



CYFLAWNI **TEGWCH** A RHAGORIAETH
MEWN **ADDYSG** A **GWELL LLES** I BAWB

EQUITY AND **EXCELLENCE** IN **EDUCATION**
AND **ENHANCED WELLBEING** FOR ALL

Rhondda Cynon Taf CBC

Education and Inclusion Services Directorate

Brynnau Primary School

SCHOOL STRATEGIC EQUALITY PLAN 2022-2026



Date of approval by the governing body: November 2022

Date of annual review: November 2023

Date of full review: November 2026

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Section 1: Foreword

At Brynnau Primary School we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Strategic Equality Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and that equity and equality underpins everything that we do as an education provider and an employer. This Plan sets out our Equality Objectives for a four-year period from 2022 – 2026 and the actions we will take to reduce identified inequalities, improve outcomes and to foster good relations within school and beyond the school gates. As a community school, ensuring that everyone associated with the school is treated with care, respect and dignity is at the core of everything we do.

The school and governing body, will collect, analyse and publish information about our progress in achieving our Equality Objectives as outlined in the Plan, and the three aims of the 2010 Equality Act. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with protected characteristics in our school and to members of our school community.

Mrs Beth Atkin
HEADTEACHER

Cllr Chris Parker
CHAIR OF GOVERNORS

Section 2: Introduction

In Brynnau Primary School, we recognise the importance of diversity and strive to promote an inclusive culture and ethos in which all learners, parents/carers, staff and members of the school and wider community are welcomed and supported to fulfil their potential, irrespective of their background or protected characteristics (e.g., age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation).

Our school mission is aligned with the principles of the Equality Act (2010) 'Helping each other to succeed' and ensures that diversity is celebrated in our community school.

Furthermore, our school values support the development of equality for all due to its strong focus on supporting the wellbeing and achievement of all learners and where all members of the school community are treated fairly and with respect and dignity. The school values were created in partnership with the pupils, parents, staff and Governors. Our six main values are:

- Co-operation
- Happiness
- Honesty
- Respect
- Responsibility
- Unity

Brynnau Primary School ensures that difference is valued and there is a widely held belief that permeates across our policies, actions and behaviours that diversity enriches our lives and experiences. As a school community we are committed to identifying and overcoming any barriers to learning and engagement, and to ensuring that all members of our school community achieve their potential.

The Policy and Strategic Equality Plan highlights our Statement of Intent that as a school we do not tolerate any forms of unlawful and unfair discrimination or bullying and harassment in any form. We are committed to championing equality and to ensuring that necessary adjustments are made to ensure the active participation of all learners in the life of our school.

It is our firm belief that all learners should be able to learn and develop fully in a truly diverse and inclusive environment and should be supported to achieve their potential, in order to support our own mission and the local authority's mission of 'Achieving Equity and Excellent in Education and enhanced wellbeing for all'.

Section 3: Our School Context

Our school is an English-medium all-age (3-11) primary school in the local community of Brynna. There are 252 learners on roll, including 113 in the foundation phase and 139 in the juniors. In total, around 43 of the learners are eligible for free school meals, which equates to 16.9% of the school community. Approximately 3.1% learners have an additional learning need. There are 8 classes within the school and the children are educated through the medium of English and second language Welsh. Including the Head Teacher there are 9 teaching staff members; one Nursery Nurse; seven full-time and one part-time Teaching Assistants and five Additional Needs support assistants. 67% of the teaching staff are female, 33% are male. 100% of the non-teaching staff are female. With 48% of pupils on roll being girls and 52% boys there is a gender balance across the school, however some cohorts have a slight gender imbalance.

In the academic year 2022, 2% of the pupil population were on the Looked After, Child Protection or Child in Need Registers. There are 0.79% of children amongst the pupil population from refugee, traveller or asylum seeker groups. Pupils are predominately White British with 1.6% of pupils that come from a minority ethnic background and speak English as an additional language. 100% of teaching and non-teaching staff are English/Welsh speaking, White British. Christianity is the main religion practised by most of our staff and pupils.

Due to the geographical location of the village i.e., the extreme southwest corner of Rhondda Cynon Taff, on average two thirds of pupils attend Comprehensive Education in the RCT designated school, Y Pant whereas a third attend the neighbouring borough of Bridgend.

As a school we are committed to partnership working with our families, external agencies and wider communities. We work collaboratively with all our partners to ensure that our learners have access to the right support at the right time.

Section 4: Integrating Equality into Statutory and Non Statutory Policies

Our commitment to equality underpins all school policies, processes and procedures. There are a number of key statutory and non-statutory policies that strongly reflect the requirements of the Equality Act (2010) and where there is significant alignment with this Policy and Plan. These include the: Positive Relationships and Anti-Bullying Policy; SEN/ALN Policy; Safeguarding Policy; Curriculum Policy; and the Complaints Policy.

Section 5: Aims of the Strategic Equality Plan

All schools are required to have a detailed Strategic Equality Plan to ensure that the legal requirements of the Equality Act (2010) and the Public Sector Equality Duties in Wales are met.

The purpose of the Strategic Equality Plan is to fulfil the duties to provide equality for individuals with protected characteristics and to ensure that fairness and equality is at the heart of everything we do at all levels within our school and community.

Section 6: Equality Act (2010) and Public Sector Equality Duties in Wales

The Equality Act (2010) outlines the requirement of all schools to meet three key aims which includes:

- Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to fulfil these three key aims, we are required by law to produce a Strategic Equality Plan and Equality Objectives every four years. To ensure compliance with the requirements of the Act, our school will:

- Collect, analyse and publish information about the progress we have made in achieving the three aims of the 2010 Equality Act,
- Self-evaluate effectively and decide on specific and measurable Equality Objectives that we are published and actively pursued over four-year interval to secure positive outcomes; and
- Engage with all key stakeholders, including learners, parents/carers, staff and the wider community to shape, inform and evaluate the effectiveness of our Strategic Equality Plan.

The Public Sector Equality Duty came into force in April 2011 (s.149 of the Equality Act 2010) and requires schools to take action to improve outcomes for learners with different protected characteristics. It is a legal requirement, under the 2010 Act, which schools in Wales must follow. The effective and consistent delivery of our Strategic Equality Plan will enable our school to positively contribute to a fairer society by promoting equity, equality and positive relationships between all members of the school community irrespective of their protected characteristics. Furthermore, we will also aim to remove or minimise any disadvantage experienced by individuals due to their protected characteristics and ensure that appropriate steps are taken to overcome any barriers,

particularly if participation in aspects of school life is disproportionately low. We will also aim to develop positive relations by tackling prejudice and discrimination, and by promoting understanding between individuals who share a protected characteristic and those who do not.

Section 7: Roles and Responsibilities

The following members of school staff will be responsible for ensuring the effective implementation of the Strategic Equality Plan.

GOVERNING BODY

The governing body has set out its commitment to equality and diversity in our Education Strategic Plan and it will continue to do all it can to ensure that the school is fully inclusive of learners, 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 learners; and
- Ensures that no individual is discriminated against whilst in our school.

In order to meet its reporting responsibility, the governing body will report on the progress of the Strategic Equality Plan annually, as part of its Annual Report to Parents/Carers.

SENIOR LEADERSHIP TEAM

Senior Leaders in our school promote equality and eliminate discrimination by:

- Implementing the school's Strategic Equality Plan, 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 Strategic Equality Plan and Equality Objectives;
- Ensuring that all appointment panels give due regard to the Strategic Equality 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 local authority and school policies; and
- Ensuring that all staff are aware of the Strategic Equality Plan.

TEACHING AND NON-TEACHING STAFF

The school regards equality as everyone's responsibility.

All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- Ensuring that all learners are treated fairly, equally and with respect, and will maintain awareness of the school's Strategic Equality Plan;
- 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 local authority and school's policies, e.g., reporting of racial incidents; and
- Supporting the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Section 8: Engagement

Engagement with stakeholders has been important in ensuring that we have a clear view of what actions are deemed important to tackle inequalities and discrimination in our school setting. Active engagement with stakeholders has also been an effective means of reviewing the impact of the current Strategic Equality Plan and for identifying any further areas for improvement.

Successful engagement requires information gathering and interaction with a range of different groups, whilst also remaining sensitive to the needs of individuals with different protected characteristics. Meaningfully securing the voices of learners, and their families and carers, is critical to understanding the needs of our learners and families, particularly the most vulnerable.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

- An analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors and the wider community. Some consideration was given to the

analysing information according to protected characteristics to inform strategic planning;

- Learner voice activities and school council feedback;
- An analysis of school complaints;
- Feedback provided from parental consultation events and workshops;
- Feedback from annual review processes; and
- Outcomes from community cohesion events and activities.

When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in this country. Modified materials have also been used to ensure accessibility for those with disabilities or ALN.

Section 9: Data Analysis and Evaluation

The school's self-evaluation and school improvement planning processes have also informed the Strategic Equality Plan. A comparison of the school's data, with local or national data (where available) has also been taken into consideration and includes:

- Pupil attainment and progress data relating to different vulnerable groups and protected characteristics;
- An analysis of curriculum access and choices according to vulnerable groups and protected characteristics;
- Attendance, exclusion and bullying/harassment data analysed according to vulnerable groups and protected characteristics where appropriate;
- Engagement levels in enrichment activities according to vulnerable groups or protected characteristics;
- Data on the recruitment, development and retention of employees; and an
- Evaluation of historical actions and outcomes in relation to equality.

Section 10: Equality Impact Assessments

The school has well established equality impact assessment processes in place.

Impact assessments have included the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure that 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 far as is reasonable, we apply the highest requirement of the law across all equality strands This stance is taken in order to aim for the highest level of equality for all

groups while considering the need to apply the test of what is relevant and proportionate.

We strive to ensure that our actions are proportionate to the relevance of equality issues in relation to our policies, procedures and practices. In so doing we are able to prioritise those actions that enable us to address the most significant objectives across all equality strands in order to deliver the best equality outcomes. This enables us to focus on the policies, practices and procedures that have the greatest effect on different stakeholders.

Our Impact assessments will be an on-going process to ensure our policies procedures and practices develop and evolve and will be incorporated into the Governing Body's review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duty to promote equality.

Section 11: Staff Professional Learning

It is a statutory requirement to promote knowledge and understanding of the general duty amongst staff and to identify and address training needs in this area during the performance management process. This routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

Section 12: Equality Objectives

Our Strategic Equality Plan and Equality Objectives are set in light of stakeholder engagement, data analysis and self-evaluation (e.g., issues arising as a result of our analysis of our attainment data of boys v. girls; eFSM v non-eFSM, etc.).

The actions detailed in Strategic Equality Plan are aligned with our School Improvement/ or school development Plan and both plans are cross referenced so that they are inextricably linked.

The Strategic Equality Plan has clearly identified:

- Equality Objectives and specific actions;
- Expected impact and indicators of achievement (success criteria);
- Clear timescales;
- Lead responsibilities for identified actions;
- Resource implications; and
- Specified dates for impact assessment and review.

The Strategic Equality Plan will be routinely reviewed and annual reports provided to the governing body for parents/carers.

Section 13: Gender Pay Objective

The legislation requires that a gender pay objective is developed where a gender pay difference is identified, this will require statistical analysis of pay data and comparisons between male/female staff.

In our school, we have not been able to identify a pay difference as the staff group is too small to make statistical analysis appropriate.

Section 14: Publishing and Monitoring Results

The school annually provides a report detailing the Strategic Equality Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents/Carers. The Plan and its evaluation will be shared with parents/carers.

All data collected has been used for the purpose of analysing trends by protected characteristic in performance, engagement and satisfaction with the support and provision offered by the school, whilst also being mindful of data protection requirements and legislation.

The action plans which accompany the Strategic Equality Plan will set out short, medium- and long-term objectives to be achieved.

Progress will be reviewed through the school self-evaluation cycle.

This Strategic Equality Plan will be reviewed and revised on a three-yearly cycle. Progress within the objectives agreed within the equality action plans will be reviewed and revised annually.

This process will continue to involve the full participation of all Stakeholders and be evidenced based, using information that the school has gathered and analysed and such evidence will be used to conduct accurate impact assessments and inform future objectives.

Awareness of the Strategic Equality Plan and progress towards identified objectives will be raised via:

- Staff meetings, assemblies, governing body meetings, parent consultations, school newsletters, annual governing body reports to parents
- Incorporation into the School Development Plan
- Incorporation into the School Self-Evaluation
- Publishing the documentation on our school website

- Evaluating the effectiveness of the Strategic Equality Plan with the Local Authority Link Adviser and with Estyn when the school is inspected
- Ensuring hard copies are available by request
- Ensuring copies are made available upon request in appropriate formats and languages

6. Local Authority

The school will work closely with Rhondda Cynon Taff where our responsibilities have shared elements. Issues that may require particular attention are:

- Employment, where the respective responsibilities of the school and Local Authority will vary according to the status of the school, the delegation of responsibilities locally and the extent to which schools buy back services from the Authority.
- Procurement, which is regulated by the Local Authority. Local Authority regulations will be amended to reflect the requirements of Equality legislation
- The provision of extended services

Section 15: Strategic Leadership

The lead for the Strategic Equality Plan in Brynnau Primary School is Mrs B. Atkin. Further information can also be provided if required.

BRYNNAU PRIMARY SCHOOL EQUALITY OBJECTIVES

The equality objectives contained within this current four-year action plan were identified and prioritised via impact assessment procedures, including the related consultation and engagement processes, for the review of all our existing

Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
All Protected Characteristic (Race, Age, Disability, Pregnancy, Religious belief, Sex, Gender Reassignment, Marriage and Civil partnership, Sexual Orientation.)	To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups Publish and promote Equality Policy through school website, newsletters, staff meetings	Specific question regarding equality to be added to parent survey. Invitation for parents to respond to published document	HT, GB	By March 2024 Annually thereafter	All staff familiar with principles of the policy and use them when planning lessons, creating classroom displays Parents are aware of policy and have communicated interest / amendments
Protected Characteristics	Monitor and analyse pupil achievement by protected characteristics act on trends / patterns in the data that require additional support in order to narrow the gap	Achievement data analysed by protected characteristics	HT, SMT	Half termly in pupil progress meetings	Analysis of teacher assessments/ annual data indicates the gap is narrowing for equality groups
Protected Characteristics	Ensure the curriculum promotes role models and heroes that young people positively identify with	Increased pupil participation, confidence and achievement levels	AOLE team leaders	Sept 2023 – Sept 2024	Increase in participation and confidence of targeted group

	which reflect the school's diversity				
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Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Protected Characteristics	Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve	Increase in pupil participation, confidence and positive identity – monitor through PSHE/Wellbeing	HT, Phase Leaders	On-going	More diversity reflected in school displays across all year groups
Protected Characteristics	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school eg through involvement in the school council by election or co-option, class assemblies etc.	School Council representation monitored by race, gender, disability	Deputy HT	On-going	More diversity in school council membership
Race	Ensure racial incidents are reported, monitored and acted upon effectively	The HT and Governing Body will assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified are pupils/parents satisfied with outcomes?	HT, GB	Reporting Oct. March, June	All staff aware of and respond to racist incidents Consistent nil reporting is challenged by G Body

Race	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 assemblies	Survey of participant and stakeholder	GB, SMT, RVE Lead	Sept 2023 – July 2024	Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis
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Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Gender	Introduce initiative to encourage individuals to take up activities outside the curriculum requirements, including football, basketball and choir to ensure participation rates more reflective of school population	Increased participation of girls in sports clubs and extra-curricular activities	CT, IH,	Sept. 2022	More girls take up after school sport The rate of girls participation in sports has doubled, particularly in football and cricket
Disability	Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates	Monitoring of applications by disability to see if material was effective	GBody	Nov. 2022	Increased number of applications from disabled candidates. Increased number of disabled GB members

ACCESSIBILITY PLAN					
Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Access to curriculum	To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan	Monitor via half termly pupil progress meetings	ALNCO, HT, class teacher	On going	Pupils make progress from starting points
	Teachers to differentiate work in the light of reports above	School's monitoring policy	SMT	On going	Pupils make progress from starting points
	Teachers work collaboratively with outside agencies and advise support staff accordingly	School's monitoring policy	ALNCO, HT	On going	Pupils make progress from starting points
Access to Physical environment	The School will meet pupils needs by using a variety of approaches to put in reasonable adjustments where needed for pupils with disabilities	Continually monitored	HT SMT	On going	Access to all pupils/staff/visitors Easy access to physical environment
	Clear signage in all areas of the school	Termly check	H & Safety team,	On going	Easy access to physical environment
	Access to written environment	Visual support in place in all areas of the school	Termly Learning Walk	ALNCO, HT, DHT	On going