

# *Lamphey Primary School*



*Ysgol Gynradd Llandyfai*

# **Strategic Equality Plan**

**Adopted:**  
**Last Reviewed: April 2016**  
**Review every 3 years (Access & Disability Plans – annually)**  
**Next Review April 2019**



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# 1. Our Distinctive Character, priorities and Aims

## 1.1 School values

### *Children First*

At Lamphey Primary School, 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 Lamphey Primary School, 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

Lamphey Primary School is situated in Lamphey Village, approximately 2 miles to the east of Pembroke. It was built in 1910, and has been remodelled with additional classrooms since 1967. It caters for pupils in the village and outlying districts and also from the towns of Pembrokeshire Pembroke Dock. Around 82% of pupils come from outside the catchments area. Approximately half of the pupils live in a rural setting.

This is an economically advantaged area with less than eight percent of pupils entitled to free school meals, which is below the local authority and all-Wales average. The rate of pupil mobility is low, and many pupils' parents are from professional backgrounds.

Currently there are 203.5 full-time equivalent pupils on roll, between the ages of three and 11 years. Children are accepted into the Nursery class on a part-time basis in the September immediately following their third birthday.

The majority of pupils come from homes where English is spoken as a first language. Less than two percent come from homes where Welsh is spoken at home. Nearly all pupils are of white British ethnicity.

16 percent of pupils are designated as having additional learning needs, and less than two percent of pupils have a statement of special educational needs.

## 1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

## 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 their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', 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 Equality Act general duty:

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; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
  - c. encouraging 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

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:**

- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.10) and 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 various 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 people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child 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 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 all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
- ensuring that all staff are aware of the SEP.

## **2.3 Staff – teaching and non-teaching**

The school regards equality for all as a responsibility for all. All members of staff contribute 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, racism or homophobia, 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. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

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. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. 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;
- pupil attainment and progress data relating to some of the different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- records of bullying and harassment on the grounds of any equality issue;
- target setting, the Governing Body may set different targets for different characteristics if this is considered necessary and appropriate.

## 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 take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

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

- *Feedback from parental questionnaire, parents evenings and parent consultation meetings;*
- *Feedback from staff;*
- *Feedback from the School Council, PSE lessons;*
- *Whole-school survey on Pupil Attitude to Self and School.*
- *Primary bullying Survey*

## **4. Equality Impact Assessment**

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

## **5. Objectives and Action Plans**

Our chosen Equality Objectives are:

1. Reduce gaps in attainment between boys and girls
2. Improve awareness of anti-bullying procedures and monitor of identified based bullying.
3. Ensure all pupils are given the opportunity to make a positive contribution to the life of the school.
4. Raise awareness of equality and diversity issues between parents, staff and governors.

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Improvement Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

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**

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus will be revised to include a reference to the SEP and the values underpinning it (Summer Term 2016).

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 analysing 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 the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;

We will undertake a full review of our SEP by September 2016.

# Lamphey Primary School

## Strategic Equality Plan 2016 – 2019

### Appendices

- App. 1**    **Regional Equality Objectives**
- App. 2**    **School Equality Objectives and Action Plan**
- App. 3**    **Current school Access Plan**

## Lamphey Primary School

### Strategic Equality Plan 2016 – 2019 Equality Objectives and Action Plan

#### **Equality Objective 1.**

*Reduce gaps in attainment between boys and girls*

#### **Our Research:**

*Core data shows that a percentage of boys who gain higher levels in the core subjects of English, Maths and Science is lower than that of the girls. This is an area that Estyn has identified as a Priority Area*

#### **Information from Engagement:**

*Discussions with staff evidenced concerns over a slight gender gap in upper Key Stage 2 where it was slightly more difficult to engage boys in learning.*

#### **Data Development:**

*Fischer Family Trust Data*

*Core Data*

*Analysis of standardised test results*

*Separated groups analysed such as FSM, SEN, Basic Skills and Able & Talented to see if patterns can further identify pupils requiring support. G2 will be the tool used to progress this.*

#### **This objective will be judged to be successful if...**

- *There is a reduction in the gap between boys and girls in upper Key Stage 2*

<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Review teaching strategies in light of Estyn Report to improve the percentage of boys who gain higher levels in the core subjects.	Mrs M. Thomas	Sept 2016	On-going
1.2	Use ERW Performance Data to analyse performance of boy and girls.	Headteacher	July 2016	On-going
1.3	Use National Tests to track performance of boys and girls.	Administration Officer/Class teacher	July 2016	On-going
1.4	Implement agreed strategies in the classroom	Class teacher	Sept 2016	On-going

## Equality Objective 2

*Improve awareness of anti-bullying procedures and monitor instances of identity based bullying*

### Our Research:

*The Annual Bullying Survey 2015: UK Bullying Statistics 2015 found a range of identity based bullying in schools and colleges across the UK. Examples included, 50% of young people have bullied another person, 30% of which do it at least once a week. 69% of young people have witnessed somebody else being bullied, 43% of which see it at least once a week. 74% of those who have been bullied, have, at some point been physically attacked. 17% have been sexually assaulted. 62% have been cyber bullied. As a result of bullying, 29% self harmed, 27% skipped class, 14% developed an eating disorder and 12% ran away from home. Highest risk to bullying were the following groups: all types of disability, LGBT and low income backgrounds.*

### Information from Engagement:

*Interview with School Council suggested that school's anti-bullying procedures are having a positive impact but pupils needed to be more **aware** of what constituted bullying.*

### Data Development:

*Continue to record and investigate the perceived acts of bullying and report when appropriate to the Local Authority.*

### This objective will be judged to be successful if...

- ***To ensure pupils and parents are aware of what constitutes bullying***
- ***Systems follow procedure which continue to recognise, report and deal with identity based bullying***
- ***That work to educate and engage with pupils has reduced the prevalence of bullying incidents.***

### Actions:

	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
2.1	Update the anti-bullying policy and practice as WAG guidance	Headteacher & Governors	April 2016	On-going
2.2	Arrange a programme of assemblies and lessons (PSE) to develop understanding of the identification and impact of bullying.	Headteacher & Class teachers	April 2016	On-going
2.3	Ensure all parents are aware of our anti-bullying procedures. Use letters and Website to raise awareness	Headteacher & Admin	April 2016	On-going

2.4	School Council to run an awareness raising campaign explaining what a bully is and what impact bullying has	School Council, Mrs N Williams	September 2016	On-going
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**Equality Objective 3***Ensure all pupils are given the opportunity to make a positive contribution to the life of the school.***Our Research:****Less than 2 % of pupils at Lamphey Primary School have been identified as been disabled. % Race, %Religion/belief. To the school's knowledge no pupils have any of the other protected characteristics (April 2016)****Information from Engagement:***Pupils with protected characteristics will be co-opted onto the School Council to ensure that their opinions are heard.***Data Development:***Representation of various groups on School Council.***This objective will be judged to be successful if...**

- *All pupils feel that their views are valued and acted upon.*

**Actions:**

	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
3.1	Representation of various groups on the School Council is monitored	Mrs N Williams	Sept 2016	On-going
3.2	Pupils with the protected characteristics are invited to be co-opted onto the School Council	Mrs N Williams	Sept 2016	On-going
3.3	Views of pupils with protected characteristics feed into development and action plans	Headteacher & Mrs N Williams	Sept 2016	On-going

**Equality Objective 4**

*Raise awareness of equality and diversity issues with pupils, staff and Governors*

**Our Research:**

*Statutory guidance on the Public Sector Equality Duties states that ‘a 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.*

*Equality and Diversity Questionnaire does indicate that parents and governors are confident in the way in which the school informs the stakeholders regarding equality and diversity issues but it is felt by the Senior Management Team that this is at a superficial level and greater training is needed by staff and governors.*

**Information from Engagement:**

*All stakeholders must have an appropriate knowledge and understanding of equality and diversity issues of pupils, parents, governors and staff in the school.*

**Data Development:**

*Governors receive equality and diversity training.*

**This objective will be judged to be successful if...**

- ***All staff receive equality and diversity training***

**Actions:**

	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
4.1	Governors access LEA training	Individual Governors	Sept 2016	On-going
4.2	All staff attend appropriate school-based inset training	Headteacher & SMT	Sept 2016	On-going
4.3	Ensure that lesson materials, reading books and displays promote diversity for race, gender and ethnicity	Class teachers	April 2016	On-going