

STRATEGIC EQUALITY PLAN FOR SCHOOLS

April 2016

St Aidan's Church in Wales VA School

**Strategic Equality Plan
2016-2020**

PART A



Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

September 2017

Scheme due for review: September 2018

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App. 2	School Equality Objectives and Action Plan
App. 3	School Access Plan (use current plan for 2016-2020)

1. Our Distinctive Character, Priorities and Aims

1.1 School values

School Mission Statement

To provide a pleasant, secure and enjoyable environment for the children, based on a Christian foundation encouraging each child's development as an individual and as a member of society.

Our motto is '*Believe and Achieve*'.

The Governors and staff at St Aidan's Church in Wales VA School are committed to this mission statement and motto, which applies to all at the school; pupils and staff.

Christian Values and '*Believe and Achieve*' are both at the heart of all that happens at the school, and is irrespective of social background, gender, disability, ethnicity or faith.

1.2 Characteristics of our school

St. Aidan's Church in Wales VA is an inclusive school. All pupils are provided with opportunities to take part in all activities; irrespective of their individual circumstances. Resources for special provision are reviewed regularly to maximise the inclusion of all children. Pupils with disabilities seeking admission to the school are supported in that professional advice is sought from LEA officers and from disability support groups (Access Officer) to identify any difficulties or problems that may arise e.g. trip hazards, access to the outside and to identify additional resources that may be required. The school has a Special Needs Policy and an Equal Opportunities Policy, both of which promote the inclusion of pupils irrespective of gender, race, ability or disability.

Currently the school has 71 (Sept 2017) NOR; 18.18 % of the school population is in receipt of FSM; 15.5 % of the school population is on the SEN register. 98.6% of the families are English speaking; 1.4% of the population are not of British origin.

Every child is treated with respect by pupils and adults alike- irrespective of gender, race, special needs or cultural background (Equal Opportunities Policy).

The school promotes Race Equality through provision of equality of opportunity and also through the building of good race relations between people of different racial groups. The school has a Race Equality Policy that is reviewed annually. The policy is available at the school.

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school affirms its commitment to the equal treatment of all human beings regardless of their sex, race,

ethnic or national origins, colour, marital status, sexual orientation, family responsibility, ability, political or religious beliefs and activities, unless those activities are contrary to the policies of the school. It is firmly opposed to any form of discrimination, which can be shown to be either directly or indirectly based on human attributes and values.

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 Christian 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
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. 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
 - c. 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

Our SEP and Equality Objectives are set in the light of:

- The regional equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

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

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.10) and Appendix 2**.

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 Leadership Team (LT)

The LT 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 by:

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

3. Information Gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. 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, especially through Circle Time and School Council meetings;
 - sports and activities choices of all groups;
 - uptake of enrichment activities by group;
 - exclusions data analysed 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.

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We 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.

- Feedback from the annual parent questionnaire
- Feedback from the School Council, PSE lessons, coordinator questionnaires
- Governing Body and PTA meetings
- Issues raised in termly parent consultation meetings and SEN meetings

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

Our chosen Equality Objectives are

1. Publish and promote the Equality Policy through the school website, newsletter and staff meetings
2. Monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in the data that require additional support for pupils in order to narrow the gap.
3. Ensure all pupils are given the opportunity to make a positive contribution to the life of the school
4. Increase the number of male role models within the school, either staff or volunteers
5. Equal involvement of each gender in all sporting activities

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 with 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 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for 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 which inform priorities.

We will undertake a full review of our SEP by September 2020.

St Aidan's Church in Wales VA School

Strategic Equality Plan 2016 – 2020

Appendices

- App. 1** **Regional Equality Objectives**
- App. 2** **School Equality Objectives and Action Plan**
- App. 3** **Current School Access Plan**

Regional Equality Objectives

South West and Mid Wales Authorities Consortium (swamwac)

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

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

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. Reduce the number of NEETs

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties, need to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

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

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

St Aidan's Church in Wales VA School

Strategic Equality Plan 2016 – 2020

Equality Objectives and Action Plan

Equality Objective 1.				
To address gender imbalance in physical literacy skills in the foundation phase.				
Our Research:				
Data				
Information from Engagement:				
n/a				
Data Development:				
Monitoring and assessment procedures				
This objective will be judged to be successful if...				
The imbalance is addressed boys physical literacy skills match the girls performance by 2020				
Review				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Introduce Physical literacy in foundation phase.	S James	March 2017	ongoing
1.2	Provide training for staff.	S James	March 2017	July 2017
1.3	Engage support of parents.	S James	May 2017	ongoing

Equality Objective 2

To reduce racial bullying

Our Research:

Bullying survey 2016

Information from Engagement:

n/a

Data Development:

We will complete anti-bullying survey in 2018

This objective will be judged to be successful if...

A noticeable reduction in racial incidents

Review

The whole school considered how we were all different and celebrated our differences on a red brick wall display.

Actions:

	Description	Responsibility	Start date	End date
2.1	Work in PSE on show racism the red card in key stage 2	Mrs James	October 2017	ongoing

Equality Objective 3

Ensure inclusive and equitable arrangements for all pupils

Our Research:

Bullying survey 2016

Information from Engagement:

n/a

Data Development:

We will complete anti-bullying survey in 2018

This objective will be judged to be successful if...

Staff report an increased awareness to issues around protected groups.

Review**Actions:**

	Description	Responsibility	Start date	End date
3.1	Provide equality training on issues relating to equality groups	SJ	To be arranged	

Appendix 3

SCHOOL ACCESSIBILITY PLAN 2016 - 2019

SCHOOL : St Aidan's CiW VA

COMPLETED BY : Mrs MacGarvie

DATE : 20.9.17

ACCESSIBILITY PLAN OUTCOME – PART A

Increasing the extent to which disabled pupils can participate in the school curriculum

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<p>Short Term (1 Year)</p> <ul style="list-style-type: none"> Ensure advice from relevant advisers is sought immediately a pupil needs support to access the curriculum Classrooms are organised to promote the participation and independence of all pupils Use ICT software/Hwb to support learning 	<ul style="list-style-type: none"> Any pupil presenting with a disability is catered for within the classroom and has full access to the curriculum. Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Make sure software installed where needed 	ALNCo	As required	<p>IEPs will show that pupils' needs are catered for. Monitored by ALNCo</p> <p>Monitoring reports and lesson observations will show that lessons start promptly and will assess level of independence of pupils</p>	<p>All pupils have full access to the curriculum all classrooms are arranged appropriately to accommodate the needs of the individual pupils.</p>

<p>Medium Term (2 Years)</p> <ul style="list-style-type: none"> • All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils • Raise awareness of Disability Issues 	<ul style="list-style-type: none"> • All out-of-school activities will be conducted in an Inclusive environment with providers that comply with all current and future legislative requirements • Whole school community aware of issues relating to Access 	<p>HT</p>		<p>Register will show that full participation has taken place by pupils.</p> <p>Newsletters and letters to parents</p>	<p>All activities and visits/residentials arranged within the school ensure that all pupils can participate.</p>
<p>Long Term (3 Years)</p> <ul style="list-style-type: none"> • Review PE curriculum to ensure PE accessible to all 	<ul style="list-style-type: none"> • All to have access to PE and be able to excel 	<p>PE Coordinator</p>		<p>PE monitoring reports Lesson observations by HT</p>	<p>All pupils have accessed PE this year.</p>

SCHOOL ACCESSIBILITY PLAN 2016 - 2019

SCHOOL : St Aidan's Church in Wales VA

COMPLETED BY : Mrs S James

DATE : 20.9.17

ACCESSIBILITY PLAN OUTCOME – PART B

Improving the physical environment of schools to increase the extent to which disabled people can take advantage of education and associated services in schools

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<p>Short Term (1 Year) The entrance to the school is used by staff, pupils, parents and visitors. The bell at the entrance to the school needs to be more distinguishable and lowered so that it is 1.2m from ground level. Also, we require a temporary ramp for wheelchair users.</p>	<p>The bell will have been moved and fitted to the specified height. The school will have access to a temporary ramp.</p>	<p>HT and LA</p>	<p>As required</p>	<p>GB to monitor</p>	<p>The bell has been lowered at the reception entrance. Requests were made for a temporary ramp to be borrowed from LA but unfortunately this was not forthcoming.</p>
<p>Medium Term (2 Years) The hall is used by pupils, staff, parents and visitors. It is used for functions such as coffee mornings, concerts and Community Eucharist. The fire exit is clearly marked but directly off the door is a section of decking and there is a</p>	<p>The ramp off the hall exit will have been fitted</p>		<p>As required</p>	<p>GB to monitor</p>	

<p>considerable drop from the decking to playground floor. A ramp is needed to allow prompt exit for wheelchair users should an evacuation be required.</p> <p>There is also a need for a ramp to the main entrance of the school to enable easy access and exit from the building. In this case the door would also need to be replaced as it is currently too narrow (720)</p> <p>Ramping is also needed at the fire exit from the newly adapted area for pre-school children.</p>	<p>The ramp for the main entrance will have been fitted and the door widened</p> <p>Ramp in pre school area will have been fitted</p>				
<p>Long Term (3 Years)</p> <p>There is a need for a ramp to the main entrance of the school to enable easy access and exit from the building. In this case the door would also need to be replaced as it is currently too narrow (720)</p> <p>Ramping is also needed at the fire exit from the newly adapted area for pre-school children. Both of these areas may need to be accessed by children, staff, parents and visitors.</p>	<p>The ramp for the main entrance will have been fitted and the door widened</p> <p>Ramp in pre school area will have been fitted</p>		<p>As required</p>	<p>GB to monitor</p>	

Review whether inductive loops or suitable hearing assistance devices should be fitted in the school hall. (Hall is small and echoes)	Review will have taken place				
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SCHOOL ACCESSIBILITY PLAN 2016 - 2019

SCHOOL : St Aidan's CiW VA

COMPLETED BY : Mrs S James

DATE : 20.9.17

ACCESSIBILITY PLAN OUTCOME – PART C

Improving the delivery to disabled pupils of written information provided to pupils who are not disabled

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
Short Term (1 Year) Make sure we have facilities for all forms of communication that may be requested/ necessary	Visual Impairment Hearing Impairment Insure these are catered for and not disadvantaged by information issues.	Mrs James Mrs Arnold (admin) ALNCo	As required	GB to monitor	We have to date had no requests for this.
Medium Term (2 Years)					
Long Term (3 Years)					

