

Ysgol Coed y Gof

Annual Equality Report 2018

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Produced with support from



Report Aims

This report is to describe the work that has been undertaken in our school to promote equality and tackle discrimination over the *previous* academic year. Due to academic years running differently to standard business/financial reporting periods we are unable to report on the current academic year – to do so would mean reporting on only four months' progress. Therefore, this report contains information relating to the 2016-17 academic period. The only exception to this is the final section, a staff data report which is based on the most up to date staff data available.

We have mindful of both the General and Specific Duties of the Equality Act but have also worked with the spirit of the Act. As a school we are committed to the principles of Equality for All and the need to promote equality by planning to make equality happen over and above tackling discrimination when it arises.

This report is just a small part of demonstrating our dedication to ensuring our services to pupils and parents are equitable and that our staff are treated equally as well as working to promote equality themselves.

Over the coming pages we have attempted to report how we as a school have planned to

1. Tackle discrimination, harassment and victimisation against people from different protected characteristics
2. Promote equality of opportunity and outcome between people of different protected characteristics
3. Foster good relations between people of different protected characteristics

Our report also describes how we have used equality data and information in planning our equality objectives and how we have used that data to assess the impact of our policies and practice. It contains progress updates for the equality objectives from our Strategic Equality Plan year relating to teaching pupils, managing the school and training staff during the 2016-17 academic year.

Section 1 – Introduction and Background

Our Strategic Equality Plan (SEP) for the 2016/17 period was based around analysis of data from our Self Evaluation Report and School Improvement Plan as they relate to attainment/attendance/exclusions. We used this information to identify differences in attainment etc. and develop objectives and tasks to narrow any gaps.

In terms of data held within the school, our equality information was historically robust for some protected characteristics and progress has been made in terms of other protected characteristics. For example, we have always had lots of data relating to **pupils** Genders, Ethnicities and Disabilities collected through enrolment forms, but none as it applied to **parents** but we addressed this within the past three years and data is now starting to amalgamate in this regard. More recently we have collected information relating to the protected characteristics as they apply to **staff**. We have put in place spreadsheets provided by an external equality consultant to be able to store and analyse this data as we move forward and have an admin system in place to manage this.

Our monitoring of incidents in schools had historically only been undertaken in terms of racist incidents but has now been extended to include all identity based incidents. Further we have carried out a twilight for all staff on how to recognise and respond to identity based incidents and our practice is developing in this area.

Section 2 – Progress of Our Objectives for 2015-16 Period



Completed



In Progress



Needs Attention



Abandoned



Amended

| <i>Tasks</i> | Status |
|---|---------------|
| 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 | |
| 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. | |
| Select English and Welsh resources and rich tasks that will, in particular, appeal to boys | |
| Monitor pupils' work and planning to ensure that all genre of writing is taught paying particular attention to genres that appeal to boys | |
| 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 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 | |

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| Carry out analysis of the identity based incident data and present to Governors | |
| Arrange the Equality Impact Assessment of three policies | |
| 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 | |
| Untethered to provide Equality Themed Twilights | |
| Head teacher 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 | |
| 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. | |
| Whole School to participate in annual Show Racism the Red Card poster competition | |
| Arrange a series of visits to various temples and places of worships across a variety of Religions for a mixture of year groups. | |
| 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 | |

Additional Information

There has been a temporary Head in post since September 2017 on secondment from a local High School. Additionally at the time of writing this report the Deputy Head was on Maternity Leave. This report covers the 2016-17 period during which time the current Head was not employed at this school. However, we believe the report to be fully accurate.

Section 3 – Employment Information

Current Staff

| Gender | | Gender Assigned at birth | |
|--------------------------------------|-----|---|------|
| Female | 85% | Yes | 100% |
| Male | 15% | No | 0 |
| Prefer not to say | 0 | Prefer not to say | 0 |
| | | | |
| Age | | Carer for a disabled person | |
| 16-24 | 5% | No | 97% |
| 25-34 | 37% | Yes | 3% |
| 35-44 | 37% | Prefer not to say | |
| 45-54 | 14% | | |
| 55-64 | 3% | | |
| 65+ | 2% | | |
| Prefer not to say | 0 | | |
| | | Ethnicity | |
| | | White | |
| Identify as a Disabled person | | White British/Welsh/ English/ Northern Irish | 94% |
| No | 6% | White Irish | 6% |
| Yes | 94% | Any other white Background (please specify) | |
| Prefer not to say | 0 | | |
| | | | |
| Sexual Orientation | | | |
| Heterosexual | 97% | | |
| Prefer Not to say | 3% | | |
| Other | | | |
| | | | |
| Are you Religious | | | |
| Yes | 35% | | |
| No | 65% | | |
| Prefer Not to say | 0 | | |
| | | | |
| If so, what Religion do you practice | | | |
| Byddhist | 3% | | |
| Christian | 32% | | |
| Prefer Not to say | 65% | | |
| Other | | | |

Applicants

We had no applicants during 2016-17.

Salaries

| Pay Scale | Male (percentage or figure) | Female (percentage or figure) |
|--------------------------------------|-----------------------------|-------------------------------|
| Less than £22, 917 | 1 | 16 |
| M Grade £22, 918 - £33,824 | | 8 |
| U Grade £35,927 - £38,633 | | 2 |
| L Grade 1 to 11 £39,374 – £50,476 | 3 | 4 |
| L Grade 12 + £51, 539 | 1 | |