

PENLLERGAER PRIMARY SCHOOL

Strategic Equality Plan 2017 – 2020



Strategic Equality Plan agreed by Governors:

H Roberts

(Chair)

Scheme reviewed: 19th March 2019

Introduction and Context

From 2nd April 2012 Schools are legally required to develop and publish Equality Objectives and a Strategic Equality Plan (SEP). SEPs must include equality objectives and explain how the school will achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their SEPs, schools need to ensure that their plans reflect the principles of relevance and proportionality. When considering capacity and resources, Penllergaer Primary takes direction from authority-wide, regional or national research and engagement exercises. We endeavour to link our equality objectives to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. We have built on our existing work which ensures questions of equality and fairness are considered in the mainstream of activities.

Penllergaer has shared the work within the cluster in the interests of consistency of approach and to minimise the differences of approach.

There are current policies that have existed for a number of years at Penllergaer:

1. Equal Opportunities
2. Race Equality
3. Disability Equality Duty

These policies will remain as supporting material for the Strategic Equality Plan as they continue to provide excellent guidance and demonstrate much good practice that is already in existence in the Penllergaer context. Whilst schools' current responsibilities to prepare Disability Equality and Race Equality schemes are revoked, the requirement to prepare a Disability Access Plan (Accessibility Plan) remains and ours is included in Appendix 4

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1. Our Distinctive Character, priorities and Aims

School values

At Penllergaer, 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 and 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.

Please see School Vision and Aims – Appendix 1

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, racism and stereotypes and creating an environment which champions respect for all. At Penllergaer, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Characteristics of our school

Penllergaer Primary serves the old village of Penllergaer and the developments at Tir Coed, Parc Penllergaer and Parc Penderri so has a diverse catchment. The village has been given 'urban settlement' status due to its housing and economical developments.

While all pupils are individually in need of care and guidance with regard to their Wellbeing, particular groups of pupils who we consider need to be more closely monitored include:

- English as an additional Language
- Pupils eligible for Free School Meals
- Looked After Children
- Ethnic minority pupils

PLASC Jan 2018

R – Y6 16% pupils attend our school from outside catchment. We attribute the rise to preferred placements to our strong ALN reputation. 62.4% pupils living in our catchment area attend the school. Those who don't, attend faith or Welsh medium schools. 13% living in Tircoed attend Pontlliw Primary. **30.2% of total pupils on roll living in areas classed in WIMD as being in the most deprived 30% of all areas.** Pupil mobility has declined from 4.5% in 15/16 to 4.2% in 16/17 figures and 2.2% in 17/18 (LA average 6.8%).

11.0% FSM

WIMD 2018 context

Penllergaer serves 2 wards

Penllergaer 2 (western part) ranks 29th of 147 in Swansea and 299th of 1,896 in Wales

Penllergaer 1 (to the east) ranks at 129th out of 147 in Wales and 1746th of 1896 in Wales

Penllergaer 1 ranks relatively highly in terms of access to services deprivation (6th in Swansea)

The relatively high deprivation levels in Penllergaer 2 is reflected in the individual markings for education, health, income, employment and Child Index.

Penllergaer is a fully inclusive school where all people are respected and are taught tolerance of others. The school is proud of its diversity and celebrate this at every

opportunity. It provides a happy, safe, caring, stimulating environment for our children. Pupils' behaviour is excellent. Our school motto is "Our school is for everyone".

The promotion of a healthy lifestyle and pupil well-being is a vital part of our school ethos, promoted through our PSE and Healthy Schools work (NQA status). Pupil participation is very important and is focussed through our UNICEF Rights Respecting Schools work (Level 2 accredited school), which along with the development of our Eco School Schools award, Connecting Classrooms and Comenius projects promote ESDGC.

Within our staffing structure we have recently invested in developing teams of staff who can provide the appropriate and specific support needed to address the safeguarding and well being of all our pupils. This includes:

1. Senior Management Team and associate staff line manager.
2. An Inclusion Officer (TLR) who trains associate staff and is responsible for welfare, well-being and attendance.
3. Class Teachers ensure dedicated time for mentoring pupils.
5. Positive Partnerships to access a range of Outside Agencies as required, such as School Nurse, School counsellor, Occupational Health, Social Services etc.

Mainstreaming equality into policy and practice

We aim to:

- ensure mutual respect for all pupils and staff, positive self images and a positive attitude to the multicultural society in which we live.
- ensure that all pupils and staff have equality of opportunity within the school.
- develop in all pupils and staff an awareness of and commitment against racism, sexism and classism. Positive action will be taken against such attitudes.
- root the curriculum in the child's experience, relating his/her cultural experiences to those on offer at the school.
- nurture amongst all staff and pupils an awareness of all cultural diversities reflected in the school community.

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

- create an ethos in which pupils and staff feel valued and secure;
- remove or minimising barriers to learning, so that all pupils can achieve;
- ensure that our teaching takes into account the learning needs of all pupils through our schemes of work, lesson planning and setting challenging targets;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils
- make clear to our pupils what constitutes aggressive and racist behaviour;
- identify clear procedures for dealing quickly with incidents
- make pupils and staff confident to challenge discrimination.
- 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;
- 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 discriminatory behaviour or prejudice through our School Prospectus, Governors' Annual Report to Parents, newsletters to parents and displays of work;

- 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.

Tackling Discrimination

"A racist incident is any incident which is perceived to be racist by the victim or any other person".

The school records, monitors and reports on all racial incidents. Any incident of discrimination is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil/person who is the victim;
- implement non-confrontational, restorative practices
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils/adults, tell them why it is wrong;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the class diary. N.B. a racist incidence need to be reported to the Local Authority via the official notification form (see Appendix 5).
- Head teacher, deputy head teacher and/or SMT must be informed of the action taken;
- inform both sets of parents, if appropriate.

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 and 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 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 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:

- The regional equality objectives identified in **Appendix 2**,
- views expressed by our school council and governing body related to equality,

- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls,
- Identifying children who are MAT and providing for their needs.

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 L.A. Children and Young People Care Plan;
- promote community cohesion
- maximize the potential of all individuals using the appropriate data available including:
 - A) formal assessments
 - B) format assessment information
 - C) utilizing the expertise of external professionals to assist in the raising of standards

Our School Equality Objectives are set out in Section 5 (page 10) AND Appendix 4

2. Responsibilities

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 strive to make communications inclusive for parents, carers and pupils;
- ensures that no pupil is discriminated against whilst in our school.

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.

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
- ensuring that all staff are aware of procedures to maximise opportunities to enhance professional development

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 support staff and encourage them to intervene in a positive way against any discriminatory incidents
- Have up to date training on issues relating to E safety (Please see Safe use of Internet policy and e-safety code)

Information gathering and Engagement

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. The reason that this progress is important is to understand the full range of needs of the school community.

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 feedback from meetings and questionnaires. 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 different groups;
- learners' views actively sought through the School Council, Eco-committee, pupil Questionnaires and incorporated in a way that values their contribution
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue.
- sports and activities choices of all groups

Engagement

The school involves all stakeholders (children, staff, parents/carers, governors and other users of the school), as appropriate in relation to all equality's duties. All stakeholders are consulted through formal and informal means. This information is used to inform the governing Body as to actions needed to be taken to improve areas related to equality regardless of ethnicity, gender or religion. Children with English as an additional language account for 7% of the school community. Care is taken to ensure they are not disadvantaged due to language or ethnic barriers, and the school often engages the support of the LA EMLA service using interpreters, translations and different information formats when appropriate and possible.

At Penllergaer consultation regarding all the required protected characteristics includes:

- Discussions and feedback from the Senior Leadership Team, Governing Body and Pupils through the School Council and other Pupil participation groups.

- Feedback from all members of the Penllergaer Community through posting the Plan on the School Website and inviting comments through a school newsletter
 - Pro actively seeking the views of people with protected characteristics.
- A variety of communication forms are used to inform stakeholders of issues that need to be addressed. These include letters home, texts to parents, emails, notice boards and our school website.

In practice this involves:

- *A weekly staff meeting and Penllergaer briefing whereby staff can consult and share ideas and concerns with our Senior Leadership Team.*
- *Staff annual Performance Management Reviews which provides an opportunity to negotiate and discuss professional development with their team leader.*
- *A Termly Governing Body meetings that facilitate consultation between the head teacher, Governors and teachers who regularly make presentations to the governing body.*
- *Parent meetings and parent consultations are undertaken at least twice annually. Parents are given a time scale and some allocated dates and make an appointment with the teacher and associated staff (where appropriate). This allows for flexibility to meet needs of all parents. The school operates an 'open door' policy whereby parents can come into school to speak to a member of staff without the need to wait for an appointment. An appointment can be scheduled if required.*
- *The school accessing the LA EMLA Service for support with language and communication barriers faced by parents and their children whose home language is not English*
- *The school regularly consulting with parents via a parent suggestion box, Newsletters, Twitter, PTA meetings, open door policy and questionnaires/surveys.*
- *The school's website encouraging parents, pupils, governors and the community to contact the school with any issues, concerns, ideas or suggestions.*
- *Concert and event invites containing the paragraph 'Please contact the school if you have any specific requirements and wherever possible will endeavour to meet your needs.'*
- *The School Council is one-way pupils at Penllergaer Primary have a voice about what happens in our school. Our School Council meets monthly and discusses issues related to national, local and school priorities, actions ideas. Representatives consult with and feed back to, pupils in their class.*

4. Equality Impact Assessment (EIA)

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 based on:

- 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 endeavour to undertake EIAs on all our policies and proposals.

5. Objectives and Action Plans

Our chosen Equality Objectives will endeavour to make sure that;

- *strategies that ensure all gender have the ability to succeed*
- *Access to the curriculum is an entitlement for all pupils*
- *ensure no pupils are disadvantaged in accessing the school*
- *Improve access to information (e.g. parents of LAC, or on child protection register)*

We have action plans covering all relevant protected characteristics (Appendix 3). These describe how we are taking action to fulfil both the general and specific duties.

At any time our Equality Objectives will be based on some or all of the following areas as appropriate:

1. *Attendance*
2. *Attainment*
3. *Pupil Participation*
4. *Additional Learning Needs*
5. *Bullying & Behaviour*
6. *Stereotyping*
7. *Self harm*
8. *Radicalisation and Extremism*

See Appendix 3 for Objectives and Plan for 2017-2020.

Our action plans are cross referenced with the School Development Plan which ensures that they are checked, monitored and evaluated systematically. The school evaluates the effectiveness of the SEP on a biannual basis or sooner should legislation or information change, 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 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. The school prospectus will include a reference to the SEP and the values underpinning it.

All data collected will be used solely to analyse 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. 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.

This plan was initially devised by the SLT on 28th June, 2012 and revised every three years or sooner as required.

Penllergaer Primary School

Strategic Equality Plan 2017 – 2020

Appendices

- App. 1 School Aims**
- App. 2 Regional Equality Objectives**
- App. 3 School Equality Objectives and Action Plan**
- App. 4 Accessibility Plan**
- App. 5 Recording of Racist Incident Form**

SCHOOL AIMS

The school's mission statement:

'Our School is for Everyone'

Our vision is:

'To create a safe, caring and stimulating ethos where children interact with each other and staff in a challenging learning environment. We want all our children to develop a positive attitude to learning by providing an enquiry-based approach, empowering pupils in acquiring the knowledge and skills required to reach their full potential and be able to make an active contribution to an ever changing technological, diverse society'.

We believe that education should be an enjoyable, continuous process with strong home/school links providing that vital continuity.

To achieve these, we aim:

- ✓ To develop the whole child –intellectually, emotionally, socially, physically, morally and spiritually
- ✓ To cultivate a climate of success for all children, celebrating their achievements in all aspects of their lives.
- ✓ To ensure a safe and stimulating, challenging learning environment.
- ✓ To involve our pupils in the learning process and empower them to participate in all aspects of school life.
- ✓ To help learners to become confident, self-reliant, self-respecting and responsible global citizens who will make a positive contribution to society.
- ✓ To develop in all individuals the capacity to work both collaboratively and independently and also the ability to determine the appropriate method for the task.
- ✓ To develop a personal moral code, sensitive to the needs of others.
- ✓ To actively seek to raise all standards and be part of an on-going self-evaluation process.
- ✓ To promote equality of opportunity and understanding and respect for all irrespective of race, gender, ability, religion or culture both locally and globally.
- ✓ To actively promote Children's Rights and responsibilities.
- ✓ To preserve and develop our own cultural identity within Wales, promoting the Welsh language effectively.
- ✓ To provide regular physical education lessons within school time and to offer, when possible, after school sporting activities which would include team and co-operative games.
- ✓ To promote a healthy lifestyle.
- ✓ To raise students' awareness of sustainable development issues through classroom study and community action.
- ✓ To empower our pupils by becoming literate, numerate and technologically able to function effectively in an ever-changing Twenty-first Century.

Appendix 1 – Regional Equality Objectives ERW 2016-2020

- Objective 1
Put the needs, rights and contributions of people with protected characteristics at the heart of the design and delivery of all public services; in particular health and mental health services, education, housing, social services and transport. Specifically ensure support and tackle barriers to enable disabled people to enjoy their right to independent living and have voice, choice and control in their lives.
- Objective 2
Ensure the adequate provision of high quality, accessible advice, information and advocacy services to enable people with protected characteristics to understand and exercise their rights and make informed choices.
- Objective 3
Identify and reduce the causes of employment skills and pay inequalities related to gender, ethnicity, age and disability including closing the attainment gaps in education and reducing the number of people not in education, employment or training (NEET).
- Objective 4
Reduce the incidence of all forms of harassment and abuse, including (but not limited to) violence against women, hate crime, bullying, child abuse, domestic abuse, and abuse of older people.
- Objective 5
Deliver a more diverse pool of decision-makers in public life and public appointments by identifying and addressing barriers to engagement and participation for people from diverse backgrounds.
- Objective 6
Strengthen community cohesion by fostering good relations, inclusion, mutual respect and understanding within and between communities across Wales.
- Objective 7
Reduce poverty, mitigate the impacts of poverty and improve living conditions for those groups most at risk of living in low income households, particularly disabled people, lone parents, certain ethnic minority groups, and families with disabled children.
- Objective 8 – *Internal WG HR objective*
Welsh Government will aim to be an exemplar in the Equality, Diversity and Inclusion agenda by 2020.

Penllergaer Primary School

Strategic Equality Plan 2017 – 2020 Equality Objectives and Action Plan

Equality Objective: Improve attendance and punctuality				
Associated actions required:				
Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
Year One - 2017-18				
<p>Revisit and review the schools Attendance & Punctuality Policy & review and send out Attendance Brochure</p> <p>Agree on a system that will place a greater onus on parents to explain (authorise) absences e.g. first day call. JW to contact local opticians and dentists to request out of school hours appointments as far as possible. Letter home to parents regarding medical appointments and not taking whole day off if unnecessary.</p> <p>To significantly reduce the number of absences of the pupils/families who arrive late in school. Continue to highlight good attendance in our weekly merit</p>	<p>JW, HG all staff, Office Staff & R.Smith (EWO)</p> <p>JW, H.G office staff, class teachers, R. Smith (EWO)</p> <p>Inclusion Officer HG</p>	<p>July 2018</p> <p>Oct 2017</p> <p>Sept 2017 Ongoing</p>	<p>Policy reviewed, updated and true reflection of what is happening in the school. Parents aware of their responsibility to send their children to school.</p> <p>More understanding of what an authorised or unauthorised absence is. Reduced medical absences. Codes for extended holidays abroad for EAL families.</p> <p>More understanding by targeted families of why it is important to be in school on time.</p>	<p>Ongoing Attendance and punctuality policy reviewed, and Brochure designed and sent to parents</p> <p>School implemented Phone call on 1st day, Staff briefed on ensuring information from parents is gained.</p> <p>JW contacted practices in community – All supportive</p> <p>Leaflet sent to parents about lateness in school and how that equates to x amount of time in a week Month year etc, Posters</p>

<p>assembly. Continue to present certificates and gifts to children who achieve 100% each term, class of the week and attendance class of the term.</p> <p>All office staff to continue to monitor attendance SIMS & make 1st day call to any unexplained absences. Letter to be sent out to parents of children who have below 80% each month. ERW protocol.</p> <p>Ensure that procedures for the administration of medication to pupils are in line with school policy (review policy)</p> <p>Written permission obtained to administer medication. Where appropriate Health Care Plans to be put in place. Appropriate training provided where necessary (e.g. epipen)</p> <p>Holidays forms to be checked against attendance and copies given back to parents explaining if holidays have been authorised or not.</p> <p>HT work with cluster HT's to devise a cluster 'Request for</p>	<p>Office Staff</p> <p>JW</p> <p>All Staff</p> <p>Office Staff ALNCO/class teachers</p> <p>JW to review</p>	<p>Sept 2017 Ongoing</p> <p>Sept 2017</p> <p>Sept 2017 annually</p> <p>Sept 2017 ongoing</p>	<p>More understanding of what an authorised or unauthorised absence is. More understanding by targeted families of why it is important to be in school on time.</p> <p>Procedures for administration of medication in place</p> <p>Procedures for administration of medication in place</p> <p>Holiday request forms checked against child's current percentage attendance. Holiday requests refused if attendance is low e.g. less than 80%. Consistency across cluster.</p>	<p>placed in school as a reminder.</p> <p>Letter sent to parents, Meetings arranged where necessary. Letters sent top pupils with attendance under 90% of last three years attendance EWO regular register checks</p> <p>Policy reviewed, and parents given explanation of forms to be signed on which meds can be administered in school. All training in place and updated annually. HCP updated annually unless changes need to be made. New LA policy distributed as a reminder of WG guidance on Health Care Policy for Schools. School booklet of all children with any medical need that does not require a HCP</p> <p>Holiday forms revised and updated.</p>
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<p>absence during term time form’.</p> <p>Newsletter to parents outlining holiday and illness statistics. Tombola every half term, 98%+ have a raffle ticket.</p> <p>Late Register – pupils arriving late must sign in at the school office. CS to update class registers.</p> <p>Be part LA Incentive Attendance Scheme.</p> <p>HG compiles an annual attendance report.</p>	<p>Office Staff</p> <p>HG</p>	<p>July 2018</p> <p>Sept 2018 once data from LA is ratified.</p>	<p>Reduced pupil lateness.</p>	<p>Late register in place and early pick up. Helps to track patterns of lateness.</p>
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Year Two - 2018-19

<p>EWO to support the school by collecting, analysing data – contacting parents of pupils who display a pattern of absenteeism – less than 80% attendance each term.</p>	<p>Head teacher ALNCO, EWO</p>	<p>July 2019</p>	<p>HT, ALNCO & EWO effectively monitoring absences</p>	<p>Analysed fortnightly and letters sent to parents to arrange meetings.</p>
<p>Class award at the end of the school year. Pupils choose their reward.</p> <p>Reduce gaps in levels of attendance and improve data analysis which can identify differences in attendance trends</p>	<p>EWO, HT, Office Staff, EMAU ALNCO</p>	<p>July 2019</p>	<p>Effective monitoring of absences and issues addressed.</p>	<p>Tracking for pupils with low attendance /FSM/SEN/EAL</p>

<p>between groups of pupils with different protected characteristics (linked to above Task)</p> <p>Continue Fixed penalty Notices.</p> <p>Punctuality spot checks carried out by EWO</p>				
Year Three - 2019-20				
<p>To inform parents and to monitor unauthorised absences and holidays taken in term time. Fixed penalty notices to be explained and administered where necessary</p> <p>Revisit and review the schools Attendance & Punctuality Policy & review and send out Attendance Brochure also place on school website</p> <p>ERW protocol followed.</p>	<p>Head teacher/Inclusion manager/EWO</p>	<p>July 2020</p>		<p>Policy reviewed and brochure placed on website.</p>

Equality Objective: Attainment – Narrow gender attainment gap

Associated actions required:

Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
Year One – 2017-18				
<p>Monitor and analyse pupil achievement by equality groups, act on trends / patterns in the data that require additional support to narrow the gap.</p> <p>Analyse FPh KS2 data of various groups FSM, ALN, EAL to track improvements – staff & governors to analyse</p> <p><u>Area for development</u> Close gender gap at expected outcomes in all core. Need to improve the % of pupils achieving outcome 6 so that it is at least in line with LA averages (Girls outperformed boys in English at O6 and L5 and maths L5 in July 2017). Focus on attainment of boys</p> <p>Need to maintain (extend) the number of children at level 5 to remain at least in line with family schools – at least 30% L5 in maths and Eng</p>	<p>Head teacher Assessment coordinator</p>	<p>Annually and ongoing</p> <p>Ongoing</p>	<p>Analysis of teacher assessments/annual data indicates the gap is narrowing for equality groups</p> <p>Tracking of pupils impacts directly upon classroom practice</p> <p>Pupils achieving O6 and L5 in English & Maths is similar or above LA averages.</p> <p>many pupils have reading age equal to or above chronological age.</p>	<p>Teacher assessment analysed annotated where necessary.</p> <p>Tracking information used to assist planning</p> <p>Push groups put in place for maths and English in Year groups 1-6</p> <p>Tracking planning and assessment in place to improve reading ages.</p>

<p>To ensure tracking system selects specific groups of pupils i.e. ALN, FSM, More Able & Talented</p> <p>Employ TA to work with ALN children (using Pupil Deprivation Grant) to raise reading and numeracy standards.</p> <p>Y2 and 6 teachers ensure challenging activities for MAT Maths pupils</p>	<p>Assessment Leads JW/GJ</p> <p>Governing Body & HT</p>	<p>September 2017</p>	<p>Tracking of pupils impacts directly upon classroom practice.</p> <p>Children improved standards and have opportunity to use I-pads</p> <p>MAT children challenged</p>	<p>Tracking used to ensure coverage, improve planning and to support data for analysis</p> <p>MAT Children identified and given suitable open-ended tasks to enhance and extend skills. MAT groups in place.</p>
Year Two - 2018-19				
<p>Y2, Y3 & Y6 teachers target MAT pupils with challenging literacy activities to improve extended writing. (July 2018 – boys outperformed girls in all core subjects at expected level and expected level+1 at end of KS2. No gender difference at FP at expected outcome but girls outperformed at O6. Dip in O6 performance in Eng in Y2 due to focus on maths.)</p>	<p>Head teacher Assessment coordinator</p>	<p>Sept 2018</p>	<p>MAT children challenged 70% of pupils have reading age equal to or above chronological age</p>	<p>Extended writing whole school focus</p>
Year Three – 2019-20				
<p>Continue reading & numeracy intervention programmes Analyse data from July 2019 to identify any issues in gender or challenge for MAT</p>	<p>Head teacher Assessment coordinator</p>	<p>Sept 2019</p>	<p>80% of pupils have reading age equal to or above chronological age</p>	<p>Intervention programmes reduced as outcomes did not provide enough improvement to warrant the groups.</p>

Equality Objective: Bullying & Behaviour				
Associated actions required:				
Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
Year One – 2017-18				
Behaviour Policy Review with staff (ADDs session)	HT during staff meeting Jan. 2012	July 2018	Consistent approach to managing behaviour at break times	Policy Reviewed changes made
Code of Conduct. Assemblies led by HT	HT	Jan 2018 & Oct 2018	Ownership of sanctions and children understand what is regarded as acceptable behaviour in our school.	Assemblies carried out to remind pupil and staff of expectations.
Code of Conduct & Policy Reviewed by Governors Policy group	HT during staff meeting	Feb 2018	Policy reviewed and changes impacting on behaviour	Policy reviewed and ratified by Governors.
Code of Conduct and Policy Reviewed School Council	School Council & GC	July 2018	Policy reviewed and changes impacting on behaviour	Policy reviewed and changes made to code of conduct where necessary.
Introduction of Thrive	HT, ALNCO, AR & RS	May 2018	HT, ALNCO attended fact finding information evening on Thrive	2 members of support staff are attending training
Year Two – 2018-19				
School Council to discuss and review Anti-Bullying Policy.	HT/School Council Leader (GC)	July 2019	Consistent approach to managing behaviour at break times.	Restorative practice in place school council discussed and reported back to school.
Staff Review of Anti-Bullying Policy			Pupil ownership of sanctions and what is	

Anti-Bullying Policy reviewed by Governors Policy Group			regarded as acceptable behaviour in our school.	
Thrive introduced to all staff	HT, ALNCO, AR, RS	Sept 2019	Information disseminated to all staff	Screening of Reception and Nursery completed. Staff to identify suitable pupils from each year group.
Year Three – 2019-20				
Discuss and begin to implement new WG Bullying guidance and reduce identity-based bullying in schools. Examples include 22% of Y6 pupils had been ‘bullied’ in a homophobic way.			More understanding about different forms of bullying and how to address these.	Reviewed amended where necessary.
Embedded Thrive into school practices			Staff using thrive for early identification	Implementation of strategies

Equality Objective: Stereotyping – including religion, faith, culture, gender, transgender and sexuality

Associated actions required:

Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
Year One – 2017-18				
School Staff to discuss the Strategic Equality Plan and complete Equality Questionnaire	All staff, HT	July 2018	Equality Questionnaire impacting on the SEP	Questionnaire completed, Information gained used to alter practice.
School Council to discuss and complete Equality Questionnaire	G. Jones & school council	July 2018	Equality Questionnaire findings impacting on the SEP	As above.
Staff & Governor Review of Race Equality Policy and Action Plan and include in SEP	All staff, HT, DHT, PSE co-ordinator	Staff meeting review & GB ALN committee review by July 2018	Race Equality still on agenda but under SEP	Policies reviewed ratified by governors.
Ensure racial incidents are reported, monitored and acted upon effectively	HT/DHT/ ALNCO	July 2018	HT and GB will assess the impact of the school's response to incidents can repeat perpetrators be identified are pupils/parents satisfied with outcomes?	All incidents of a racial nature are reported immediately, Logged in school for LEA.
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	RE Co-ordinator	July 2018	Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis	Continuing to ensure awareness of cultures beliefs etc Ongoing.

Promote Governor/Staff vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates.	HT/Clerk to Governors/Chair of Governors	July 2018	Increased number of applications from disabled candidates. Increased number of disabled GB members	Ongoing
To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups	PE Co-ordinator, RE Co-ordinator, All staff	July, 2018	All staff familiar with principles of the SEP and use them when planning lessons, creating classroom displays	Staff aware of SEP and Tasks school need to be implemented.
Publish and promote Equality Policy through school website, newsletters, staff meetings.	HT, ICT Co-ordinator, RE Co-ordinator	July, 2018	Parents are aware of policy and have communicated interest / amendments	Equality policy in place and adhered to.
To review and assess the impact of policies and prevent stereotyping.		July, 2018	All are in accordance with DDA and Strategic Equality Plan	Policies updated and awareness raising carried out regularly.
Staff & Governors Policy Group to consider and review the following policies:				
<ul style="list-style-type: none"> • Attendance Policy • ALN Policy (annually) • Health & Safety Policy • Fire operating Procedure Policy • Race equality Policy • PSE Policies rolling programme • RE Policy 	PSE Co-ordinator, HT, Governors Policy Group		Policy updates and comply with DES	Ongoing

Ensure that all school policies and plans contain no discriminatory phrases. Review policies systematically through staff, SMT and Governors Policy ratification.	All staff, governors			Ongoing rotation of monitoring and updating policies which are then ratified by Governors.
Year Two – 2018 -19				
Ensure equality is discussed on a regular basis Agenda item at ALN committee meetings and Full Governing Body Meetings	HT & ALNCO & ALN Governor	July 2019	GB aware of DDA requirements and what the school is putting in place (SEP, Race Equality)	On staff meeting/SMT/Trust trio agendas regularly.
Governing Body ALN committee to discuss the Strategic Equality Plan and complete Equality Questionnaire	HT & ALNCO & Chair of Gov, ALN Committee	Ongoing		Ongoing
Specific question regarding equality to be added to parent survey. Invitation for parents to respond to published document.	HT/SLT	July 2019	Results of survey discussed and impacting on equality issues	Equality questions added to survey.
To assess the impact of policies and prevent stereotyping <ul style="list-style-type: none"> • School prospectus • Home /school agreement • Trip forms • Admission form • PSE Polices rolling programme • SIMS (pupil records) Premises letting forms	HT, wellbeing team All Staff, Admin. Staff	July 2019	Policies reviewed, updated and true reflection on what is happening in the school. Comply with SEP & DDA requirements.	Reviewed and implemented. Systematically updated on a rolling programme unless needed to alter for

Ensure that all school polices and plans (above) contain no discriminatory phrases. Review policies systematically through staff, SMT and Governors policy ratification.	HT, PSE Co-ordinator, All Staff, Admin staff			other reasons.
Year Three – 2019-20				
To assess the impact of policies and prevent stereotyping Gov. Committee to consider the following polices: <ul style="list-style-type: none"> • Race equality plan • SEP • ALN Policy • CPD Policy • Staff handbook for Tas • School Prospectus (Annually) • Home School Agreement (Annually) • PSE Policies rolling programme 	HT, PSE Co-ordinator, All Staff, Admin. Staff	July 2020	Policies updated and comply with SEP	Policies reviewed regularly, Stereotyping flagged up. Policies sent to Governors for consideration and ratification.
Year Four – 2020-21				
To assess the impact of policies and prevent stereotyping <ul style="list-style-type: none"> • School Prospectus (Annually) • Home/school agreement (annually) • Admission forms • PSE Policies rolling programme 	HT, PSE Co-ordinator, All Staff, Admin. Staff	July 2021	All policies are in accordance with DDA & Strategic Equality Plan	Ongoing, policies updated regularly on a rolling programme unless they need to be altered for other reasons.

<ul style="list-style-type: none"> • SIMS (Pupil records) • Premises letting forms <p>Ensure that all school policies and plans (above) contain no discriminatory phrases. Review policies systematically through staff, SMT and Governors Policy ratification.</p>				
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Equality Objective: Additional Learning Needs

Associated actions required:

Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
Year One – 2017-18				
Reading survey discontinued for all schools, however Penllergaer Primary School piloted an online survey as a trial for the county. This provided us with information and a tool in which to allocate support.	ALNCO & S. Liddiard	June 2018	Appropriate access to curriculum through targeted support	Survey completed. List of children has been received from Stuart Forbes. Action has been put in place e.g. DCD groups, Dyslexia groups, Speech & Language groups
Review Strategic Equality Plan (SEP) and merge into one document. Aim to determine number and needs of disabled pupils prior to school entry	ALNCO H&S Governors & Officer SENCO/HT	July 2018	Early intervention	Gov meeting in Autumn 2018 Review Strategic Equality Plan. Next meeting will be to look at the merged document.
Contact ALN or previous school as soon as needs are known. Contact parents to agree procedures and work in partnership.	ALNCO & HT	July 2018		Improved knowledge of new children to the school.
Information gathering for ASD awareness certification	ALNCO	July 2018	School achieve ASD Wales school status	HT ALNCO completed questionnaire
Year Two – 2018-19				

Complete Annual Online Reading Survey – which provides a baseline for children needing intervention.	ALNCO & S. Liddiard	July 2019	Appropriate access to curriculum through targeted support	Survey completed, Yearly tracking in place. Schools use LEA monitoring too ensure effective use of budget.
Ensure Health Care Plans are up to date to ensure equality when reviewing the Health Care Plan. Communicate with parents/ carers and also make whole school staff aware of issues and procedures.	ALNCO & Class Teachers	July 2019	Care plans in place and staff aware of children on care plans taking into consideration GDPR	HCP plans in place, also whole school booklet of any medical needs in each key stage area. HCP displayed in staff room.
ASD awareness certification	All Staff including kitchen staff, office staff, caretaker and taxis	Sept 2018	Staff awareness raised, and info shared	Awaiting accreditation and certification

Year Three – 2019 - 20

Complete Annual Online Reading Survey – This provides a baseline for children needing intervention. Ensure through creative timetabling, ‘0 Band’ pupils receive some small group SEN support in addition to catch up programmes.	ALNCO & S. Liddiard	June 2020	Appropriate access to curriculum through targeted support	Survey completed along with timetable for support. Monitoring tool used.
Online upskilling of staff with specific ALN areas (ADHD, ASD SPLD, DCD)	ALNCO			

Year Four – 2020-21

Complete Annual Online Reading Survey – which provides a baseline for children needing intervention. Ensure through creative timetabling, ‘0 Band’	ALNCO & S. Liddiard	June 2021	Appropriate access to curriculum through targeted support	Survey completed although funds now placed directly in school budget, However the survey enables the school to
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pupils receive some small group SEN support in addition to catch up programmes				ensure those with greatest need get suitable provision. Also helps monitoring /tracking.
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Accessibility

Priorities:

- 1 – immediate- implement within 1-month, high risk or simple/inexpensive to action;**
- 2– intermediate – implement within 3 months, high/medium risk and more difficult to implement;**
- 3-long – term- implement within 12 months, medium /low risk, and more expensive to action.**

Area	Considerations	Checked	Comment	Priority	Action	Date actioned
Car parking, approach, routes and street furniture	Building within convenient walking distance of; <ul style="list-style-type: none"> • a public highway? • public transport? • car parking 	√	Disabled parking bays already marked, with space for loading and transfers.		In special circumstances by prior request temporary visitors allowed.	20.1.11
	Route free of kerbs?	√	Drop kerbs at crossings			20.1.2011

	<p>No staff parking at the top of the drive during school time, deliveries are asked to avoid arrival at break, lunchtimes and end of school day.</p> <p>Surfaces even and slip resistant?</p>	<p>√</p> <p>√</p>	<p>Traffic management recommendation</p> <p>Generally good depending on weather, ramp could be an area for concern</p>		<p>Staff parking confined to specific areas. Zebra crossing at the top of the drive. Fence erected across school yard outside kitchen. Parking spaces for staff members created in car park to maximise space.</p>	<p>9.5.17</p>
	<p>Routes clearly signed</p> <p>Sufficient landmarks to aid orientation</p> <p>Aural, tactile and visual clues?</p>	<p>√</p> <p>√</p> <p>√</p>	<p>None</p> <p>None</p>	<p>1</p>	<p>External signs to be costed individually with suppliers. (Bilingual and tactile considerations)</p> <p>Different surface textures for crossings, slopes, steps, kerbs</p> <p>ELRS signs for main entrance, visitor car park sign, lower school sign pointing visitors to top school</p>	<p>20.4.16</p>

Area	Considerations	Checked	Comment	Priority	Action	Date actioned
	Adequately lit	√	Generally good but needs regular review	0	More light needed at main entrance when funds become available	Sept 2017
	Free of hazards and litterbins	√	Some Drains and dips in play grounds	3	Refer to county due to cost implications. Currently marked with cones	
	Free of hazardous building features such as outward opening doors and overhangs.	√	Demountable windows have restrictors. Main doors open outward-window glass is expected to be transparent.	1	Refer to county due to cost implications.	
	Adequate seating provided along routes	√	Benches half way up path			
External Ramps and steps	Ramp accompanied by steps for ambulant disabled people?	√				
	Wide enough and steeply graded	√	Steep slope to lower school.	2	Refer to county due to cost implications.	
	Suitable handrails on each side	√	None currently	3	Refer to county due to cost implications.	

	Nosings readily identifiable	√	None	1	JH to paint nosings appropriate colour.	JH - Jan 2016
Area	Considerations	Checked	Comment	Priority	Action	Date actioned
Main Entrances	Main entrances easy to find and clearly distinguishable from façade	√	Fairly clear	3	Consider painting doors as part of rolling maintenance programme. Welcome sign above main door	Jan 2015
	Level or flush threshold	√	Bottom school has a raised threshold.	3	Refer to county due to cost implications.	
	Adequate space available for wheelchair users to open door while clear of swing.	√	Bottom school can be difficult. However, Inner main door can be hooked open.	3	Consider as part of rolling programme to replace door/ Move intercom to outside and remove inner door.	

	Door control /intercoms at suitable height for seated users.	√	Bottom school can be difficult.	3	Consider as part of rolling programme to replace door/ Move intercom to outside. Both intercoms need signage so that they are easier to find.	July 2015
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Area	Considerations	Checked	Comment	Priority	Action	Date actioned
	Glazed entrance door: markings for safety and visibility?	√	Some notices on doors	1	Remove notices and make a notice board. Staff regularly reminded No notices on glass	Notice boards put up on outside walls 11.07.2011
	Weather mat of firm texture and flush with floor	√	Needs regular checking.			Ongoing
Corridors; Internal doors	Corridor and doors wide enough for a wheelchair user to manoeuvre	√	Generally ok. Constant monitoring		.	
	Natural and artificial lighting avoid glare and silhouettes	√				

	Visual and tactile clues to aid orientation clearly visited from seated position.	√	None	3	Signs to be costed individually with suppliers. (Bilingual and tactile considerations)	
	Door control at height suitable for seated users.	√				
Area	Considerations	Checked	Comment	Priority	Action	Date actioned
Toilets	Is there WC provision for people with disabilities with: <ul style="list-style-type: none"> • appropriate light switches? • non-slip floor? • in each main school building? 	√	Well maintained	1	Painting refresh of demountable toilets	Oct 2018
	Hand washing and drying facilities approachable for a person in a wheelchair	√				
	Floor surfaces suitable for passage of wheelchairs	√				
Internal Surfaces	Junctions between floor surfaces correctly detailed	√		3	To be discussed with mobility officer Helen Thomas Cost implication	Discussed with Helen Thomas. 11.07.2014
	Floor and wall surfaces free of confusing glare and reflection	√		3	Seek advice	July 2014

Area	Considerations	Checked	Comment	Priority	Action	Date actioned
	Colours and tones and textures to help people distinguish between surface and fixtures/fittings?	√		3	Seek advice	
Facilities	Seats provided at intervals along internal routes or where waiting likely	√	Put some seats in entrance foyer.			11.07.2014
	Seats stable, with armrests and provided in a range of heights	√	Possibly need different heights in Staff room.			May 2014
	In waiting areas space for a wheelchair user to pull alongside companion	√				
	Alarms Audible alarms supplemented by visual alarms	√	Fit visual alarms in key areas	2	Seek advice	July 2015
Way finding	Overall layout of building reasonably clear and logical	√				
	Signs in a logical position	√	Need to be made as per 17.2-17.5	1	More needed internally	completed 07.11.2014 ongoing monitoring

Area	Considerations	Checked	Comment	Priority	Action	Date actioned
Procurement	Contracting out services to build disability equality into their contracts and that the contractor fulfils its disability equality contractual requirements.	√				
Lighting	Lighting designed to meet a wide variety of users' needs	√		1	When funds become available light Bellway entrance path	Sept 2017
	Level of lighting sufficient for intended use	√		2	Car park and lower school car park/path lighting renewed and repositioned	July 2014
	Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light and dark	√				July 2014
	Can occupiers control lighting	√	Remote switch to do this as well as timer			
	Automatically activated booster lighting for dim conditions	√	Classroom, central areas and hall have sensors. New build classrooms have dimmer sensors	1		Mar 2015

Area	Considerations	Checked	Comment	Priority	Action	Date actioned
Acoustics	Acoustic environment suitable for intended use	√				
	Quiet and noisy areas separated by a buffer zone	√	Where possible			
	Environment free of unnecessarily obtrusive noise (E.g. heating units)	√	Heating units	3	Would require a major investment.	
	Good balance of hard and soft surfaces	√				
	Main power supply cables routed away from public spaces to avoid interference to hearing aid users	√	Staff working with deaf pupil is aware of weather storms and effect this can have with cochlea implants.			
	Induction loops fitted wherever information given or meetings held.	√		1	Seek advice - funding	
Area	Considerations	Checked	Comment	Priority	Action	Date actioned
Building Management	<u>External routes</u> : kept clean, unobstructed and free of surface water, snow and ice	√	Playground has surface water. Leaves can be an issue These areas are addressed as necessary.			

(Are following issues addressed by building management and checked on a regular basis?)	<u>Car parking:</u> Designated spaces used by appropriate users	√	Policy changed Being monitored			20.1.2013
	<u>Doors:</u> Doors closers, iron-mongery maintained	√				
	<u>Surfaces / flooring:</u> <ul style="list-style-type: none"> • surfaces kept as slip resistant as possible, junctions between different flooring surfaces do not become a trip hazard, • is renewed like for like, • does not compromise colour scheme 	√	Caretaker made aware of issues on secretaries notice board.			
	<u>Lighting:</u> Windows, lamps and blinds kept clean and swiftly replaced when necessary	√	Caretaker made aware of issues on secretaries notice board. Cleaners attend to this annually			

	<u>Means of Escape:</u> <ul style="list-style-type: none"> • Exit routes checked regularly • Alarm systems regularly checked • Escape strategy for visitors 	√	Visitors always accompanied by staff. Signed in and wear badge Redrafted for new build construction. Redrafted when reception pupils moved to new build and Nursery relocated.	3	Look at viability of a visitors pack containing necessary information.	Student Induction pack Supply Induction pack updated 11.07.2013 Sept 2014 April 2014
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P. Smallbones and H. Griffiths reviewed Oct 2018

Race Equality Action Plan Penllergaer Primary School



Policy, Leadership and Management

Good practice Indicators	Evidence of strengths	Areas for Development
The school has a written race equality policy and action plan developed together with pupils, parents, staff and the governing body.	<ul style="list-style-type: none"> • Written policy • Gov Body minutes • Good relations with local religious leaders 	Review annually
A 'whole school' approach is taken towards developing race equality.	<ul style="list-style-type: none"> • Gov Body • Staff Training include TAs, dinner ladies (and EMLA staff where appropriate) • Written school policies 	
There are clear procedures in place for dealing with racist incidents/complaints.	<ul style="list-style-type: none"> • School prospectus • Complaints policy • User friendly Parent/pupil information leaflet • Reporting racial incidents form (available in school office) • LA reporting forms 	Review annually
Regular reviews and evaluations take all aspects of race equality into account and inform the practice of everyone associated with the school.	<ul style="list-style-type: none"> • PSE lessons • School council / peer support/peer mediation • Audit of equipment / resources • Staff meetings • Gov body meetings • Parents consultations • Planned access to interpreters 	Ensure multilingual signs. Plan BTA timetable to ensure access to interpreters preferably on a daily basis. Ensure Multicultural posters, play things, reading books etc

1. Curriculum and Teaching

Good practice Indicators	Evidence of strengths	Areas for Development
<p>Race equality, ethnic and cultural diversity are promoted and racism and discrimination is challenged through learning in all areas of the curriculum and through the resources and teaching methods used.</p>	<ul style="list-style-type: none"> • Holocaust Day Assembly– annual curriculum yr5/6 lessons led by Vicar Bayes • Supporting Albanian orphanage (harvest) • All cultured and religious festivals celebrated in classes, assemblies and on displays. Also making cards etc EID, Chinese new year Divali cooking EID biscuits, welsh cakes, cawl. • Reading Scheme, library • Whole school assemblies • Classroom equipment / resources /posters / toys • PSE curriculum /P4C sessions • Curriculum lessons • Multi – sensory approach to learning, using the environment for first hand experiences, visits, guest speakers as range of teaching methods • Raising Achievement of Boys Action Research • Operation Christmas Child 	<p>Make a record of themes covered in assemblies Coordinator monitoring Annual update of schemes of work</p> <p>Headteacher monitoring and evaluating impact</p>
<p>Every effort is made to ensure that all pupils have equal access to the mainstream curriculum, by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately</p>	<ul style="list-style-type: none"> • Muslim girls allowed to wear T-shirts / leggings for swimming • Own school PE kit • Working with EMLA Teacher and BTA to support planning, delivering and evaluating lessons when appropriate 	<p>Ensure swimming baths are ware of dress code at start of each new year to avoid embarrassments Access to more bilingual resourced in class/ opportunities. To use more read home language increased</p>
<p>Wherever possible, steps are taken to provide experience of diversity through personal encounter with other cultures.</p>	<ul style="list-style-type: none"> • Children encouraged to talk about own experiences e.g.- going to Mosque (yr5)- to share knowledge with rest of class, Chinese new year. Trip to church / synagogue Y1 	<p>International China project ceased July 2014 Comenius July 2015 Seek new international links</p>

	<ul style="list-style-type: none"> • Celebrations of cultural events e.g. Chinese themed tuck shop, Fair Trade events • International and Comenius links with schools in China, Spain, Turkey, Ireland and Poland. • Teachers and pupils visit partner schools • Joint curriculum project with partner schools. 	
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2. Admission, Attendance and Discipline

Good practice Indicators	Evidence of strengths	Areas for Development
The admission processes and selection criteria are fair and equitable to pupils from all ethnic groups.	<ul style="list-style-type: none"> • Admission form • LA Policy and Practices 	
The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance – making appropriate allowance for leave of absence for religious observance.	<ul style="list-style-type: none"> • Attendance file. • EWO Project worker to work with families • Celebrations observed – Staff have LOA with pay, pupils have authorised absence 	See attendance action plans.
The school's procedures for discipline and behaviour management, including exclusion, are fair and applied equally to all pupils, irrespective of ethnicity.	<ul style="list-style-type: none"> • Discipline policy • Equal opportunities policy • Anti-Bullying Policy • Behaviour and Wellbeing policy • Race Equality Policy • Inclusion Policy 	

3. Personal Development, Attainment and Progress

Good practice Indicators	Evidence of strengths	Areas for Development
The school recognises and values many forms of personal and academic achievement, and all pupils are encouraged and enabled to reach the highest	<ul style="list-style-type: none"> • Merit assemblies • Pupil tracking system • Participation in various community events 	

personal standards.	e.g. St David's Day	
Planned and targeted support is given to address any disparities in progress or achievement that are identified through our ethnic monitoring procedures.	<ul style="list-style-type: none"> • EAL support staff teachers and Bilingual Teaching Assistants when needed • EAL tracking and assessment procedures 	
Provision for pastoral care and guidance (including careers guidance) takes account of ethnic and cultural diversity, seeking to promote equality and challenge stereotyping.	<ul style="list-style-type: none"> • Children who wish to fast during Ramadan can be given a suitable room at lunchtime for praying & fasting. • School meals serve vegetarian option • Equal Opportunities for staff CPD 	

4. Attitudes and Environment

Good practice Indicators	Evidence of strengths	Areas for Development
Every care is taken to ensure that all aspects of the communal life, environment and ethos of the school promote equality, celebrate diversity and negate all forms of prejudice and discrimination.	<ul style="list-style-type: none"> • All curriculum policies • Admissions form • School motto • School aims • School prospectus 	Promote school within the community
All incidents of racism or racial harassment are dealt with according to Swansea LA's published guidance on dealing with racist incidents.	<ul style="list-style-type: none"> • Reporting racial incidents forms available in Reception / office • School prospects • Pupil / parent complaint leaflets 	

5. Parents, Governors and Community Partnership

Good practice Indicators	Evidence of strengths	Areas for Development
All the school's forms of communication with and involvement of parents and carers are designed to be inclusive and accessible to all.	<ul style="list-style-type: none"> • Admission form • School prospectus • Accessibility plan • Notice boards 	

	<ul style="list-style-type: none"> • Links with religious group leaders • Access to translators 	
Community members of all ethnic groups are encouraged to participate in the life of the school, whether as governors or in other capacities. Positive steps are taken to include under-represented groups.	<ul style="list-style-type: none"> • Mixed race Gov body members • PTA members • Letters translated if required • Mother and Toddler group • Religious group leaders invited into school to speak to classes / lead a assembly 	
Community access to school premises and facilities is equally available to all ethnic groups.	<ul style="list-style-type: none"> • Community group leaders regularly visit school. 	

6. Staff Recruitment and Professional Development

Good practice Indicators	Evidence of strengths	Areas for Development / person responsible
All procedures for recruitment, selection, promotion and professional development of staff are planned and monitored to ensure equality and avoid conscious or unconscious racial discrimination.	Advertising and recruitment have equality criteria i.e. non- discriminative questions at interview	Gov Body
Staff are supported through training and management to develop their effectiveness in dealing with race equality issues.	Access to full range of CPD / Courses Mentoring/ modelling EMLA support – Teachers and BTA when needed	

Appendix 6

Ref No R.....

(For Civic Centre office use only)

CITY AND COUNTY OF SWANSEA
DINAS A SIR ABERTAWE

RECORDING OF RACIST INCIDENT

This form should be completed to record any alleged racist incident.

◆ *A racist incident is any incident which is perceived to be racist by the victim or any other person*
(McPherson Report)

Name of school _____

1 Initial report of incident within the school

Reported by: Pupil 1.01 Teacher 1.02 Other staff member 1.03

Parent 1.04 Other 1.05 *(please tick one box)*

Name _____ Form _____

Address *(if not a regular member* _____
of the school community) _____

Postcode _____ Tel No _____

2 Record of incident

Time _____ Date _____

Place _____

3 Nature of incident

(tick as many boxes as appropriate)

Racial abuse (verbal)	3.01 <input type="checkbox"/>	Racial attack (physical)	3.02 <input type="checkbox"/>
Racial abuse (written)	3.03 <input type="checkbox"/>	Attack on personal property	3.04 <input type="checkbox"/>
Racial graffiti	3.05 <input type="checkbox"/>	Threats of violence	3.06 <input type="checkbox"/>

Other *(please specify)* _____

4 Details of incident

Tick if victim has been involved in any previous racist incidents 4.01 4.01.1 [R ____]

Tick if perpetrator has been involved in any previous racist incidents 4.02 4.02.1 [R ____]

Please give details of the incident below: -

5 Name(s) of witness(es), if any, and addresses (if not members of school community)

6 Reporting of incident

Has the incident been reported to any of the following? *(please tick)*

Headteacher / SMT	6.01	<input type="checkbox"/>	Police	6.02	<input type="checkbox"/>	Racial Equality Council	6.03	<input type="checkbox"/>
Social Services Dept	6.04	<input type="checkbox"/>	Parent/Guardian	6.05	<input type="checkbox"/>	Governing Body	6.06	<input type="checkbox"/>
Other (<i>please specify</i>) _____								

7 Internal action taken/required

<i>Permanent exclusion</i>	7.01	<input type="checkbox"/>	<i>Fixed term exclusion</i>	7.02	<input type="checkbox"/>	7.02.1[___days]
<i>Detention</i>	7.03	<input type="checkbox"/>	<i>Senior staff detention</i>	7.04	<input type="checkbox"/>	
<i>Counselling (victim)</i>	7.05	<input type="checkbox"/>	<i>Counselling (perpetrator)</i>	7.06	<input type="checkbox"/>	
<i>Spoken to parents</i>	7.07	<input type="checkbox"/>	<i>Written to parents</i>	7.08	<input type="checkbox"/>	
<i>Meeting with parents</i>	7.09	<input type="checkbox"/>	<i>Spoke to witness</i>	7.10	<input type="checkbox"/>	
<i>Instruction / advice / warning given to other pupils</i>			7.11	<input type="checkbox"/>		

Details of action taken internally with respect to this incident, if not covered above: -

8 Member of staff recording incident

Name _____

Job title _____

Department _____

Signed _____ Date _____

Please attach any additional information to this form

Statement

Outline of purpose of the form and why the information is being collected

This information is being collected to monitor complaints of racially motivated incidents. We need to do this in order to respond appropriately to such incidents and also to improve the quality of education provided to all pupils in Swansea schools.

It may be helpful to know that most organisations experience an increase in reported incidents when monitoring is introduced. This is evidence that monitoring policies are working effectively rather than evidence of any shortcomings.

Please forward this form to: School Development Adviser, Education Effectiveness, c/o YG Bryn Tawe. Heol Gwyrosydd, Penlan, Swansea. SA5 7BU.

Appendix 7
Disability Equality Duty Action Plan

2017-20					
Aim	Performance Target	Timescale	Resources	Responsibility for Monitoring: by who and how?	Outcome
To continue to promote equality of opportunity for disabled pupils	All pupils with a disability feel they can take part in every aspect of school life	From 2017-20 Continue	Specialist equipment as required	ALNCO. Involvement monitored through school procedures and job descriptions.	Pupils tracked across Nur, FPh&KS2
To ensure that unlawful discrimination is eliminated	Pupils with disabilities feel safe, secure and integrated into the school community	From 2017-20 Continue	Staff time	Headteacher through the school Behaviour Policy. Monitored as an ongoing process.	There is no discrimination in any way towards pupils with disabilities
To promote positive attitudes towards people with disabilities	All people in the community respect and positively promote the inclusion of all people with any disability	From 2017-20 Continue	Development of resources for PSE and assemblies	Head Teacher to monitor.	Awareness of the issues surrounding disabilities is high profile for the school community
To continue to allow and encourage disabled pupils to take a full and active part in school life	Any pupil with a disability participates in all chosen activities wherever possible	From 2017-20 Continue	Appropriate trips and equipment provided where possible	School staff: to make suitable provision for trips and activities for disabled pupils. Participation monitored.	Pupils with disabilities take a full and active part in school life at every possible opportunity

2017-2020					
Aim	Performance Target	Timescale	Resources	Responsibility for Monitoring: by who and how?	Outcome
To take steps to meet the needs of disabled people including more favourable treatment where appropriate	Pupils with disabilities have their needs met without feeling different to other members of our Community	Ongoing	See accessibility action plans	School Governors through regular feedback at termly meetings	The needs of all pupils are appropriately catered for in all aspects.
To continue to monitor the progress of disabled pupils in line with our school procedures	School monitoring procedures focus on progress of disabled pupils in line with school policy	From 2017-20 Continue	School data and time for staff to make judgements on progress	Headteacher through the school procedures for the monitoring of progress	Pupils with disabilities continue to make good progress in achievement
To promote equality of opportunity for disabled people in the wider Community	Every effort is made to ensure people within our community with disabilities are fully integrated and offered every opportunity to play a full and active role in the development of the school	From 2017-20 Continue	See accessibility action plans	Governors to monitor through Headteacher reports re: <ul style="list-style-type: none"> • Pupil development • Staff recruitment • Involvement in school life of disabled people in the widest sense 	Every opportunity to involve disabled people is made where appropriate to enhance the school community for all concerned

Helen Roberts



Chair of Governors

Penllergaer Primary School