Ysgol Maes y Deri
Oaklands Primary School

Together Everyone Achieves More

STRATEGIC EQUALITY PLAN
2016 - 2020



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The Governing Body of Oaklands Primary School accepts its duty to exercise the statutory obligations, as outlined in the **Equality Act 2010**, to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The Governing Body has due regard to advancing equality and to this end accepts its specific duty, as stipulated within **The specific regulations for Wales Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011** *WLGA June*, 2011,

Namely:

- To publish equality objectives
- To Publish a Strategic Equality Plan
- Engagement and involvement provisions for protected characteristic groups
- To ensure published material is accessible
- To assess the impact of relevant policies and practices
- Training and the collection of employment information
- For promoting knowledge and understanding amongst employees of the Equality Act
- Addressing unfair pay differences
- Reviewing progress on the Strategic Equality Plan and associated Equality objectives
- Procurement practice provisions

This Strategic Equality Plan sets out:

- Background information about the area and the school
- The school's overall approach to promoting equality and, recognising and celebrating diversity and tackling discrimination
- Specific sections on race equality, disability equality and gender equality
- Action plans incorporating overall targets across the three areas, including targets relating specifically to each of these three areas

This Strategic Equality Plan incorporates and supersedes all previous equality policies.

2. Contextual Data:

Oaklands Primary School is a co-educational, Local Authority maintained Primary School serving the residential area of Aberaman near Aberdare.

The Welsh Assembly challenge index for the school is 32. The percentage of pupils on the FSM register is 27.72% and has been steadily increasing over the last three years. This places the school in Group 4 of the FSM table and is above Local Authority and national averages. The school is the 8th most challenged within its Family of Schools.

The number of pupils currently identified as requiring Special Educational Needs constitutes 22.35% of the total numbers on roll. This includes 0.4% statmented and 21.9% School Action /Action Plus. Currently no pupils or members of staff have disabilities.

In the academic year 2010/2011, 4% of the pupil population were on the Looked After, Child Protection or Child in Need Registers. There were no children amongst the pupil population from refugee, traveller or asylum seeker groups.

Pupils are predominately White British with 2% of pupils being of Asian or European origin. Our pupils use the following as their first language: English, and Turkish. 100% of teaching and non-teaching staff are English speaking, White British. Christianity is the main religion practised by the vast majority of our staff and pupils.

There are currently 224 pupils, aged from 3 to 11 years, organised into 9 classes. Some classes in the Foundation Phase have mixed age groups

Including the Head Teacher there are 10 teaching staff members; two HLTAs, 3 Nursery Nurses; 5 full -time Teaching Assistants and 1 Additional Needs support assistants. 80% of the teaching staff are female, 20% are male. 100% of the non-teaching staff are female.

3. Equality – Aims and Values

At Oaklands Primary School we are committed to providing equality and excellence for all in order to promote the highest standards.

The **purpose** of this Strategic Equality Plan is to fulfil that duty in respect of each of the protected characteristic groups in establishing justice and equality in all aspects of our policies, procedures and practices.

The **principles** of this Strategic Equality Plan apply to all members of the school community.

4. Our approach to promoting equality

The overall objective of this Strategic Equality Plan is to provide a framework for the school to pursue and embed its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The school is committed to equality principles and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential; a culture of respect for others is engendered and differences between people are recognised and celebrated. The school will endeavour to create a community where pupils are well prepared for life in a diverse pluralist society.

The school aims to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for other children or dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

5. Leadership, Management and Governance

The Governing body is committed to meeting its duties and aims to follow the good practice set out in the codes of practice and framework guidance which support the legislation.

Whilst the Governing Body has overall responsibility to ensure that equality is promoted throughout the school and are embedded in its practices, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The Governing Body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance.

The Governing Body recognises that discrimination may occur on more than one ground at the same time and that equality of opportunity cannot be achieved by always treating people alike.

The Governing Body acknowledges that it has a key leadership role in promoting equality and recognises the need to work with school staff and partnership organisations, including the local authority.

6. Policy, Planning, implementation and review.

The Governing Body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

Outcomes of monitoring and assessment will be recorded by the Governing Body and other key partners. Members of the school community will be kept informed of all Equality initiatives being undertaken.

7. Staffing: Recruitment and staff development

The school adheres to recruitment and selection procedures which are fair, equal and are in line with local authority guidance and statutory duties. The school seeks to encourage people from under-represented groups to apply for positions at all levels in the school.

The school routinely monitors all recruitment activity and staff in post by the statutory equality indicators of gender, ethnic background and disability and fulfils its responsibility to provide data to the authority annually via PLASC.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this Strategic Equality Plan. New staff are made familiar with it as part of their induction programme. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this plan. The school will ensure that staff and Governors are able to access the appropriate levels of support and training necessary to ensure that they are aware of contemporary equality practices and procedures.

Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents. A rolling programme of staff development is in place to ensure the right staff have the right skills to deliver equality improvement

There are clear mechanisms in place where appropriate senior personnel are well engaged with staff and all stakeholders and act upon staff feedback and challenge , releasing resources where necessary and feasible to implement agreed changes effectively

There is regular appraisal of the capability of all staff members and senior personnel to deliver equality improvement

8. Personal development and pastoral care

The pastoral support system takes account of disability, gender, religious and ethnic differences and the experiences and particular needs of people living in a diverse society.

The school provides appropriate and effective support for EAL pupils and value is placed on their home languages.

Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are involved, where appropriate.

Monitoring data, including that relating to disability, ethnicity, gender, social disadvantage (FSM) and SEN will be used to monitor the attainment, progress and well-being of pupils and, where appropriate, targets will be set to address any identified inconsistencies.

The school will endeavour to use monitoring data including that relating to disability, ethnicity, gender, social disadvantage (FSM) and SEN to monitor admissions, attendance, exclusions and the use of sanctions and rewards. Analysed results will be used to inform planning and decision making.

9. Learning and Teaching

All pupils have access to the mainstream curriculum in accordance with WAG guidelines.

All classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and that their contributions are valued.

Teaching styles include collaborative learning and AFL practices so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate, be analysed by equality indicators.

All classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.

All staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of a range of people living in the United Kingdom. They celebrate diversity and challenge

stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

10. School curriculum

Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum experience for pupils of all backgrounds.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are more able and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and challenge prejudice and stereotypes.

Extra-curricular activities and special events e.g. school concerts and community events cater for the interests and capabilities of all pupils. The school gives due regard to parental preferences and concerns.

Teaching and curriculum development are monitored to ensure high expectations of all pupils from all groups.

11. Admissions, attendance, behaviour, discipline and exclusion

In line with WAG guidance, the Local Authority has responsibility for admissions and for ensuring that the process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils

Comprehensive information regarding pupils' ethnicity, home language, religion, physical needs, diet, known allergies etc is included in all admission forms

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions as agreed within the whole school behaviour policy statement.

Exclusions and attendance are robustly monitored and effective action is taken in order to reduce gaps between different groups of pupils. Absence is

always followed up by appropriate personnel in compliance with agreed procedures stipulates within the whole school attendance statement. Those involved in this work are aware of and sensitive to community issues.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable. The appropriate policies (Anti-bullying, Behaviour and Discipline, Anti-Homophobic Bullying, Inclusion, Disability discrimination, Gender and Anti-Sexist, Race Equality) are all linked to this Strategic Equality Plan.

Appropriate provision is made for leave of absence for religious observance for pupils and staff.

12. Attainment, progress and assessment.

Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

The monitoring and analysis of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.

Staff use a range of methods and strategies to assess pupil progress. The school ensures that all formative and summative assessment is free of gender, racial, cultural and social bias.

Self-evaluation and peer assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress, giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

13. Partnerships with parents and the community

The school endeavours to provide information materials for parents in accessible, user-friendly language and formats. Where appropriate, the school will endeavour to provide information in community languages and alternative formats upon request.

Progress reports to parents are provided in a range of formats in order to ensure that all parents/carers have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are at the school. Actions are included in the schools Strategic Equality objectives to address any inconsistencies. When appropriate the school will take steps to encourage the involvement and

participation of under-represented groups of parents and sections of the community.

The school works in close partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and, at times, may target minority or marginalised groups.

The school's premises and facilities are available for use by all groups within the community and has good accessibility.

The school recognises that it has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives.

14. Impact Assessments

Impact assessments refer to the review of all current and proposed policies and practices in order that we are able to formally assess their impact on different groups of people. This is achieved through systematic impact assessments via increasing the participation of stakeholders

As far as is reasonable, we apply the highest requirement of the law across all equality strands This stance is taken in order to aim for the highest level of equality for all groups while taking into account the need to apply the test of what is relevant and proportionate.

We strive to ensure that our actions are proportionate to the relevance of equality issues in relation to our policies, procedures and practices. In so doing we are able to prioritise those actions that enable us to address the most significant objectives across all equality strands in order to deliver the best equality outcomes. This enables us to focus on the policies, practices and procedures that have the greatest effect on different stakeholders.

Our Impact assessments will be an on-going process to ensure our policies procedures and practices develop and evolve and will be incorporated into the Governing Body's review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duty to promote equality.

15. Information gathering

The collection of information is crucial in supporting us in the identification of actions to be taken to improve equality and address discrimination and harassment within the school community. As of April 2012, it is a statutory requirement that the development of this Strategic Equality Plan and the specific objectives within it have been informed by the in-put of all stakeholders.

To this end, in addition to the collation, monitoring and analysis procedures outlined above, information has been gathered via the following consultation processes:

a. Feedback from staff surveys and / or in-put through staff meetings and INSET
b. Analysis of annual parent/carer questionnaires, parent evening responses, workshop afternoons.
c. Feedback and consultation from Annual Governing Body reporting to parent meetings
d. Feedback from School Council meetings, whole school pupil surveys and listening to learner /pupil voice surveys on children's attitudes to themselves and the school.
e. Issues raised during reviews of Individual Educational Plans, Annual Reviews and mentoring/support meetings

16. Measuring progress

The action plans which accompany the Strategic Equality Plan will set out short, medium and long term objectives to be achieved.

Progress will be reviewed through the school self-evaluation cycle.

This Strategic Equality Plan will be reviewed and revised on a three yearly cycle. Progress within the objectives agreed within the equality action plans will be reviewed and revised annually.

This process will continue to involve the full participation of all Stakeholders and be evidenced based, using information that the school has gathered and analysed and such evidence will be used to conduct accurate impact assessments and inform future objectives

17. Publishing the Strategic Equality Plan and objectives

Awareness of the Strategic Equality Plan and progress towards identified objectives will be raised via:

- Staff meetings, assemblies, governing body meetings, parent consultations, school newsletters, annual governing body reports to parents
- Incorporation into the School Development Plan
- Incorporation into the School Self-Evaluation
- Publishing the documentation on our school website
- Evaluating the effectiveness of the Strategic Equality Plan with the Local Authority Link Adviser and with Estyn when the school is inspected
- Ensuring hard copies are available by request
- Ensuring copies are made available upon request in appropriate formats and languages

18. Local Authority

The school will work closely with Rhondda Cynon Taff where our responsibilities have shared elements. Issues that may require particular attention are:

- Employment, where the respective responsibilities of the school and Local Authority will vary according to the status of the school, the delegation of responsibilities locally and the extent to which schools buy back services from the Authority.
- Procurement, which is regulated by the Local Authority. Local Authority regulations will be amended to reflect the requirements of Equality legislation
- The provision of extended services

Head Teacher: **C Wright**	
Chair of Governors: **H Wagner**	
Date adopted by Governors	**Spring 2016**
Planned review date	**Spring 2020**

OAKLANDS PRIMARY SCHOOL EQUALITY OBJECTIVES

The equality objectives contained within this current four year action plan were identified and prioritised via impact assessment procedures, including the related consultation and engagement processes, for the review of all our existing policies and practices.

Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	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	Specific question regarding equality to be added to parent survey. Invitation for parents to respond to published document	HT, GB	Annually thereafter	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	Termly in pupil progress meetings	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	Skills team leaders	Sept 2016 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 PSE/Wellbeing	HT, Phase Leaders	On-going	More diversity reflected in school displays across all year groups
Protected Characteristics	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school eg through involvement in the school council by election or co-option, class assemblies etc.	School Council representation monitored by race, gender, disability	Deputy HT	On-going	More diversity in school council membership
Equality Strand	Objective / Action	How will the impact of the actionbe monitored?	Responsibility for monitoring	Timeframes	Success indicators
Racial Equality	Ensure racial incidents are reported, monitored and acted upon effectively	The HT and Governing Body 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, GBody	Reporting Oct. March, June	All staff aware of and respond to racist incidents Consistent nil reporting is challenged by G Body
Gender Equality	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including	Increased participation of girls in sports clubs and extra-curricular activities	CT, IH,	ongoing	More girls take up after school sport Girls only football club

	football ,cricket, basketball and rugby to ensure participation rates more reflective of school population				
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	GBody	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	PTA, GB, SMT	September 18-July 19	Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis
ACCESSIBILITY PLAN					
Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
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	Pupils make progress from starting points
	Teachers work collaboratively with outside agencies and advise support staff accordingly	School's monitoring policy	SENCO, HT	On going	Pupils make progress from starting points
Access to Physical environment	Clear signage in all areas of the school	Termly check	Site manager, HT, H&Safety team,	On going	Easy access to physical environment
Access to written environment	User-friendly language in place for all communication	Parental feedback	HT, SENCO	On going	Clear and accessible written/pictorial information for all learners
	Communication translated into main community languages	Parental feedback	HT, SENCO	On going	Clear and accessible written/pictorial information for all.