



Ysgol Gynradd **Coedpenmaen** Primary School

STRATEGIC EQUALITY PLAN 2020-2024

The Governing Body of Coedpenmaen 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 *WLG, June, 2011*, namely to:

- publish equality objectives and the Strategic Equality Plan
- develop engagement and involvement provisions for protected characteristic groups
- ensure published material is accessible
- assess the impact of relevant policies and practices
- develop staff training and the collection of employment information
- promote knowledge and understanding amongst employees of the Equality Act
- addressing unfair pay differences
- reviewing progress on the Strategic Equality Plan and associated Equality objectives
- procure 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 all previous equality policies.

Signed _____ (Headteacher) Date _____ Signed

_____ (Chair of Governors) Date _____ Date of

Review _____ (annually or before if need arises)

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Contextual Data:

Coedpenmaen Primary School is an English medium, co-educational Primary School. The school's catchment area includes the communities of Trallwn, Coedpenmaen and The Common. The school also welcomes pupils who live beyond our catchment. Many pupils from Trallwng Infants' School join those from our own infant department to begin Key Stage 2 (Year 3). We, in turn, feed Hawthorn High School, though the choice of high school remains with parents. We work closely with all nearby schools, in our 'Cluster', sharing good practice and ensuring successful transitions between schools for our pupils.

Coedpenmaen Primary School has a Free School Meal figure of approx 18% which demonstrates a continued level since 2009. The school is in Benchmark Group '3' which groups 'similar' schools across Wales – those schools which have over 16% and up to and including 24% of children eligible for Free School Meals.

There are currently 266 pupils, aged from 3 to 11 years, organised into 9 classes. Of these, 20 attend our Nursery and pre-nursery groups on a Part-Time (mornings only) basis. Pupils are predominately White British with 3% of pupils being of other nationalities. Our pupils use English and / or Welsh and a number of other languages as their first language. These include Kurdish and Polish. 100% of teaching and non-teaching staff are English speaking, White British.

The number of pupils currently identified as requiring Special Educational Needs constitutes 25% of the total numbers on roll. This includes 1% statemented, 23% at School Action and 3% at School Action Plus. Currently less than 1.5% of pupils and no member of staff have disabilities. These figures will change with the introduction of the Additional Learning Needs Education Tribunal Act

In the academic year 2020/2021, there are 3 children on the Child Protection Register, 3 children receiving a 'Care and Support' Plan and 4 'Looked After Children' - a number of children are also currently being monitored as a 'cause for some concern'. There were no children amongst the pupil population from refugee, traveller or asylum seeker groups. The school regularly admits children from the local Women's Aid refuge.

Including the Head Teacher there are twelve teaching staff members (including full time and part time staff); nine full-time Teaching Assistants (with one part time) and six Additional Needs support assistants. 83.3% of the teaching staff are female, 16.67% are male. 90% of the non-teaching staff are female with 10% male. With 55% of pupils on roll being girls and 45% boys there is a slight gender balance imbalance across the school; some cohorts have a greater / lesser gender imbalance than others.

Equality – Aims and Values

At Coedpenmaen 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:

- ✓ Gender – male or female
- ✓ Age – young or old
- ✓ Disability – all disabled people
- ✓ Gender reassignment – people who were born in the wrong gender
- ✓ Race – people of any colour, nationality or ethnic or national origins
- ✓ Religion or Belief – includes any religion or lack of religion
- ✓ Sexual orientation – how people feel as well as act in respect of same sex, opposite sex or either sex – including reactions to marriage and civil partnership

✓ Pregnancy and Maternity – from the time the woman becomes pregnant
 ...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.



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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 plan will build upon information from the 2012 Estyn Inspection which recognised that:

- most [pupils] say that they feel safe in school and are confident in the processes that are in place to help them resolve any problems
- they [the pupils] display good social skills, collaborate well with others and are polite and courteous

...as well as results from pupil questionnaires (Spring 2021) which demonstrate that:

- 94.6% of pupils feel safe at school most of the time (NB: many responses related to anxiety over Covid-19) -
- 93.8% of pupils know who to talk to if they are upset at home or at school

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 society. The school has adopted a 'Values' based approach to learning which supports these aims.

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.

As a result, the following Equality Objectives have been agreed. Action plans detailing how these objectives will be met are included in Appendix Two of this document.

Strategic Equality Plan – Objective 1

Following Covid and the restrictions on collaborating as fully as we would like,
 - to continue to develop increasingly more effective participation, engagement and communication methods with pupils, parents and carers to ensure fully inclusive participation in school life.

OUTCOMES

That pupils and all parents and carers are informed and involved in decision-making processes within the school

SUCCESS CRITERIA

- ALL families are able to communicate with ease with the school through a range of platforms
- ALL pupils and parents / carers can help shape school Vision, processes and practices
- ALL pupils and parents / carers feel listened to and that their opinions and comments are valued
- ALL information and meetings for parents / carers are made accessible for all.

Strategic Equality Plan – Objective 2

Continue to exclude all forms of harassment and/or inequality

OUTCOMES

A happy school where ALL stakeholders feel confident that they will be treated equitably and equally regardless of any form of disability / cultural / social differences.

SUCCESS CRITERIA

Pupils are happy at school and confident to discuss with others if issues arise

All school staff access equity training, delivered through the Local Authority

School follows RCT guidelines in reporting incidents of bullying in all equality issues.

Parents are confident that their concerns will be listened to and acted upon according to agreed school policies Staff are aware that any personal difficulties they may have will be listened to and supported within all accepted guidelines.

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Strategic Equality Plan – Objective 3

To review and further develop robust policies that reflect the school’s commitment to the principles of equality

OUTCOMES

to ensure any new policies reflect the principles of the Strategic Equality Plan

Ensure all parents / carers are able to access school policies whilst ensuring statutory guidelines are followed. **SUCCESS CRITERIA**

Policies and plans are current and reflect recognised equality objectives

New policies take emerging technologies into account e.g. social media, networking etc where an impact on cases of bullying and harassment of staff, pupils and parents

Policies and plans cover ALL areas of inclusion and relevant information is included in the school prospectus.

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.
- 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.
- 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.

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.

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

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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.

The Gender Pay Objective

The school has not developed a gender pay objectives as:

- our school has adopted and implemented the local authority's objective, analytical job evaluation system based on job demands for all non-teaching staff which determines their salaries based on national pay spines.
- all teaching staff are paid in accordance with nationally negotiated rates
- the school is committed to ensuring that its staff are paid in line with national rates which are determined in a fair and equal manner.

The school is committed to ensuring fair and open treatment for its entire staff during recruitment, promotion, identification of training and development needs and all other internal staff processes.

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.

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 Assessment for Learning practices so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

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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.

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 within the Christian ethos of the school.

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.

Admissions, attendance, behaviour, discipline and exclusion

The Local Authority is the Admissions Authority for Coedpenmaen Primary School and the school complies with all requests for admission from them. 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. All classroom based staff have received 'Team Teach' training.

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 stipulated within the whole school attendance statement. Those involved in this work are aware of and sensitive to community issues.

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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, EAL, Inclusion, Disability Equality Policy, Equal Opportunities Policy, Race Harassment Policy) are all linked to this Strategic Equality Plan. A list of policies is included in Appendix One and are available upon request from the school office.

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

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.

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 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 to 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 (e.g. after school clubs). The school endeavours to address accessibility difficulties.

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.

Impact Assessments

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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 by 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.

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:

- Feedback from staff surveys and / or in-put through staff meetings and INSET
- Analysis of parent/carer questionnaires
- Feedback and consultation from Annual Governing Body reporting to parent meetings ● 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.
- Issues raised during reviews of Individual Educational Plans, Annual Reviews and mentoring/support meetings

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 four 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

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

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- Publishing the documentation on our school website (<https://rctmoodle.org/cpm/>). It will also be referred to in the Annual Report from the Chair of Governors.
- Evaluating the effectiveness of the Strategic Equality Plan with the Local Authority Challenge Adviser and with Estyn when the school is inspected
- Ensuring hard copies are available by request
- Endeavouring to produce copies, upon request, in appropriate formats and languages

Local Authority

The school will work closely with Rhondda Cynon Taff County Borough Council 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

Further details for school can be obtained from:

The Headteacher
Mrs J Loveridge
Coedpenmaen Primary School
Coedpenmaen Close
PONTYPRIDD CF37 4LE

01443 486828
admin.cpm@rctednet.net
<https://rctmoodle.org/cpm/>

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STRATEGIC EQUALITY PLAN 2020-2024 Appendix One

School Policies relevant to inclusion and equality

Copies of the following policies are available upon request from the school office.

Anti-Bullying Policy
Behaviour Policy
Charging and Remissions Policy
Child Protection / Safeguarding Policy
Complaints Policy
Disability Equality Policy
EAL Policy
School Visitors and External Speakers Policy - Autumn 2020
Equal Opportunities
Inclusion
Looked After Children
Race Equality and Cultural Diversity Policy
Racial Harassment Policy
Volunteer Helpers Policy
Whistle blowing Policy

Other policies are also available at school – please ask if the policy you need to see is not listed above

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**STRATEGIC EQUALITY PLAN 2020-
2024 Appendix Two**
Strategic Equality Action Plans

Strategic Equality Plan – Objective 1

Following Covid and the restrictions on collaborating as fully as we would like,

- to continue to develop increasingly more effective participation, engagement and communication methods with pupils, parents and carers to ensure fully inclusive participation in school life.

OUTCOMES

That pupils and all parents and carers are informed and involved in decision-making processes within the school **SUCCESS CRITERIA**

ALL families are able to communicate with ease with the school through a range of platforms

ALL pupils and parents / carers can help shape school Vision, processes and practices

ALL pupils and parents / carers feel listened to and that their opinions and comments are valued

ALL information and meetings for parents / carers are made accessible for all.

Action	Personnel responsible	Start / Completion Resources	Key Evidence
<p>Invite comments from pupils/parents via school council/eco/parent council in relation to appropriate policies</p>	<p>Staff school council and eco council representatives</p>	<p>when required Time meetings</p>	<p>Minutes of meetings</p>
<p>Set up suggestion box for pupils at school for all pupils to be able to make comments that they feel are important to them.</p>	<p>Council representatives</p>	<p>Sept 2021 Suggestion box Pupils aware of box and that they can add ideas</p>	<p>Box Completed suggestion slips Listening to Learners</p>
<p>Use parents/pupils comments when policies reviewed with staff/GB etc.</p>	<p>HT / GB HT</p>	<p>As when reviewed Policies / slips from pupils/ALL parents...</p>	<p>Updated policies Up-to-date prospectus complying with WG guidelines</p>
<p>Ensure school prospectus updated with reviewed policies as appropriate to WG guidelines.</p>	<p>Class teachers</p>	<p>Annually</p>	<p>Completed questionnaires Activities set up to reflect outcome of questionnaires</p>
<p>Use questionnaires to establish how best the school can include parents fully in activities during the school day</p>	<p>Class teachers</p>	<p>when restrictions relaxed e: Covid Google forms</p>	<p>ClassDojo/ Twitter (ClassDojo has a "translate" facility)</p>
<p>Continue to send clear and easy to read communications e.g. newsletters from class teachers, notices from the HT etc. Updates on ClassDojo</p>	<p>HT / School clerk</p>	<p>Messages sent when required Include info on links on correspondence</p>	<p>Increased use of ClassDojo</p>
<p>Clearly advertise ClassDojo to parents / carers ensuring up-to-date and relevant information is included</p>	<p>HT</p>	<p>Continually in school Questionnaires PTA correspondence</p>	<p>Parents' council set up and effective in its role to improve standards and provision</p>
<p>Investigate feasibility of setting up a fully inclusive parent council.</p>	<p>HT</p>	<p>When Covid restrictions are fully relaxed Time / Leadership work for identified staff</p>	<p>Minutes of meetings / letters to parents etc.</p>
<p>School council (Senedd) plays active role in school development</p>		<p>on-going</p>	

Overall Evaluation and Way Forward

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STRATEGIC EQUALITY PLAN 2020-2024 Appendix Two

Strategic Equality Action Plans

Strategic Equality Plan – Objective 2				
Continue to exclude all forms of harassment and/or inequality				
<p>OUTCOMES A happy school where ALL stakeholders feel confident that they will be treated equitably and equally regardless of any form of disability / cultural / social differences.</p> <p>SUCCESS CRITERIA Pupils are happy at school and confident to discuss with others if issues arise All school staff access equity training, delivered through the Local Authority School follows RCT guidelines in reporting incidents of bullying in all equality issues. Parents are confident that their concerns will be listened to and acted upon according to agreed school policies Staff are aware that any personal difficulties they may have will be listened to and supported within all accepted guidelines.</p>				
Action	Personnel responsible	Start / Completion	Resources	Key Evidence
Anti-bullying policy reviewed – reflecting on current practice. Positive Relationships Policy included in suite of behaviour policies	All staff and GB	Autumn 2021	Existing policy Review of existing practice	Minutes of staff meeting / GB minutes
Model anti-bullying policy from RCT considered and included in school policy	HT	When available	Model RCT policy Staff meeting time	Up-to-date Anti-bullying policy available on school Moodle or upon request
Raise parents and carers awareness of the anti-bullying policy and that they are able to access the policy when required	HT through prospectus	Annually	Parents newsletters / included on school notice boards Bullying register	Newsletters Listening to parents / questionnaires
Record of bullying incidents completed as per RCT regulations	HT and raised awareness for all staff	Termly reports	Reviewed accessibility plan	SIMs / Bullying reports / electronic pupil files
Staff on long term sick leave to be confident when applying for phased returns to work – knowing that the phased return is for their benefit – as well as the school	HT / Human Resources advice	Continued with advice from HR	Reviewed accessibility plan	Staff's return to work agreed amicably
Advice taken from LA and 'expert' agencies to devise accessibility plan			Directed time/ staff meetings to plan Day timetabled appropriately	GB minutes – Premises committee
Accessibility Plan is up-to-date and relevant – allowing access to all parties – within the confines of the site on which the school stands – and has next steps for progress included.	HT HT and GB	when required Summer 2021	All 'protected characteristic groups' included as appropriate for primary age pupils.	Up to date plan Minutes of GB Buildings committee
Introduce a 'diversity day' where the whole school will learn about the diverse nature of the world in which we live				School photographs Listening to Learners

	<p>SLT to plan with whole staff</p> <p>Annual Cultural Diversity Day</p>		
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Overall Evaluation and Way Forward

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STRATEGIC EQUALITY PLAN 2020-
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Strategic Equality Action Plans

Strategic Equality Plan – Objective 3
 To review and further develop robust policies that reflect the school’s commitment to the principles of equality

OUTCOMES

to ensure any new policies reflect the principles of the Strategic Equality Plan
 Ensure all parents / carers are able to access school policies whilst ensuring statutory guidelines are followed. **SUCCESS CRITERIA**
 Policies and plans are current and reflect recognised equality objectives
 New policies take emerging technologies into account e.g. social media, networking etc where an impact on cases of bullying and harassment of staff, pupils and parents
 Policies and plans cover ALL areas of inclusion and relevant information is included in the school prospectus.

Action	Personnel responsible	Start / Completion Resources	Key Evidence
<p>Ensure all staff fully aware of equity through appropriate and relevant training opportunities</p> <p>Review and update (where necessary) existing policies in line with statutory expectations</p> <p>Act on guidance when received to review equality policies when needed</p> <p>Audit use of IT /technology with all groups (including those of protected characteristics)</p> <p>Keep up to date with technology use by parents, pupils and other stakeholders and include new technologies into policies as and when they arise (include mobile technologies, social media etc)</p> <p>Provide safe forums for stakeholders to comment on issues related to school life (through Twitter/Class Dojo).</p> <p>e-safety policies updated (where necessary) to ensure relevance to current ICT use.</p> <p>Review of existing policies on MER cycle to ensure provision included for emerging technologies and other factors as advised by LA</p>	<p>HT / All staff</p> <p>HT / GB</p> <p>HT / GB</p> <p>HT / class</p> <p>teachers ICT</p> <p>Coordinator</p> <p>HT</p> <p>SLT / ICT Coordinator</p> <p>SLT / ICT Coordinator</p>	<p>Spring 2021</p> <p>RCT Equity Team INSET Time</p> <p>as required</p> <p>Existing policies Advice from LA and WG</p> <p>Guidance</p> <p>annually</p> <p>staff observations</p> <p>on-going</p> <p>Research / observations</p> <p>Continuous</p> <p>Class Dojo reviewed for reliability</p> <p>Autumn 2021</p> <p>Existing policies, questionnaires, updated policies</p> <p>Autumn 2021</p> <p>Existing policies, questionnaires, updated policies</p>	<p>Register of attendees</p> <p>Full set of equality policies reflect current practices</p> <p>Results of audit</p> <p>Policies reflect IT use in the wider community</p> <p>Class dojo shows use by parents and children’s use from class teachers</p> <p>Policies up-to-date and relevant</p> <p>Policies up-to-date and relevant</p>

Overall Evaluation and Way Forward