the skills for life in a changing world.

We aim to work in partnership with parents and the wider community.

We believe that children achieve their best where there is a positive partnership between school and home.

This is the school's latest Strategic Equalities Plan (SEP) - it builds upon the school's previous Disability Policy, Race Equality Scheme and Equality Policies. It sits above the school's Inclusion Policy etc. What was previously the school's Access Policy is covered by this Plan. This policy belongs to everybody and is relevant to all pupils, teaching and administrative staff, parents, carers, supporters and the local community.

The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy.

This Plan was approved by the School Governing Body at their meeting on 27<sup>th</sup> September 2016.

### **1 Equality vision and equality objectives**

The Equality Act 2010 requires all schools to have equality objectives in place by April 2012. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales.

Actions to achieve these objectives are in the action plan at the end of this document and have been included as an initiative or action in the School Improvement Plan.

To choose objectives for St Illtyd we:

- Listened to equality experts and Heads of schools in the Vale of Glamorgan about their choice of equality objectives.
- Discussed pupil's right at school council with Super Ambassadors.
- Listened to and asked for parent view via surveys and a working party.
- Shared the SEP with Governors taking note of their views.

From this, the equality objectives we chose are:

- Track the performance of all pupils to ensure they are given opportunities to improve and do their best.
- Develop health and wellbeing for all stakeholders through the personal, social well-being and cultural diversity area of learning.

The Strategic Equality Plan at the end of this document will be evaluated through the School Improvement Plan.

## **2 School strategies and equalities**

Implementing the Strategic Equality Plan is one of the key objectives of the School Improvement Plan. Equalities implications will be identified in each school improvement objective. Progress on this plan is reported to the Governors annually and included in the School's Self Evaluation. The Plan will be reviewed within 4 years of setting the equality objectives in 2016.

## **3 The national equality agenda**

The following pieces of legislation are at the heart of the equality agenda.

### **3.1 The Equality Act 2010**

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:-

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

### **3.2 The Human Rights Act 1998**

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

### **3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011**

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Education Scheme was approved by Vale of Glamorgan Council in 2009 and applies to all schools. The principles of the Scheme and this Plan are similar in promoting equality of opportunity and good relations and we will take the Welsh language into account alongside all the protected characteristics.

### **3.4 Counter-Terrorism and Security Act 2015**

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies (“specified authorities”, including schools and registered childcare providers) to have “due regard to the need to prevent people from being drawn into terrorism”.

In fulfilling the duty in section 26 of the Act, all specified authorities are expected to participate fully in work to prevent people from being drawn into terrorism.

Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

Specified authorities will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate.

Specified authorities should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.

The duty is likely to be relevant to fulfilling other responsibilities such as the duty arising from section 149 of the Equality Act 2010.

## **4 Pupils**

### **4.1 A school for everyone**

Our school is open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

We will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief sex
- sexual orientation
- and the Welsh language in Wales.

Age is the 9th protected characteristic. In a school context it applies to everybody except pupils.

Opportunities in our school will be of equally high standard for everyone.

The school's duty to our pupils goes beyond just the formal education. It covers all school activities, such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school has a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory. The school will ask disabled pupils or their carers whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases a disabled pupil may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993.

#### **4.2 How we deliver equality**

We will deliver mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the school's equality commitments
- Can access all the benefits of being at the school
- Know how to ask for help
- Are offered suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is reasonable

#### **4.3 What support can you expect?**

The school can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However this can only apply to particular and unforeseen circumstances.

#### **4.4 Positive Action**

The school can take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an under represented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

#### **4.5 Communication**

The school will communicate with people a way that is suitable for them. We will:

- Design materials that are easy to read, clear language and clear layout
- Use images that reflect the school and our local community
- Ask people of their preferred method of communication, where we can record it and use it e.g. email rather than letters to parents and carers
- Provide information in a variety of formats including large print, Braille, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication

The school recognises British Sign Language as a language in its own right. The school will promote Deaf culture and identity and make use of suitable BSL interpretation and recordings.

We will train relevant staff in deaf equality and BSL skills where possible and make it known to all staff that they have the relevant skills to deal with pupils, visitors, parents and governors.

#### **4.6 Curriculum, resources and involvement**

We will support mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people to examine their lives and personal identity. This is in the light of people's experiences which are both similar and different to them.

The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of the Vale of Glamorgan Council.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

#### **4.7 Buying goods and services and working in partnership**

The school will pass on its equalities duties to any person or body who:

- works for us or with us,
- delivers goods for us,
- whether they are paid, voluntary or partners.

All school contracts will state that they have to meet the equalities standards as set out in this Plan. The impact of this is that school related activities will be fair and equal for all employees, pupils and parents.

#### **4.8 Engagement**

The school consults and involves all the school's stakeholders on matters that concern them, including this Plan and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.

The school has procedures for finding out how pupils think and feel about the school.

#### **4.9 Training**

We'll make sure that all people involved with the school know our equality commitments and their personal duty under it. We'll provide suitable training for all staff and pupils. Where there are issues or potential issues e.g. social tensions, we'll continue to address matters through the curriculum and where it's needed use targeted external interventions, for example Show Racism the Red Card.

We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

#### **4.10 Complaints and comments**

We like getting feedback about the school. We need people to tell us how we are doing. If you have a concern or complaint please let us know. You can tell a teacher or school

employee, telephone, write or email us. If you'd like to make an appointment with a relevant person, we'll arrange it and feel free to bring along a friend or colleague for support.

When we deal with a concern or complaint we will do our best to keep people involved and informed of what's happening and check that everyone is happy with the process. Advocacy and personal support is available for children and young people who need it.

## 5. Discrimination, victimisation and harassment

### 5.1 Discrimination

The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kinds of illegal discrimination, as defined in the Equality Act 2010. They apply to service delivery and employment across the protected characteristics:

1. **Direct discrimination**– where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.

2. **Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a pupil because they are black and male.

**Discrimination based on association** is now illegal. Direct discrimination occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

**Discrimination based on perception** is now illegal. Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they're not.

3. **Indirect discrimination** – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid school dress code which does not account for items of clothing linked to religion.

4. **Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g. a pupil with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the sign.

### 5.2 Harassment including bullying

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.



Harassment now includes **harassment based on association** i.e. a friend of a disabled person, **or perception** i.e. mistakenly believed to be a Muslim.

Where there are instances of bullying in and associated with the school, we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

### **5.3 Victimisation**

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

A 'protected act' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith. That is, they thought they were being honest.

### **5.4 Discrimination**

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents 'on the bus' or 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults are treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals' because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wider group of people.

## **6 Performance/ standards - how we deliver the policy**

### **6.1 Leadership and Management**

The Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. A member of the Governing Body has a watching brief for equalities matters. With assistance from the Headteacher, the Governing Body will ensure that this Plan is implemented.

The Governing Body has equalities issues as regular items on the agenda of Governing Body meetings and there is a governor with responsibility for equalities.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Mr Roger Hardy (Head teacher] and Mrs J Davies (Deputy Headteacher). The school will make sure that all incidents of discrimination are both reported and recorded in a register. These incidents relate to the school, its pupils and staff. The register will be shared with the local authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

Equality is monitored by a senior member of staff with special responsibility for implementing and promoting equalities matters and this Plan.

## **6.2 Taking decisions and Equality Impact Assessments**

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.

## **6.3 Identifying and publishing equality information**

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For pupils and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh
- Composition broken down by types of disability and special educational needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints.

We will be sensible in producing information. We realise that if the data group is very small then a breakdown of that data will not give us useful information e.g. looking at the academic achievement of two individuals in a year group cannot tell us about the performance of Chinese pupils in general. The published data will not identify any individual pupil.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account in analysing data and developing strategies to address equality differences

# **7 Employment**

## **7.1 Employment**

The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We'll create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.

We want our workforce to reflect society in the Vale of Glamorgan and Wales. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by the school's Pay Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels.

### 7.3 Requests in relation to a protected characteristic

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

### 7.4 Positive action in Employment

Positive action measures can be used to counteract the effects of past discrimination, so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or underrepresentation exists before taking action.

### 7.5 Monitoring and publishing information on employment


We will monitor and publish equality information on our workforce in line with Vale of Glamorgan Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions, we will ask current and prospective employees their opinions and experiences.

## 8 Action Plan 2016-2020

Equality and diversity is a normal part of the school's everyday business. This action plan sets out the school's main equality projects. There may be more or different work needed as opportunities arise. The actions plan is aligned with the School Improvement Plan.

	What we are going to do?	How we monitor it?	What is a successful outcome?	Person responsible
<p><u>Equality objective- 1</u></p> <p>Track the performance of all pupils to ensure they are given equal opportunities to improve and do their best.</p>	<p>Ensure that the progress of <u>all</u> pupils is monitored and tracked in Literacy &amp; Maths.</p> <p>We will ensure that activities are differentiated to support this process.</p>	<p>We will use our assessment package 'Incerts' to set targets for all pupils and then track progress towards this target on a termly basis.</p>	<p>Pupils will either meet their target or show good progress towards a target.</p>	<p>Class teachers</p>

	If pupils are not on track or clearly are not making progress we will put extra support in place as appropriate			
<u>Equality objective- 2</u>  Develop health and wellbeing for all pupils through the personal, social well- being and cultural diversity area of learning.	We will enrich the learning of our pupils through the curriculum and other opportunities such as: Healthy schools award Eco schools award SELFIE project Charities School council SRE policy Enrichment Transition Visitors/Crucial Crew PC Kevin	We will evaluate what we do termly to ensure it was accessible to all and how we can improve.  We will liaise with all stakeholders wherever possible to get feedback on the opportunities we give.	Pupil standards increase.  The range of opportunity widens and is accessible to all pupils.  The measure of well being (via SELFIE) shows a positive correlation for our pupils.  Individual pupils who receive Nurture group support have Boxall Profiling.	All members of the school community.
Monitoring and reporting on equality progress	The Headteacher report will report to the Governors any issues that arise from stakeholders.	Staff evaluations  Pupil questionnaire  Parent surveys	Few incidents of inequality reported.	HT & FGB
Communication  All stakeholders can receive information	Other formats as requested	Stakeholder feedback	Various forms of communication are accessible	HT
Access plan  Make adjustments so all stakeholders can access the school	No access issues	Address any access issues as they arise and make reasonable adjustments		Staff trained as appropriate

as required				
<p>Buying goods and services</p> <p>Ensure at least 3 quotes are sort for major projects and value for money</p>	<p>Inform F&amp;P committee of any large spends and highlight quotes</p>		<p>Best value for money achieved by GB</p>	<p>Finance &amp; Personnel Committee</p>
<p>Stakeholder engagement</p> <p>Ensure all stakeholders have the opportunity to comment on the work of the school.</p>	<p>Annual survey</p>	<p>Monitor both the number of responses and the feedback.</p>	<p>Positive feedback</p>	<p>HT &amp; SMT/FGB</p>
<p>Complaints and comments</p>	<p>The school has an open door policy and listens to all complaints and comments.  The Complaints policy is on the school website and is available in school.  The school conducts stakeholder surveys to give opportunity for comment.</p>			