



**Maesybryn Primary School**

*Ysgol Gynradd Maesybryn*

# **Strategic Equality Plan**

**2018 – 2022**

Available in other languages and formats on request

## **Contents**

### **Foreword**

- 1. Introduction**
  - 1.1 Background
  - 1.2 Purpose of the Strategic Equality Plan
- 2. Public Sector Equality Duties**
  - 2.1 The General Duties
  - 2.2 The Specific Duties
  - 2.3 Who has to comply with the Public Sector Equality Duties?
  - 2.4 Who is protected under the Public Sector Equality Duties?
- 3. Engagement Process**
- 4. Relevant Information**
- 5. Equality Impact Assessments**
- 6. Staff Awareness**
- 7. Equality Objectives**
- 8. Gender Pay Objective**
- 9. Publishing and Monitoring Results**
- 10. Contact Details**
- 11. Appendices**

## **Foreword**

### **1. Introduction**

#### **1.1 Background**

Maesybryn Primary School is a large Community Primary school in Llantwit Fadre, on the outskirts of both Pontypridd and Cardiff. There are currently 378 pupils on roll, split into 15 classes. Of these, two are nursery classes and two cater for pupils with Special Educational Needs. These two SEN classes are LEA provisions with one being for infant children with Communication Disorders and the other for junior pupils with Complex Needs. Most children in these classes are from outside our catchment. The school has an intake number of 56. An new building is planned for 2024. The school has a low FSM figure (7.2%) and most families are economically active and educationally supportive. Currently 5% of the school population is identified as ALN. 10 children speak an alternative language and approximately 2% of pupils are from ethnic minorities. One child has profound medical needs and most children in our support classes are open to the Disabled Children's Team. Currently we have five children who are Looked After (CLA).

The current Head teacher was appointed in September 2009 and the Deputy in December 2015. The SMT is made up of these and two TLR holders. The school was last inspected in 2018 when all areas were judged as Good. Strong links exist with the local Comprehensive school, Bryncelynnog School.

In September 2011, the Nursery moved into a single building and ALN classes were moved to classrooms adjacent to their mainstream counterparts. The school is fully staffed in accordance with guidelines from WAG with regard to Foundation Phase ratios.

The school prides itself on being a very inclusive school where pupils are valued for what makes each of them unique. We teach pupils to value others, celebrate diversity and to be tolerant – we strive for equality in all ways through our ethos and curriculum

#### **1.2 Purpose of the Strategic Equality Plan**

The Strategic Equality Plan has been developed so that the School can set out how it aims to meet it's commitment to equality and how it will meet it's legal obligations contained with the Equality Act 2010. This has been drawn up with input from staff and Governors of the school.

## **2. Public Sector Equality Duties**

### **2.1 The General Duties**

The Equality Act 2010 introduced a new general duty on Schools (and public sector organisations) when making decisions and delivering services to make sure it thinks about (referred to as having due regard in the legislation) how to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it (protected characteristics are explained in 2.4 below).
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

When thinking about how to advance equality of opportunity between persons who share a relevant protected characteristic and those who don't the School also has to think about the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic and are connected to that characteristic
- Meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encourage 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

The School also has to particularly think about how it will tackle prejudice and promote understanding.

### **2.2 The Specific Duties**

The Equality Act provides a power to make regulations imposing duties on public bodies to support better performance of the general duty; these are known as the Specific Public Sector Equality Duties and are different in England, Scotland and Wales.

The Specific Duties underpin the General Duty and have been developed around four main principles:

- Use of evidence
- Consultation and Involvement
- Transparency
- Leadership

The Welsh Government published regulations that introduced the Specific Duties for Wales in March 2011, these set out the actions the School must take in order to comply and include the following areas:

- Setting Equality Objectives & Publishing a Strategic Equality Plan
- Ensuring it engages with people who have an interest in how the School's decisions affect them
- Collecting and publishing information relevant to compliance with the general duty
- Carrying out Equality Impact Assessments and publishing the results if there is a substantial impact identified
- Publish employment monitoring information annually
- Promote knowledge and understanding of the general duty amongst its employees and use its performance assessment procedures to identify and address the training needs of its employees in relation to the general duties
- Set a gender pay equality objective where a gender pay difference is identified
- Think about including conditions relevant to the general duty in its procurement processes.

### **2.3 Who has to comply with the Public Sector Equality Duties?**

The Equality Act imposes obligations on everyone concerned with the provision of services to the public, however the Public Sector Equality Duty only applies to organisations that have been identified as 'public authorities' under the act this includes Schools, local Councils, Fire and Rescue Authorities and the National Parks in Wales.

## **2.4 Who is protected under the Public Sector Equality Duties?**

Everyone is protected under the Equality Act however the general and specific public sector equality duties refer to people who have particular 'protected characteristics'.

This is the term used in the Equality Act to identify the types of things that affect how people are treated and can mean people may experience discrimination.

The law is designed to protect them, they are:

- Gender – male or female
- Age – young and 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 people of same sex, opposite sex or either sex
- Pregnancy and Maternity – from the time the woman becomes pregnant

The need to have due regard to the need to eliminate discrimination also applies to marriage and civil partnership.

### 3. Engagement Process

Maesybryn Primary School engages with a wide range of stakeholders and monitors the impact of what we do on a range of people in the following ways.

- Admissions – these are managed by the local authority in accordance with their admissions policy. All children who are deemed eligible for admission to our school are welcomed, regardless of gender, race, nationality, disability or learning ability. As a school we welcome a diverse pupil base. Admission to our Special Classes is managed by the relevant LEA panel. Again, as a special provision, we welcome all pupils regardless of ability or disability. Data from this source indicates the following;
  - ALN pupils – 24 ( note that a further 20+ children are on a monitoring list)
  - Statements of SEN – 8
  - FSM – 7.2%
  - Gender – 3 yr average is 52% female and 48% male
  - Ethnic minorities – 4%
  - Looked After Children – 5
  - Children with a Physical Disability – 1
  - Children who access Disability Team - 14
- Attendance – our attendance policy is clear and covers all pupils in line with this strategic plan. We aim for an attendance figure of 95% for all pupils but make clear allowances for children who need time away for medical appointments, treatments or specialist support. Attendance figures for all pupils are monitored each term and the AWO involved if necessary. These figures show us that overall attendance is 95.2% for the whole school. Children on FSM tend to attend less than their peers.
- Discipline – parents, pupils, staff and governors have been involved in writing our anti bullying policy and our discipline code. All pupils are treated fairly and equally and no differences are expected with regard to age, gender or academic ability. Yearly questionnaires are sent to parents on this issue and the School Council reports on it each term. No particular group in the school has poorer behaviour than others (although boys tend to be involved more frequently), nor is any particular group more prone to perceived bullying

- Exclusion – we do not aim to exclude any pupil as a result of poor behaviour, however, a clear policy exists and this will be applied fairly in all cases and in line with this document and reported to both the LEA and Governing Body. Five pupils have been excluded at Maesybryn Primary School in the last 10 years
- Curriculum – all subject policies contain a clear statement about equality in all its forms and the curriculum is broad and balanced in that topics on diversity e.g. segregation; topics of a male persuasion; topics on equal rights are all covered during a child’s time in school. All subjects are accessible to all children regardless of physical or learning need. Policies are reviewed regularly by the Governing Body and the school is inspected on a regular basis.
- Attainment – school performance in all subjects is closely monitored by SMT, Governors, LEA and Estyn. These figures are published regularly on the school website and in the Annual Report to Parents. These results show that:-
  - On average, 93% of our pupils attain Level 4 in English, Maths and Science in Year 6.
  - Girls tend to outperform boys throughout the school and especially at the end of Key Stage 2.
  - FSM children do not perform as well as non-FSM pupils.
  - Children with statements and those with learning disabilities make good progress against their targets and their value added is equal to those without these difficulties.
  - There is no difference in performance amongst those children from ethnic minorities.
- Parent and Pupil Surveys – these indicate that over 87% of parents and 90% of pupils feel safe and well cared for. They also feel that any problems are dealt with properly and that staff are caring and help children build confidence in their abilities. No parent raised an opinion that the school discriminates against any group.
- Governing Body – minutes from meetings make positive statements towards all groups and discussion has taken place about topics such as under performance of boys or the provision for Special Needs Pupils. No issues of lack of equality have been raised at meetings or through correspondence.
- School Inspection – the last Estyn Inspection in 2018 rated the school as Good for Key IA2 and 4 , Care and Inclusion of pupils. They also rated standards of learning and teaching as Good thus showing that we care for all pupils equally and enable all to make effective progress.

- ALN Reviews – regular reviews show that identified pupils make good progress against targets in their IEPs and that all reach their full potential at the end of Key Stage 2

#### **4. Relevant Information**

The school reviews all provision and standards in a series of documents each year. These include;

Self Evaluation Report

School Improvement Plan

Head teacher Reports to Governors

Annual Reports to Parents

A range of policy documents that relate to diversity and equality.

All documents are available on the school website or from the school itself.

#### **5. Equality Impact Assessments**

The school follows the guidance of the local authority and if a substantial impact is evident an assessment will be published through the Governing Body.

#### **6. Staff Awareness**

Staff have been made aware of this document and also the council's booklet "Towards Equality and Diversity" is available at school or on the council's website. In performance management, staff are asked to identify targets for specific groups from a range of backgrounds e.g. FSM or boys.

## 7. Equality Objectives

Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Protected Characteristics	To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups  Publish and promote Equality Policy through school website, newsletters, staff meetings	Specific question regarding equality to be added to parent survey. Invitation for parents to respond to published document	HT, GB	By July 2019  Annually thereafter	All staff familiar with principles of the policy and use them when planning lessons, creating classroom displays  Parents are aware of policy.
Protected Characteristics	Monitor and analyse pupil achievement by protected characteristics act on trends / patterns in the data that require additional support in order to narrow the gap	Achievement data analysed by protected characteristics	HT, SMT	Termly	Analysis of teacher assessments/ annual data indicates the gap is narrowing for equality groups
Protected Characteristics	Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity. Link to CfW.  Take part in gender programme for Foundation Phase pupils.	Increased pupil participation, confidence and achievement levels  All children take part in activities regarding gender.	Skills leader  FPh teachers	Sept 2018 – Sept 2022  September 2018	Increase in participation and confidence of targeted group
Protected Characteristics	Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve	Increase in pupil participation, confidence and positive identity – monitor through PSHE/Wellbeing	HT, Phase Leaders	On-going	More diversity reflected in school displays across all year groups
Protected Characteristics	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council by election or co-	School Council representation monitored by race, gender, disability	School Council Leader	On-going	More diversity in school council membership

	option, class assemblies etc.				
Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Racial Equality	Ensure racial incidents are reported, monitored and acted upon effectively.  Ensure all staff are trained in PREVENT	The HT and Governing Body will assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified are pupils/parents satisfied with outcomes?  Training records	HT, GBody	Reporting Oct. March, June	All staff aware of and respond to racist incidents  Consistent nil reporting is challenged by G Body
Gender Equality	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including football ,cricket, basketball and rugby to ensure participation rates more reflective of school population	Increased participation of girls in sports clubs and extra-curricular activities	All staff	Sept. 2018 – July 2022	More girls take up after school sport
Disability Equality	Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates	Monitoring of applications by disability to see if material was effective	GBody	Nov. 2018 or next parent nominations	Increased number of applications from disabled candidates. Increased number of disabled GB members
Racial	Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs Involve representatives from a range of these to participate in our celebrations	Survey of participant and stakeholder	PTA, GB, SMT	Sept 2018 – July 2022	Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis

<b>ACCESSIBILITY PLAN</b>					
<b>Equality Strand</b>	<b>Objective / Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Responsibility for monitoring</b>	<b>Timeframes</b>	<b>Success indicators</b>
Access to curriculum	To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan	Monitor via pupil progress review meetings	SENCO, HT	On going	Pupils make progress from starting points
	Teachers to differentiate work in the light of reports above	School's monitoring policy	SMT	On going	Pupils make progress from starting points
	Teachers work collaboratively with outside agencies and advise support staff accordingly	School's monitoring policy	SENCO, HT	On going	Pupils make progress from starting points
Access to Physical environment	Needs of all stakeholders with disabilities will be taken into account in planning and undertaking school extension, refurbishment and temporary accommodation	Plans and accommodation include adaptations	Local Authority, GB, HT, Site Manager	Sept 2018 – Feb 2022	Easy access to physical environment
	Clear signage in all areas of the school	Termly check	H&Safety team,	On going	Easy access to physical environment
Access to written environment	Visual support in place in all areas of the school	Termly Learning Walk	SENCO, HT, DHT	On going	Clear and accessible written/pictorial information for all learners
	User-friendly language in place for all communication	Parental feedback	HT, SENCO	On going	Clear and accessible written/pictorial information for all learners
	Communication translated into main community languages	Parental feedback	HT, SENCO	On going	Clear and accessible written/pictorial information for all.

## **8. Gender Pay Objective**

All teachers are subject to the General Teacher Pay and Conditions for England and Wales and as such, all gender issues are addressed. Non-teaching staff have recently undergone an exercise in gender equality as regards pay through the local authority. Details of both are available at school.

## **9. Publishing and Monitoring Results**

Equality objectives will be monitored annually and reported in Governor Reports and the School Self Evaluation Report. The school will be inspected every six years and standards and provision for all school groupings will form part of this. All relevant documents will be updated and published on the school website.

## **10. Contact Details**

Further information is available by writing to the school or visiting our website.

Maesybryn Primary School,  
Lancaster Drive,  
Llantwit Fadre,  
Pontypridd,  
RCT.  
CF38 2NS

## **11. Appendices**

Please refer to Accessibility Plan.