

ROMILY PRIMARY SCHOOL



YSGOL GYNRADD ROMILLY

Learning Together Growing Together - Dysgu a Thyfu gyda'n Gilydd

Romilly Primary School

Strategic Equality Plan



2012 – 2016

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Purpose of this Plan

The purpose of this Strategic Equality Plan is to describe what we are doing at Romilly Primary School to meet our responsibilities under the Equality Act 2010, including the Public Sector Equality Duty (general duty) and the specific duties for Wales.

The public sector equality duty requires us to think about the needs of people with characteristics protected under the Equality Act 2010. These protected characteristics are:

Age	Race
Disability	Religion or Belief
Gender Reassignment	Sex
Pregnancy and Maternity	Sexual Orientation

We must also make sure that we have due regard to the need to eliminate discrimination for marriage and civil partnership.

We must have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a relevant protected characteristic and those who do not.

Having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics;
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
- encouraging people with protected characteristics to participate in public life or in other activities where they participate less than other groups.

The specific duties set out the steps that we must take to demonstrate that we are paying due regard to the general duty. They cover:

Objectives	Staff training
Strategic Equality Plans	Procurement
Engagement	Annual reporting

Assessing impact	Publishing
Equality information	Welsh Ministers' reporting
Employment information	Review
Pay differences	Accessibility

1. Information about our School

Romilly Primary School was formed in 2008 with the amalgamation of Romilly Infant and Junior Schools. The school is at the heart of the local community and has served the people of Barry in various forms since 1897.

School's Mission Statement

'Dysgu a Thyfu gyda'n Gilydd – Learning Together, Growing Together'

School Vision

During their time at our school, children will be happy, confident and excited in their learning. We will work together to make sure that children develop values, skills and knowledge which will prepare them for the rest of their learning journey.

1.1 School values

At Romilly Primary School, we are committed to providing equality of education and opportunity for pupils, staff, parents and carers receiving services from the school, irrespective of protected characteristic.

We want everyone connected to the school to feel that they are include in school life and feel proud of their identity.

We will monitor the achievement of pupils and use this information to support pupils, raise standards and ensure inclusive teaching.

We will tackle discrimination by:

- the positive promotion of equality through our day to day actions in dealing with children. Staff will also ensure that as appropriate learning activities challenge discrimination.
- challenging bullying and stereotypes by ensuring that resources used to support learning are well thought out. This will include class based resources and resources used for yea group and whole school assemblies.
- creating an environment which champions respect for all, through our day to day dealings with children, and also by portraying positive role models

At Romilly Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We celebrate the achievements of our community in all areas both academic and other wise, inside and outside of school.

1.2 Characteristics of our school

Pupils

There are currently over 700 pupils, including 120 in our thriving Nursery. Our 2013 PLASC data collection information shows that approximately 10% of our pupils are from ethnic groups. This 10% is made up of wide range of backgrounds.

Our current pupil gender split is 55% male and 45% female.

Reported pupil outcome data for 2012 shows that at the end of Foundation Phase and end of Key Stage 2 our gender differences are below LA and all Wales Averages.

1.3 Mainstreaming equality into policy and practice

We aim to provide all our pupils and staff with the opportunity to succeed, and to reach the highest level of personal achievement.

- Through careful and well planned teacher assessment, we use contextual data to improve the ways in which we provide support to individuals and groups of pupils using interventions such Fresh Start Phonics, Catch up Literacy and Nurture groups
- By making best use of pupil tracking systems we monitor achievement data by protected characteristics and take action to close gaps, by using specific targeted support
- Working in year group teams we take account of the achievement of pupils when planning for future learning and setting challenging targets;
- In developing our school curriculum, buildings and site we ensure equality of access for pupils and prepare them for life in a diverse society. We make use of LA guidance to ensure that building modifications and upgrades are in line with current requirements.
- In all areas of learning we use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- Through our vision and actions we promote attitudes and values that will challenge discriminatory behaviour or prejudice e.g. making use of 'Show Racism the Red Cards' workshops
- Through careful curriculum planning we provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures e.g. Cultural Diversity theme weeks and theme weeks promoting Science and Technology for all.

- By holding workshops, drop in sessions and parents meetings we seek to involve all parents in supporting their child's education;
- As part of staff development opportunities we encourage staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- On a day to day basis we include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils. This means our approaches and materials reflect the diverse world in which we live.

1.4 Our equality objectives

To develop our equality objectives, we have reviewed..

- Equality and Human Rights Commission's 'How Fair is Wales' and 'Not Just Another Statistic and Stonewall's School Report;
- GSR 'Survey into the prevalence and incidence of School Bullying in Wales
- WG All-Wales Survey of Bullying in Schools
- The Vale of Glamorgan Strategic Equality Plan
- Views expressed by our School Council and Governing body;
- Issues arising from analysis of our pupil data;
- Annual Parent Questionnaires results

Our School Equality Objectives are set out at the end of this document

2. Responsibilities

2.1 Governing Body

The Governing Body has set out its commitment to equality and diversity in this plan. It will continue to do all it can to ensure that the school is fully inclusive to pupils and staff, 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 reasonable steps to ensure that the school environment gives access to disabled people;
- strives to make communications inclusive for parents, carers and pupils; and
- ensures that no pupil is discriminated against whilst in our school;
- promotes equality of opportunity.
- Will maintain awareness of responsibilities
- Will participate in development and review of plan;

- Will as part of its work, monitor achievement of outcomes;
- Contribute to development of annual report.
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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 Head Teacher / Senior Leadership Team

The Head Teacher of Senior Leadership Team promotes equality and eliminates discrimination by:

- implementing the school's Strategic Equality Plan, supported by the governing body;
- using dedicated after school INSET sessions to make staff are aware of their responsibilities under the Equality Act 2010 and are informed of our school's Strategic Equality Plan and equality objectives;
- make sure that appointment panels give due regard to their equality responsibilities and this plan, so that no one is discriminated against during recruitment and selection processes;
- making sure that there is no discrimination in employment by following LA recruitment protocols
- making sure that there is a fair system in place for staff development and that they can access training opportunities that meet their needs in line with school development objectives
- promoting equal opportunity when developing the curriculum;
- promoting respect for other people through policies and by acting as positive role models
- promoting equal opportunities to participate in all aspects of school life by offering opportunities to all members of the school community as appropriate.
- treating incidents of bullying, harassment or discrimination in accordance with the policies of the school and the local authority.

2.3 Staff – teaching and non-teaching

Equality is the responsibility of everyone. Every member of staff contributes to ensuring that our school is a fair and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect;
- maintaining awareness of the school's Strategic Equality Plan;

- providing age appropriate material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice;
- recording serious incidents as prescribed in the policies of the school and local authority, for example, reporting of racial or homophobic 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

It is important to collect information to help us:

- decide what to do to improve equality and eliminate discrimination within the school community;
- reviewing our performance; and
- undertaking Equality Impact Assessments.

Engagement is about talking to people or organisations who have an interest in how we run our school. We will talk to a range of people to develop this plan including:

- Pupils;
- School Council;
- Parents and guardians;

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 survey responses from pupils, parents,
- pupil attainment and progress data relating to different protected groups;
- school council's views actively sought and incorporated in a way that values their contribution;
- Feedback from external assessors – Investors in Family, Investors in People, Estyn;
- National reports – How Fair is Wales, All Wales Survey of Bullying 2009
- exclusions data analysed by group;

3.3 Engagement

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

We will take into account the views of the school community and organisations representing the interests of protected groups account when we set priorities. We will do this by taking account

4. Equality Impact Assessment

An equality impact assessment is 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 their protected characteristics or the Welsh language.

The purpose of an equality impact assessment is to identify potential risks of unlawful discrimination and opportunities to promote equality. They help us to meet the diverse needs of our school community.

The process involves talking to people and organisations to find out what they think of our proposals and whether they will meet their particular needs.

We have developed an impact assessment process .We will uses this to assess the impact of plans, initiatives, policies and practice as they are being developed or renewed We intend to use it to impact the school improvement plan each year. The school improvement plan contains the main work we intend to carry out during the next academic year.

This will allow us to identify ways of improving the outcomes of the school improvement plan by identifying areas that might not work so well for some protected groups and doing something to address this before we implement it.

We will publish equality impact assessments where we find that policy or practice has a significant impact on protected groups. We will make them available on the school's website and in the school office.

5. Publication and reporting

We publish our Strategic Equality Plan on our school website and make it available from the school office. It is available in a range of formats on request.

We will report annually on the progress made on implementing the Strategic Equality Plan and the effect of this on school culture and practices. This is undertaken as part of the Governing Body's Annual Report.

Data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. The information will be stored separately from personal information which identifies the individual.

To protect the identities of individuals when trend information is published, no counts containing less than 5 individuals will be published.

6. Monitor and Review

As part of our responsibility to monitor the Strategic Equality Plan, we will:

- revisit and analyse information and data used to identify priorities for our equality objectives
- undertake an annual review of progress against our equality objectives.

We will undertake a full review of our Strategic Equality Plan by July 2016.

7. Objectives

1. To train all staff and governors in the implications and responsibilities associated with the duty of the school in relation to the Strategic Equality Plan. As and when suitable training materials are available.
2. To gather information related to pupils and staff at the school to help us develop and implement a meaningful and effective Strategic Equality plan
3. To promote greater engagement from parents and carers in children's learning through 'drop in' and workshop session
4. To review the school's Behaviour and Anti- Bullying Policies with reference to the Strategic Equality Plan
5. To consider Equality issues as part of the School Improvement Plan which is reviewed Annually.

September 2012 [update April 2013]

Further Update Jan 2015