



Ysgol Cymraeg Coed y Gof

**Strategic Equality Plan
2016 – 2018**

Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

.....Date

Scheme due for review: September 2018

Produced with support from



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Strategic Equality Plan (SEP)

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1. Our School

Our school is a suburban Welsh Medium Primary School with a catchment wider than an average English Medium school in the same locality.

Most of our Pupils are White British (87%). In common with the population of Cardiff as whole, our second largest ethnic group are Mixed Race, with nearly 10% of our pupils belonging to this category across a range of Black and Minority Ethnic (BME) groups. We also have small numbers of other White European and Turkish/Turkish Cypriot pupils.

Most pupils (nearly 70%) come from non-religious families. Only just under a quarter of our pupils come from families who are Christian with the remaining pupils being from Muslim families.

Nearly all our pupils come from homes where English is the first language with just a small number of pupils from Welsh speaking homes (less than 3%) and homes where Turkish is the first language.

We don't currently have any disabled pupils at the school.

100% of our staff are White British and all are bilingual in Welsh and English. We comply with the Local Authority Online Recruitment Policy and Procedure which now monitors all of the protected characteristics of applicants however it does not yet provide adequate information to form a picture of our school, however we will be updating our information on staff and will be able to produce a more accurate picture in our Annual Equality Report at the end of the Spring Term in 2015. We are aware that we may have disabled parents and parents in same sex relationships and pupils who will grow up to be LGBT, however we do not monitor this robustly.

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

2. Aims

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. The purpose of our Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

Through the equality improvement actions and strategically planned tasks detailed in this document, we aim to:

1. Eliminate discrimination, harassment and victimisation
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

We have based our Strategic Equality Objectives on local, regional and national priorities within Education as well as feedback from engagement with our school community and our own school data. These actions are set out in Section Ten.

3. Our Strategic Equality Objectives

Our chosen Strategic Equality Objectives are

1. Reduce Gaps in attainment and attendance between pupils from protected groups
2. Develop the quality and use of our Equality Monitoring and Data Collection
3. Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti discrimination

We have strategically planned tasks to enable us to meet these objectives. They are listed in Section Ten of this Strategic Equality Plan (Action Plan). They cover all relevant protected characteristics. They describe how we are taking action to fulfil both the general and specific duties.

4. Scope

The policy applies to all full time, part time, job share, permanent, temporary and supply staff. It applies to all pupils, parents, service users and visitors to the school in line with Equality legislation and the school's legal responsibilities to promote equality in employment, education and access to services.

5. Equalities Summary Statement

At Lakeside Primary School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the LEA to help actions to combat hate crime across the City.

6. Responsibilities

Leadership and Management

Commitment

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible.

Headteacher

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, eg “Anti-Bullying Policy”, “Harassment Policy” etc and that governors, staff, pupils, parents and guardians know about it.
- Making sure the policy and its procedures are followed.
- Producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the Equality Policy is regularly monitored and reviewed.

The named person with responsibility for dealing with reported incidents of unlawful discrimination is the Mike Hayes. Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in the Equality Incident and Monitoring Database, analysed within the school and sent to the LEA termly.

The Equal Opportunities Co-ordinator is Mike Hayes. The Equal Opportunities Co-ordinator ensures that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school’s activities.

All staff are responsible for:

- Dealing with incidents of unlawful discrimination and bullying
- Being able to recognise and tackle bias and stereotyping
- Promoting equality and good relations between all groups
- Keeping up to date with the law on discrimination, and taking up training opportunities
- Striving to provide images and lesson plans that show positive images of and are inclusive of people from the protected characteristics

7. Information gathering and Engagement

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessments and identify which of the school’s aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible. The reason that this progress is important is to understand the full range of needs of the school community.

We regularly consult and engage with parents on issues arising at the school along with what parents think is going well or needs to improve. We recognise though that we do not have a very diverse school community. However we do have diversity of Age, Gender, Ethnicity, Disability and Language in our school community and we have worked with a representative from the LGBT community in order to inform this Strategic Equality Plan.

We have also been mindful of national and regional priorities in Education when setting our objectives and our own Equality Data and information has been key when setting attainment targets. Where we found we had gaps in data, that has formed improvement targets around the collection of data.

8. Publication and reporting

The school publishes the Strategic Equality Plan on our website and the Untethered Ltd website and it is communicated to parents at parents evening and other events. It is available in large print and other formats on request. The school prospectus includes a reference to the Strategic Equality Plan and the values underpinning it

We will report and publish annually on the progress made on the action plans and the impact of the Plan itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

9. Monitor and Review

We will revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan (e.g. achievement data, engagement with stakeholders).

We will use Equality Impact Assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

Based on the above, we will review the Plan and republish necessary, but not less than annually with a full review not less than four yearly.

10. Strategic Equality Action Plan 2016-18

Priority One: Reduce Gaps in attainment and attendance between pupils from protected groups

Targets:

- Continue to improve performance of boys compared to girls to within in English and Welsh and remove the barriers to learning for boys
- To continue to monitor attainment across a range of subject areas in order to identify if any other attainment gaps are cohort-based or develop into identifiable trends over time

Strategically Planned Tasks:

	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> • Set up an INCERTS group specifically to track progress of boys from Year 2 to 6 in English and Welsh. Identify any underperformance and provide appropriate support to ensure that these pupils raise their level of achievement. 		MH + Class Teachers	Sept 16 – May 17
<ul style="list-style-type: none"> • Devise a short questionnaire for boys in Year 2 – 6 to give their views about the teaching and learning of English and Welsh. Analyse results to ascertain any pattern or area to be addressed to raise attainment at the higher level. 		MH + Class Teachers	Oct 2016
<ul style="list-style-type: none"> • Select English and Welsh resources and rich tasks that will, in particular, appeal to boys. 		MH	Oct 16 – July 17
<ul style="list-style-type: none"> • Monitor pupils’ work and planning to ensure that all genre of writing is taught paying particular attention to genres that appeal to boys. 		MH/SLT	Oct 16 – July 17
<ul style="list-style-type: none"> • Introduce weekly visits from story tellers in the Foundation Phase to increase the range of stories and presenters heard by the pupils. Ensure that storytellers are of 		VB	Oct 16 – July

both genders, in both Languages and that there are equal numbers of stories in genres or of the type that are most likely to appeal to boys.			17
Monitoring Commentary (Bullet Points) •	Evaluation Commentary (Bullet Points) •		

Priority Two: Develop the quality and use of our Equality Information			
Targets:			
<ol style="list-style-type: none"> 1. To amend our enrolment form to better collect useful equality information on parents 2. To expand our monitoring of race related incidents to record and report a wider range of bullying including anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief. 3. Equality Impact Assess all policies due for review during (the lifecycle of this Strategic Equality Plan) 			
Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> • Carry out analysis of the identity based incident data and present to Governors • Arrange for the Equality Impact Assessment of our Anti Bullying, Attendance and Inclusion Policies • Arrange for the Equality Impact Assessment of our Educational Visits and Behaviour 		MH MH MH	Summer Term 2017 Summer 2016 Summer 2017

<p>Management policies</p> <ul style="list-style-type: none"> • Carry out analysis of parental enrolment data; specifically completion rates and equality data for discussion with equality consultant (Untethered Ltd) • Produce staff equality demographic data for Annual Equality Report • Review procedure for job applicants to ensure equality data is captured on equality monitoring spreadsheet provided by Untethered. Statistical report to be produced in time for Annual Equality Report 		<p>MH</p> <p>MH</p> <p>MH</p>	<p>Summer 2017</p> <p>Summer Term</p> <p>March 2017</p> <p>March 2017</p>
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Priority Three: Teach and Train pupils, staff and governors			
Targets:			
<ol style="list-style-type: none"> 1. Staff and governors are aware of their statutory obligations under the Equality Act 2. Staff and governor training combines basic training for all staff with specialist training for selected staff dependant on priorities and emerging equality issues or trends 3. The curriculum in all year groups evidences planned teaching of equality and diversity across a range of subjects, covering all Protected Characteristics 			
Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> • Untethered to provide Twilights on 'Equality Act' and 'Family Diversity' for all staff and selected Governors • Untethered to provide Equality Impact Assessment half day training for SLT and selected Governors • Key Staff to attend 'Identity Based Incidents' full day's training course to cascade to all staff • Headteacher to procure Equality coaching and mentoring service to further develop Equality policy and procedure across the school in line with statutory Duties in the Equality Act 		<p>MH</p> <p>MH</p> <p>MH</p> <p>MH</p> <p>MH/SLT</p>	<p>Dec 2016</p> <p>Spring Term 2017</p> <p>Spring Term 2017</p> <p>Ongoing</p> <p>Autumn 2016</p>

<ul style="list-style-type: none"> • International Day of Disabled People to be celebrated with an Assembly and co-ordinated lesson activities in selected classes throughout the day • IDAHO day (International Day Against Homophobia) to be marked by each class using one of the No Outsiders Family Diversity storybooks for Year 4 (e.g. Williams Doll, Tango Makes Three etc) alongside at least one whole school activity. Also to have a 'Wear Purple' non-uniform day to raise money for a LGBT charity. • Planning for Black History Month 2017 to begin, including liaising with other Primary Schools who are also engaging with this event. Whole School to participate in annual Show Racism the Red Card poster competition • Display appropriate images and signs around the school that reflect diversity e.g. different ethnicities, different types of families including same sex families, disabled people etc • Arrange a series of visits to various temples and places of worships across a variety of Religions for a mixture of year groups. • We will foster good relations between pupils and older people by linking with the Older Person's Care Home and developing links such as performing concerts at Christmas • Year 6 to explore the role of Women during the Second World War. Also to study the Suffragettes and the theme of Women's Equality during the 'Democracy' theme. • Year 2 will explore 'accessibility' as an issue for Disabled people with a visit of the local area to audit and raise awareness of accessibility issues • Year 5 will use the 'Heroes' theme to study LGBT athletes including the Rugby World Cup to discuss LGBT athletes and allies such as Nigel Owens, Ben Cohen and Gareth Thomas. The same theme to be used to identify Heroes and athletes from a range of Black and Minority Ethnic communities • Year 5 will be taught about the Convention of the Rights of the Child, using them to create class rules based on Human Rights • 		<p>MH/SLT/CI ass Teachers</p> <p>MH/SLT/CI ass Teachers Class Teachers</p> <p>RE Co- ordinator MH/SLT</p> <p>Class Teacher</p> <p>Class Teacher Class Teacher</p> <p>Class Teacher</p>	<p>May 2016</p> <p>June to October 2017</p> <p>Autumn Term 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2016 & 2017</p> <p>Spring Term 2016 October 2016</p> <p>Autumn Term annually</p>
<p>Monitoring Commentary (Bullet Points)</p> <ul style="list-style-type: none"> • 	<p>Evaluation Commentary (Bullet Points)</p> <ul style="list-style-type: none"> • 		

