

YSGOL GYNRADD PARC PRIMARY SCHOOL



STRATEGIC EQUALITY PLAN

Signed (Chair of Governing Body): Mrs J Todd-Jones

Signed (Headteacher): Mr D Williams

Date: 4th December 2023

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YSGOL GYNRADD PARC PRIMARY SCHOOL

STRATEGIC EQUALITY POLICY

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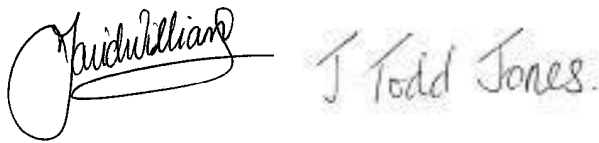
12.1 Action Plan

Welcome to Parc Primary School's Strategic Equality Plan. The plan outlines how the school meets its responsibilities for equality and diversity.

We believe the school belongs to the pupils, parents, staff and local community, and that children learn best when we all share a common goal. This enables them to value themselves, their community and to fulfil their potential.

The school believes that its pupils and staff should be safe from bullying or harassment of any kind. The school will take strong and immediate action to tackle discrimination in any form.

The Governing Body of the school is committed to meeting its legal responsibilities as outlined in the Public Sector Equality Duties as specified by the Equality Act 2010.

The image shows two handwritten signatures. On the left is a stylized signature that appears to read 'David Williams'. On the right is a signature that reads 'J Todd Jones'.

Mr David Williams
Headteacher

Ms Janet Todd-Jones
Chair of Governing Body

1. INTRODUCTION

1.1 Parc Primary Vision & Mission Statement

PARC

A PLAYGROUND OF POSSIBILITIES

WE ARE:

PROUD of our community and seek opportunities to make it better.

AMBITIOUS with high expectations of ourselves and we work hard to succeed.

RESPECTFUL of everyone's unique talents and experiences.

CURIOUS about the world around us and we enjoy learning more about it.



The school aims to:

- inspire, motivate and challenge all children;
- build confident, cooperative, independent life-long learners who have high self-esteem;
- develop citizens who have a strong sense of right and wrong;
- achieve high standards in all areas of learning and teaching.

In an environment which is:

- safe and stimulating;
- fun, exciting and purposeful;
- well-resourced and well organised;
- fully inclusive for all;
- developed to provide opportunities for all in the school community.

This will be achieved by:

- having high expectations;
- using a variety of teaching strategies where pupils are encouraged and motivated;
- providing excellent learning opportunities and effective teaching;
- having clear rules, rewards and sanctions;
- working in close partnership with parents and carers, sharing and celebrating the successes of every member of our school community

1.2 Background

Parc Primary School is situated in the village of Cwmparc in the Upper Rhondda Valley. It is a former mining community, within a green valley and has spectacular mountain views. The community is close knit with the majority of families supporting the school in a variety of ways. This includes an established Parent Council which works closely with the school. Parc Primary is very much a focal part of the community.

A number of new families are moving into the area and this offers diversity to the school which is most valued. Pupils' aspirations are not always challenging and

the school endeavours to create and provide opportunities which will broaden their experiences and raise their self-esteem. This in turn, will further develop pupils' confidence and help them fulfil their potential.

The school was built in 1987 and is a two-storey brick building. The lower ground floor contains two classes as well a room set aside for the privately-run link up group, Little Ferns. The multi-functional school hall is also located downstairs. On the upper floor, there are six classrooms, and a room for delivering a range of interventions and a Community Room. During the last few years, there has been an extensive programme of repairs and refurbishments to improve the interior and exterior of the building ensuring the environment is safe, secure and engaging for its pupils and staff.

At the beginning of the 2023-2024 academic year, there were 211 pupils on roll. With pupils starting nursery education throughout the academic year, the school expects to have around 225 pupils on roll by the end of the summer term 2024.

Around 80% of these pupils, come from a catchment area which is economically disadvantaged and the remainder from areas which are neither prosperous nor economically disadvantaged. Cwmparc became a Communities First Area in 2012.

The number of pupils entitled to free school meals was 35% at the start of the 23-24 academic year but even this belies social and economic deprivation within the community. Many families receive family tax credit which make them ineligible for free school meals.

The number of pupils on the Additional Needs register at September 2023 was 3 and 59 on the Special Educational Needs Support register. Nearly all pupils come from English speaking homes.

The school employs 9 teaching staff of which six are females and three are male. There are an additional twelve members of support staff all of whom are female.

Parc Primary School seeks, wherever possible, to ensure equality of opportunity for every pupil to reach his or her maximum potential, regardless of race, gender, religion or belief, or disability. Prejudice and discrimination in all their forms will be challenged.

Every attempt will be made to ensure that equal opportunities are reflected in all aspects of the school curriculum.

Every effort will be made to involve the whole school community in this policy.

1.3 Diversity in Practice

Parc Primary is proud to be an inclusive school that celebrates and promotes diversity and equality.

We have worked hard to ensure that race equality and diversity are well embedded within our ethos and philosophy and operating procedures. We have ensured that pupils have the opportunity to use a variety of texts that reflect different cultural backgrounds.

The school has purchased resources that promote equal opportunities and diversity (e.g. books, puppets and toys depicting various ethnicities).

1.4 Purpose of the Strategic Equality Plan

This Strategic Equality Plan (SEP) has been developed so that we can set out how we aim to meet our commitment to equality and how we will meet our legal obligations contained within the Equality Act 2010.

2. PUBLIC SECTOR EQUALITY DUTIES

2.1 The General Duties

The Governing Body of Parc Primary School accepts its duty to exercise the statutory obligations as outlined in The Equality Act 2010 and General Duty on Schools (and public sector organisations) when making decisions and delivering services to make sure it thinks about (referred to as having due regard in the legislation) how to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it (protected characteristics are explained in 2.4 below);
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

When thinking about how to advance equality of opportunity between persons who share a relevant protected characteristic and those who don't, the Governing Body at Parc Primary also has to think about the need to:

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic and are connected to that characteristic;
- meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- encourage 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.

The Governing Body and staff at the school also have to particularly think about how it will tackle prejudice and promote understanding.

2.2 The Specific Duties

The Equality Act provides a power to make regulations imposing duties on public bodies to support better performance of the general duty; these are known as the Specific Public Sector Equality Duties and are different in England, Scotland and Wales.

The Specific Duties underpin the General Duty and have been developed around four main principles:

- ✓ Use of evidence
- ✓ Consultation and Involvement
- ✓ Transparency
- ✓ Leadership

The Welsh Government published regulations that introduced the Specific Duties for Wales in March 2011, these set out the actions the Governing Body at Parc Primary must take in order to comply and include the following areas:

- Setting Equality Objectives & Publishing a Strategic Equality Plan
- Ensuring it engages with people who have an interest in how the school's decisions affect them
- Collecting and publishing information relevant to compliance with the General Duty
- Carrying out Equality Impact Assessments and publishing the results if there is a substantial impact identified
- Publish employment monitoring information annually
- Promote knowledge and understanding of the General Duty amongst its employees and use its performance assessment procedures to identify and address the training needs of its employees in relation to the general duties
- Set a gender pay equality objective where a gender pay difference is identified
- Think about including conditions relevant to the General Duty in its procurement processes

2.3 Who has to comply with the Public Sector Equality Duties?

The Equality Act imposes obligations on everyone concerned with the provision of services to the public, however the Public Sector Equality Duty only applies to organisations that have been identified as ‘public authorities’ under the act; this includes Schools, local Councils, Fire and Rescue Authorities and the National Parks in Wales.

2.4 Who is protected under the Public Sector Equality Duties?

Everyone is protected under the Equality Act 2010. However, the general and specific public sector equality duties refer to people who have particular ‘protected characteristics’.

This is the term used in the Equality Act to identify the types of things that affect how people are treated and can mean people may experience discrimination. The law is designed to protect them, the protected characteristics are:

- Gender – male or female
- Age – young and old
- Disability – all disabled people
- Gender Reassignment – people who were born in the wrong gender
- Race – people of any colour, nationality or ethnic or national origins
- Religion or Belief – includes any religion or lack of religion
- Sexual Orientation – how people feel as well as act in respect of people of the same sex, opposite sex or either sex
- Pregnancy and Maternity – from the time the woman becomes pregnant

The Equality Act also recognises that public authorities need to pay due regard to the need to eliminate discrimination concerning marriage and civil partnership.

3. ENGAGEMENT PROCESS

To identify the school's equality objectives, collection of relevant information and monitoring of existing actions was undertaken. However, information has also been obtained from the following engagement processes:

- feedback from parents' evenings;
- analysis of parent and pupil questionnaires;
- feedback from Pupil Voice groups and Parent Council meetings
- The school will involve pupils, parents/carers, staff and other relevant stakeholders in the development and implementation of the plan via workshops. Their input will provide valuable perspectives and help build a more inclusive and collaborative community with key diversity and inclusion objectives truly placed at the heart of the school.

4. RELEVANT INFORMATION

4.1 What is relevant information?

The school had to collect a range of equality information to provide evidence to how it has met the General Duty. This included external information identifying trends within the Education sector as well as internal information relating directly to Parc Primary, its pupils, staff, community and Governing Body.

4.2 Identification and Collection

We have taken into account the need to identify relevant information when developing this SEP and its action plans; a research exercise was carried out, the information referenced is detailed as follows:

Information	<i>Context</i>
<ul style="list-style-type: none"> • Estyn Inspection Report 2016 • School Improvement Plans • School Prospectus • Self-Evaluation Report • School Policies 	Internal Information

<ul style="list-style-type: none"> • Parent Feedback 	
<ul style="list-style-type: none"> • The Public Sector Equality Duties (including the General Duties and the Welsh Specific Duties as outlined by the Welsh Government) • WLGA Briefing – Common Equality Risks in Education – November 2011 • Briefing on Public Sector Equality Duties in Wales – Education and Schools – November 2011 • Governors Wales Fact File 03/11 – The Public Sector Equality Duty – Key Points for Schools in Wales • A school Governor’s guide to the law • EHRC guidance – What equality law means to you as an education provider • Save the Children in Wales – Report on reducing the impact of poverty on educational achievement in Wales • Welsh Government Publications including: <ul style="list-style-type: none"> - Safeguarding Children in Education - Respecting Others - Staff Health and Wellbeing - Promoting Disability Equality in Schools 	External Information

The consideration of the above documents and reports played a part in the identification of our Equality Objectives.

5. EQUALITY IMPACT ASSESSMENTS

Our equality impact assessments will be an on-going process to ensure our decisions, policies, procedures and practices pay due regard to the requirements of the Equality Act 2010 and the Public Sector Equality Duties in Wales.

6. STAFF AWARENESS

The school is required to promote knowledge and understanding of the General Duty amongst its staff.

This will include:

- All members of staff to receive training on school procedures to ensure that they are familiar with their operation.
- All new members receive training on school procedures as part of their formal induction programme
- All members of staff to receive Equality training from RCT's Equality & Diversity Team

Other relevant courses and seminars that have been attended by employees include:

- Child Protection training
- Prevent training
- Dementia Friendly training
- Team Teach training

7. SCHOOL POLICIES

The Governing Body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

8. EQUALITY OBJECTIVES

Objective 1 – To further develop diversity with a particular focus on improving the quality and range of resources across the school

Objective 2: Further develop our whole school approaches to meeting the needs of pupils with additional needs or disability

Objective 3: To ensure school policies and practices do not contribute to gender stereotyping

*For further and more detailed information regarding these objectives, refer to Appendix 1.

9. GENDER PAY OBJECTIVE

The School has not developed a Gender Pay Objective for the following reasons:

- The staff group is too small to carry out an analysis of pay rates without the identification of individuals, which is contrary to data protection legislation.
- Our school has adopted and implemented the Local Authority's objective, analytical job evaluation system. This system is based on evaluating job demands for all non-teaching staff, which determines their salaries based on national pay spines, all teaching staff are paid in accordance with nationally negotiated rates.
- The school is committed to ensuring that staff are paid in line with national rates which are determined in a fair and equal manner.

The school is unable to produce the Employment Monitoring Report for the following reasons:

- The staff group is too small to carry out the analysis required without the identification of individuals, which is contrary to data protection legislation.

However, the information on school-based staff will be included in the Council's Annual Report and the school is committed to ensuring fair and open treatment for all its staff during recruitment, promotion, identification of training and development needs and all other internal staff processes.

10. ACCESSIBILITY POLICY

As part of ensuring all stakeholders and visitors have equal opportunities and access, the school has an Accessibility Policy which is reviewed every three years. This is available on request from the school clerk; it can also be found on the school website.

11. PUBLISHING AND MONITORING INFORMATION

We will publish a copy of this document on the school website at:

www.parcprimary.cymru

There is a link Governor for Equality and Diversity who, as part of her roles and responsibilities, will meet with the Headteacher to review and evaluate progress of the action plans. The Link Governor will also undertake training in line with this role.

12. CONTACT DETAILS

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APPENDICIES

Appendix 1 – Strategic Equality Objectives

Objective 1: To further develop diversity with a particular focus on improving the quality and range of resources across the school

Engagement Findings: Stakeholder surveys, Parent Council Meetings, Cluster workshops, staff & SLT meetings
Self-Evaluation Findings: There is a narrow and limited range of resources linked to diversity within school. There are missed opportunities to highlight and promote diversity within teaching & learning.
Success Criteria: <ul style="list-style-type: none"> • Diversity resources within school have been audited. • Staff knowledge of diversity is further developed through research and visits to other schools. • Pupils are involved in decision making and make valuable contributions to the development of diversity within the school. • The selection and availability of reading material linked to diversity is improved through the loan of library books. • Pupils' knowledge and understanding of diversity is enhanced class topics and celebratory days/events and visits by people of different cultural and social backgrounds.

ACTIONS	Responsibility	Timescales	Funding
Undertake audit of current resources linked to diversity.	Mrs B Taylor	By Nov 23	Supply cost £400
Staff to research case studies of good practice involving diversity and, where appropriate, visit schools to view provision.	All staff	On-going	
Involve pupils within decision making and ordering of resources to ensure pupil voice is central to our provision.	Pupil Voice Group Leaders	By Dec 23	
School Library Service to provide reading material linked to diversity and equality (including materials linked to same sex parents/carers, adopted children)	Teachers	Autumn 23	Library SLA £400 Resources £1000
Resources identified, ordered & implemented within classes.	Mrs B Taylor	By end of autumn 23	
Special event days (i.e. Black History Month) to be planned and implemented across the academic year.	Mrs B Taylor	On-going	
Class topics to include people of different faiths and religions.	Teachers	On-going	
	Mrs B Taylor	On-going	

Arrange for visitors from different cultural and social backgrounds to visit school and undertake assemblies and workshops.			
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Objective 2: Further develop our whole school approaches to meeting the needs of pupils with additional needs or disability

Engagement Findings: Stakeholder surveys, Parent Council Meetings, Cluster workshops, Staff & SLT meetings
Self-Evaluation Findings: Whilst most ALN pupils make good progress against their individual targets, they are still underperforming compared to other recognised pupil group. Provision/sharing of information ALN information to parents/carers needs to be further improved.
Success Criteria: <ul style="list-style-type: none"> • The gap in performance between pupils with and without protected characteristics is narrowed • More pupils make better than expected progress • Parents/carers are more informed and have a better awareness and understanding of their child's ALN targets and progress

ACTIONS	Responsibility	Timescales	Funding
ALNCo to receive appropriate non-contact time to ensure school is meeting needs of the ALN bill.	DW & HL	On-going	£1000
Ensure provision map is reviewed and updated accordingly ensuring learners' needs are met.	HL	On-going	
Ensure that staff skills and training is appropriate to requirements of pupil need. CPD to be provided to both teaching and non-teaching staff to further strengthen their understanding and expertise of ALN.	HL	On-going	
To ensure that parents/carers and other stakeholders are provided with the appropriate information both as part of the ALN Bill and also in terms of their child's ALN provision and progress.	HL, SLT & Teachers	By end of Autumn 23, then on-going	
ALNCo and SLT to analysis data and narrow the gap between of pupils with protected characteristics where required.	HL, SLT	On-going	

Identify pupils who need additional well-being and emotional support and provide opportunities for them to utilise our Forest School provision for improved social interaction.	HL, Teachers, JJ	On-going	
To implement age-appropriate and activities to educate pupils about neurodiversity, promoting empathy, understanding, and self/acceptance. Measure pupils' awareness through surveys and assess the effectiveness of programs through pre- and post-implementation evaluations.	Staff	On-going	
Provide workshops and provide information for parents/carers to increase their understanding of neurodiversity and provide resources for supporting neurodiverse pupils (suspected or diagnosed) at home. Track attendance and gather feedback to guide future sessions.	Staff	On-going	

Objective 3: **To ensure school policies and practices do not contribute to gender stereotyping**

Engagement Findings: Stakeholder surveys, Parent Council Meetings, Cluster workshops, Staff & SLT meetings
Self-Evaluation Findings: Work is needed to ensure gender stereotyping is not sub-consciously reinforced by school practices.
Success Criteria: <ul style="list-style-type: none"> • Pupils will feel more accepted and celebrated for their individuality. • All individuals feel safe and respected. • Both male and female parents and carers feel supported and encouraged to be involved in the work of the school and are satisfied with the opportunities they have to contribute to their children's learning and progress

ACTIONS	Responsibility	Timescales	Funding
<u>Policy Review & Development</u> To review school Policies to ensure that gender, gender expression and sexual orientation are not barriers to participation and achievement Ensure policies and procedures for dealing with sexist, homophobic or sexually abusive incidents are clear and in line with local and national guidance Ensure Anti-bullying procedures, including procedures for dealing with sexist or homophobic bullying, with children and young people are reviewed on a regular basis <u>Learning and Teaching</u> Staff to ensure all learners have equal opportunity to take part in all experiences and are encouraged to access all areas of the curriculum Opportunities for extending learners' experience, knowledge and understanding of equality and anti-discrimination (including gender equality) are sought, planned and delivered across the curriculum at all stages (i.e. equality and antidiscrimination are mainstreamed into the curriculum)	SLT, AOLE Leaders SLT, AOLE Leaders DW All staff Teachers, AOLE Leaders All staff	By Dec 23 On-going On-going On-going On-going	

Staff to be more aware of the possible bias/differences in their questioning of girls and boys and take steps to monitor and if necessary improve their own practice: e.g. give equal “wait time” to girls and boy, asking higher-order, open-ended questions of both boys and girls	All staff	On-going	£500 resources
Staff to ensure their grouping of pupils or choice for activities is not based on gender.	Teachers	By Jan 24	
Staff to audit provision and its use to ensure resources are gender ‘neutral’.	Teachers	On-going	
Staff to ensure learning environments encourage non-gendered norms and expectations			
Training to be provided for all stakeholders to ensure subconscious and innocent forms of sexist behaviours are eradicated.	DW, Governor LW	Dec 13 th 23	
Ensure there is clear guidance on how standards of conduct, policies and strategies are to be used to ensure equality and anti-discrimination (including gender equality) permeates throughout the work of the school.	DW	On-going	
<u>Involvement with Parents, Carers, the wider community and other partners</u>			
Parents/carers are given opportunities to contribute to the development, delivery and evaluation of the school’s gender equality initiatives	Parent Council	On-going	
Awareness raising sessions regarding gender stereotyping are provided to parents/carers and families.	DW Governor LW	Dec 13 th 23	
Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the school’s gender equality initiatives	Parent Council	On-going	
Strong links are further established with organisations such as women’s aid and the NHS who support the school with the development of the gender equality work	DW, LG	On-going	
Communication with parents/carers is reviewed to avoid assumptions about gender/gender roles	All staff	On-going	

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