Strategic Equality Plan
2016 – 2020
St. Helen’s Primary School

Strategic Equality Plan agreed by Governors:

Philip Crayford (Signed by Chair)

Date 28th March 2016

Reviewed annually
1. Our Distinctive Character, priorities and Aims

1.1 School values

‘All Different, All Equal’

At St. Helen’s, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St. Helen’s we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

St. Helen’s Primary serves the Sandfields area of Swansea and is within the castle ward. It is a designated ‘Communities First’ area by the Welsh Government as is an area of social and economic disadvantage. The school has served the community for over 135 years and is very proud of its heritage.

The school has single aged classes throughout, with a part time nursery. There are currently 9 full time teachers including the Headteacher and a 0.5 teacher who supports P.P.A. There is a high number of Teaching Assistants employed by the school to support learning. Further support is provided by EMAU in the form of teachers and bilingual teaching assistants. We currently have 230 pupils (November 2016). No pupils have been excluded in the previous 12 months.

The catchment of the school area can be described as urban. Castle ward is the 6th highest populated area in Swansea and the 4th most densely populated (Census 2001). Birth and more significantly death rates are above the Swansea average. Castle has higher proportions of non-white, ethnic groups, people born outside the UK and one-person households. (Census 2001). Housing is mainly terraced with little green space. Over 50% of housing is rented leading to a transient school population, measured at 20.3% in 2009.

Over 81% of pupils live in the 30% most deprived areas of Wales (AWIMD). The proportion of pupils receiving free school meals on a 3 year average is 24.58%. There is a discrepancy here as AWIMD would indicate our free school meals percentage should be higher.

Although is has always been a culturally diverse area, this has seen a major increase over the past 5 years. The community itself has seen increasing members of ethnic minorities settle in the area. The main focus of the school is to
bring the community together. 88% of the school population is described as non-white British compared with the Swansea average of 11%.

At present as we serve 45% of our catchment population, we are working tirelessly to change the indigenous communities misconceptions and misunderstanding of our school.

The multicultural mix presents its own set of challenges for the education of our pupils, especially with regard to the development of English, however this same mix brings a wealth of opportunities. We use the pupils’ experiences and heritage to enrich our learning opportunities and curriculum. We believe that all children who come to our school add to our learning and understanding. We encourage all children to be proud of who they are, where they come from and to share their valuable experiences. We acknowledge and value each child’s ‘home’ language, celebrating their linguistic diversity and fostering positive attitudes. We encourage all of our children to develop an understanding of other cultures, respect the rights and beliefs of others and to live and learn together within our community.

We pride ourselves on being a ‘family’, ensuring all stakeholders are included in school development and providing equal opportunities for all. Since the last inspection there has been a new Headteacher appointment.

1.3 Mainstreaming equality into policy and practice

St. Helen’s Primary School aims to provide all pupils with equal opportunities. They should have equal access and opportunities within the Curriculum, both formal and informal, so that when leaving our school they have the widest possible options available to them, educationally, socially and vocationally.

St. Helen’s Primary School supports equal opportunities by countering stereotypes and prejudice, reducing the effects of sexual, racial and social discrimination, while at the same time acknowledging the diverse cultural and educational needs of our pupils.

Equality of opportunity for all children is essential, whatever their age, ability, gender, race or background. We recognise that a child’s self-perception can be influenced by his or her environment. We want all our pupils to achieve their full potential during their time with us. We work to ensure that our expectations, attitudes, and practices – in particular those relating to gender – do not prevent any child from fulfilling his or her potential.

We understand that, as children mature and their relationships with peers of both sexes develop, their perception of gender roles alters. We also accept that such perceptions are influenced by other factors, including home, peer group and the media.

As a school, we incorporate Swansea LA guidelines for Equal Opportunity into our primary practice. Certain strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates the life and work of the school.
Children of both genders have equal opportunity within, and equal access to, all areas of the School Curriculum. This includes the Foundation Phase Framework for the National Curriculum subjects, other subject areas currently outside the National Curriculum and extra-curricular activities. Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.

- Efforts are made to recognise, and be aware of, the possibility of gender bias in our teaching and learning materials and in our teaching styles.
- Materials are selected carefully for all areas of the Curriculum to avoid sexual stereotypes and gender bias.
- Impartiality is demonstrated by teacher time, attention and resources being given equally to boys and girls, who are encouraged to work and play freely together.
- Opportunities are given for children to work with male and female teaching and non-teaching staff.

Teaching and other groupings, such as dinner queues, Assembly seating, lines for dismissal, classroom seating and playground areas, are organised by criteria other than gender or race, for example, age, ability, friendship.

Equality is demonstrated when giving/delegating responsibility and noting the achievements of children.

- Discipline – notably rewards and sanctions – are the same for all children.
- Our school uniform policy embodies the same standards for all children.
- Separate toilets and separate changing facilities for PE and swimming are provided.
- Children and staff are encouraged to respect and value each other, and build and maintain co-operative working relationships both within school and in the community.

Any discrimination that arises inside or outside the classroom is handled sensitively and discussed with the children. Equal Opportunities are included in all school policies.
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 any protected characteristic defined within the Equality Act 2010:

- Age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity
- race
- religion or belief
- sex
- sexual orientation

The purpose of our Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for all 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 Public Sector Equality Duty to:

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;
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 our school council, governing body, parents and community groups that have been involved in the development of the plan;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

Our School Equality Objectives are set out in 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 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 disabled people, and also strive to make communications inclusive for parents, carers and pupils;
• ensures that no pupil 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 Headteacher / Senior Leadership Team (SLT)

The SLT 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 any incidents of bullying, harassment or discrimination in accordance to the Authority's and school’s policies

2.3 Staff – teaching and non-teaching

The school regards equality as a responsibility for all. Every member of staff contributes 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 will 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, 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
• reviewing our performance.
• undertaking Equality Impact Assessments
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. 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; a template is available for this work
- pupil attainment and progress data relating to different groups;
- school council’s views actively sought and incorporated in a way that values their contribution;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any protected characteristic

### 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 ensure that we communicate with everyone in an accessible way, using interpreters and different information formats when appropriate.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

<table>
<thead>
<tr>
<th>During March 2012, the following groups were consulted in formulating the objectives for this plan:</th>
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<tbody>
<tr>
<td>• The School Council</td>
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<td>• The staff both teaching and non teaching</td>
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<td>• The Sandfields Residents Association</td>
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<tr>
<td>• Parents from all faith/ethnic elements of the community.</td>
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<tr>
<td>• The Governing Body</td>
</tr>
</tbody>
</table>
4. Equality Impact Assessment

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation
- Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on all our policies and proposals.

5. Objectives and Action Plans

Our Equality Objectives are:

- 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
- 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
- Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school’s diversity
- Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve
- 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-option, class assemblies etc
- Ensure racial incidents are reported, monitored and acted upon effectively
- 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
- Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates
- 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
• To increase access to the curriculum, physical and written environment through the delivery of the School’s Accessibility Plan
• Teachers work collaboratively with outside agencies and advise support staff accordingly
• Needs of all stakeholders with disabilities will be taken into account in planning and undertaking school any refurbishment to the school.
• Clear signage in all areas of the school
• Visual support in place in all areas of the school
• User-friendly language in place for all communication
• Communication translated into main community languages

Further information on how we will achieve these objectives is contained in Appendix 2

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

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

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 our Equality Objectives
• undertaking an annual review of progress against our Equality Objectives.

We will undertake a full review of our SEP by September 2020.
St. Helen’s Primary 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.
# Appendix 2 –
St. Helen’s Primary School

Strategic Equality Plan 2012 – 2016
Equality Objectives and Action Plan

<table>
<thead>
<tr>
<th>Equality Strand</th>
<th>Objective / Action</th>
<th>How will the impact of the action be monitored?</th>
<th>Responsibility for monitoring</th>
<th>Timeframes</th>
<th>Success indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protected Characteristics</td>
<td>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</td>
<td>Specific question regarding equality to be continued in parent survey. Invitation for parents to respond to published document</td>
<td>HT, GB</td>
<td>By March 2017, Annually thereafter</td>
<td>All staff familiar with principles of the policy and use them when planning lessons, creating classroom displays. Parents are aware of policy and have communicated interest / amendments</td>
</tr>
<tr>
<td>Protected Characteristics</td>
<td>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</td>
<td>Achievement data analysed by protected characteristics</td>
<td>HT, SMT</td>
<td>Annually from NFER data and All Wales Core Data Sets</td>
<td>Analysis of teacher assessments/ annual data indicates the gap is narrowing for equality groups</td>
</tr>
<tr>
<td>Protected Characteristics</td>
<td>Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school’s diversity</td>
<td>Increased pupil participation, confidence and achievement levels</td>
<td>All staff</td>
<td>Sept 2016 – Sept 2020</td>
<td>Increase in participation and confidence of targeted group</td>
</tr>
<tr>
<td>Protected Characteristics</td>
<td>Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve</td>
<td>Increase in pupil participation, confidence and positive identity – monitor through PSHE/Wellbeing</td>
<td>HT, SMT</td>
<td>On-going</td>
<td>More diversity reflected in school displays across all year groups</td>
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<tr>
<td>Protected Characteristics</td>
<td>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-option, class assemblies etc.</td>
<td>School Council representation monitored by race, gender, disability</td>
<td>HT</td>
<td>On-going</td>
<td>More diversity in school council membership</td>
</tr>
<tr>
<td>Equality Strand</td>
<td>Objective / Action</td>
<td>How will the impact of the action be monitored?</td>
<td>Responsibility for monitoring</td>
<td>Timeframes</td>
<td>Success indicators</td>
</tr>
<tr>
<td>Racial Equality</td>
<td>Ensure racial incidents are reported, monitored and acted upon effectively</td>
<td>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?</td>
<td>HT, Gov Body</td>
<td>Reporting in termly report to govs</td>
<td>All staff aware of and respond to racist incidents</td>
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<td>Consistent nil reporting is challenged by G Body</td>
</tr>
<tr>
<td>Gender Equality</td>
<td>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</td>
<td>Increased participation of girls in sports clubs and extra-curricular activities</td>
<td>DHT</td>
<td>April 2016 – April 2020</td>
<td>More girls take up after school sport</td>
</tr>
<tr>
<td>Disability Equality</td>
<td>Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates</td>
<td>Monitoring of applications by disability to see if material was effective</td>
<td>GBody</td>
<td>Ongoing</td>
<td>Increased number of applications from disabled candidates. Increased number of disabled GB members</td>
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<tr>
<td>Racial</td>
<td>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</td>
<td>Survey of participant and stakeholder</td>
<td>PTA, GB, SMT</td>
<td>On going</td>
<td>Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis</td>
</tr>
</tbody>
</table>

**ACCESSIBILITY PLAN**

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