

**Windsor Clive Primary School  
Ysgol Gynradd Windsor Clive  
Strategic Equality Plan  
2020 – 2024**



**Strategic Equality Plan agreed by Governors:**

.....(Signed by Chair)

.....*Date*

**Scheme due for review: September 2024**

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# **1. Our Distinctive Character, Priorities and Aims**

## **1.1 School values**

At Windsor Clive Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Windsor Clive we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **Vision Statement**

Our vision for the future is focused on a relentless commitment to developing all pupils as ethical, ambitious and capable citizens who are ready to learn throughout their lives.

### **Mission Statement**

We will achieve this by striving to work in partnership with the whole school community. We will provide a learning environment that will inspire everyone to achieve more. Everyone has talent, we aim to nurture these talents and provide children with the skills to improve and achieve their best. Collectively we will enhance the opportunities and experiences of our pupils and celebrate all successes. Children come to school happy and excited. We create opportunities for children that ignite their imagination and create intrigue. Children are encouraged to ask question of themselves – What have I done well? What do I want to become better at? How can I become better? How can I inspire others?

## **1.2 Characteristics of our school**

Our school was first opened in 1927 and retains much of the same external features and benefits on the inside from two large halls, spacious classrooms, a library and ICT suite.

We cater for pupils from 3 to 11 years of age. There are approximately 450+ children who attend the school.

At our school we strive to offer all our pupils a broad, balanced, creative education regardless of their ability, gender, race, culture or religion. All our learners are given equal opportunities to develop their basic skills of Literacy and Numeracy along with skills in thinking, Information Communication Technology and Personal and Social Education, enabling them to access the wider world' of learning with its wonders and opportunities.

As a whole school team we look forward to making the time pupils spends with us at Windsor Clive Primary School enjoyable and fun. Working together in

partnership with the pupils and parents to ensure we nurture in the pupils a love of learning and a fascination for the world in which they live. To do this there will be opportunities both formal and informal sharing of opinions on what has benefited the pupil and what can be done to continue to improve our school. We look forward to these opportunities and in working together to ensure Windsor Clive Primary School continues to achieve the highest standards for **all** our learners.

### 1.3 Mainstreaming equality into policy and practice

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

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

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

### 1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic

- b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
  - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
- 3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

**Our SEP and Equality Objectives are set in the light of:**

- The regional equality objectives identified in **Appendix 1**;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

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

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.10) and Appendix 2**.

## **2. Responsibilities**

### **2.1 Governing Body**

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

### **2.2 Senior Leadership Team (SLT)**

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,

- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

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

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

# **3. Information gathering and Engagement**

## **3.1 Purpose and process**

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

## **3.2 Types of information gathered**

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection

requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;

- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

### **3.3 Engagement**

The school involves stakeholders including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

## **4. Equality Impact Assessment**

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

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

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

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

Our chosen Equality Objectives are

- 1. To ensure all young people, staff and other adults respect each other.*
- 2.. To develop pupil voice to ensure young people are listened to and influence decision making*
- 3.. To promote good relationships and active participation with all stakeholders*

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

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

The action plans show:

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

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

## **6. Publication and reporting**

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analyzing trends by protected characteristic in performance, take -up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

## **7. Monitor and Review**

As part of our responsibility to monitor the SEP, we commit to:

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

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

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2024.



## **10. Strategic Equality Action Plan 2020-2024**

PRIORITY
To raise standards in equalities provision

Source of Priority		Evidence
<ul style="list-style-type: none"><li>WG priority (1) and (2) and (3)</li><li>Equality Act 2010</li><li>School achievement data</li><li>Estyn Report ‘Closing the Gap Between Boy’s and Girl’s Attainment in Schools’</li><li>Estyn Report ‘Equality Human Rights and English as an Additional Second Language’</li></ul>		WG priorities School Contextual Data Equalities SER
Named Person Responsible	Supported by	Link Governor
Kim Fisher	Bethan Francis/Glyn Ellis	Irene Humphries

TARGETS	
<b>Reduce Gaps in attainment and attendance between pupils from protected groups</b> <ul style="list-style-type: none"><li>• To reduce the attainment gap of boys and girls at the end of KS2 achieving a L4+ CSI.</li><li>• To use school contextual data to build a full picture of differences in achievement between different characteristics as defined in the Equality Act 2010</li></ul>	
<b>Reduce identity based incidents and bullying in school</b> <ul style="list-style-type: none"><li>• To expand our monitoring of race related incidents to record and report a wider range of bullying including anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief.</li><li>• Staff and pupils to have a better understanding of bullying and the strategies to stop it</li></ul>	
<b>Develop the quality and use of our Equality Monitoring and Data Collection</b> <ul style="list-style-type: none"><li>• To amend our enrolment form to better collect useful equality information on parents</li><li>• Equality Impact Assess all policies due for review during (the lifecycle of this Strategic Equality Plan)</li></ul>	
<b>Raise awareness of equality and diversity issues among Pupils, Staff and Governors</b> <ul style="list-style-type: none"><li>• Staff and governors are aware of their statutory obligations under the Equality Act</li><li>• All pupils receive meaningful and age appropriate learning on equality and diversity linked to the protected characteristics</li></ul>	
SUCCESS CRITERIA (to demonstrate impact)	Evaluation Commentary:
<ul style="list-style-type: none"><li>• There is a reduction in the gap between boy’s and girl’s performance in English at the end of KS2</li></ul>	
<ul style="list-style-type: none"><li>• To improve the attendance of protected groups</li></ul>	

<ul style="list-style-type: none"><li>• Staff and the GB will understand what the protected characteristics are how the policies and procedures that must be in place to combat inequality</li></ul>			
<ul style="list-style-type: none"><li>• Equality data is collected, analysed and reported on regularly to the appropriate groups for the purposes of objective setting. The School Improvement Plan uses improved equality data to set actions</li></ul>			
<ul style="list-style-type: none"><li>• HT and DHT will be able to Equality Impact Assess school policies accurately</li></ul>			
<ul style="list-style-type: none"><li>• Staff and Governors will have a good understanding of all the protected characteristics and will be better prepared at identifying and dealing with incidents and understand the diversity of our school community</li></ul>			
<ul style="list-style-type: none"><li>• Pupils will have a greater understanding of the diversity of people in the school community, the protected characteristics and be able to appreciate that many people are different but all of them must be treated as equal.</li></ul>			
<b>Changes to plan arising from monitoring and evaluation:</b>			
MONITORING – Are we doing what we said we would do?			
EVALUATION Are we making an impact?			
<b>How?</b>	<b>Who/When?</b>	<b>How?</b>	<b>Who/When?</b>
Monitor achievement and attendance of groups of learners linked to protected characteristics	KF/BF/teachers/ongoing	Teachers are more aware of the differences in achievement and attendance between groups of learners and the protected characteristics	KF/teachers ongoing
Use new CAB monitoring procedures to analyse bullying, racist, homophobic incidents	KF/GE/Ongoing	Termly reports to CAB confirm a trend of no/few incidents each term	KF/GE/Termly
CPD Inset, GB meeting to present on protected characteristics	KF/Autumn Term	GB/staff are more aware of protected characteristics and can this will support the teaching of diversity to pupils	KF
All stakeholders to receive an annual report on equalities	KF/April	Stakeholders have a better understanding of the diversity of people in the school community	KF April

Regular 1:1 meetings with HT to track implementation of SIP actions	KF/BF/GE	SIP actions monitored and assessed	Fortnightly
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Actions	Staff	Resources	Cost/ Source	Time scale	Monitoring progress against actions
<b><u>Reduce Gaps in attainment and attendance between pupils from protected groups</u></b>					
<b>To reduce the attainment gap of boys at the end of KS2 achieving Level 4 (%) in English.</b>					
Review the school contextual information to analyse differences in achievement between different characteristics	BF	Data Packs		July / Sept 2020/21	2019 CSC Data Pack. Boys achieving L4+ CSI 82% and Girls 100%. A significant gap. <b>-18%</b>
Regular review of standards/progress to ensure that pupils are on track to make the expected or above expected level and intervene where/when necessary. Incerts will be used to track progress.	Teachers BF/AB	Learning Reviews Termly		Termly	Termly learning reviews have taken place. Red pupils have been identified by class teachers and SLT. All teachers are applying strategies to help pupils meet their English target. Intervention groups set up for identified learners. Oct 2020
Guided group reading sessions taught every week for all classes. Teachers to provide a range of boy friendly titles to engage.	Teachers	Reading books		Termly	Guided group being planned and delivered every week. Teachers indicate next steps for each child to help. Listening to learners sessions planned to monitor impact of titles on engagement in reading Nov 2020
Teachers to use the LNF and National Curriculum to plan effective lessons which promotes collaborative, kinaesthetic and ICT activities to engage boys in the writing process	Teachers	LNF Curriculum documents		Termly	Lesson observations have commented on good standards of English skills across the curriculum. April 2020/June 2020
Review teaching strategies in light of Estyn Report 'Closing the Gap Between Boys' and Girls' Attainment in Schools	Teachers	Estyn Report		July 2020	High expectations on behaviour, a range of reading materials attractive to boys, lessons which move briskly and are interactive and engaging and promote more pupil talk than teacher

					and cross curricular ICT opportunities support boys in becoming more confident writers and help improve perseverance levels. July 2020
Audit school reading books and purchase new titles where necessary for classrooms and the school library which are attractive to boys to help them broaden their vocabulary to support their reading and writing.	MM/NM	New books aimed at boys		July/Sept 2020	Teachers read books attractive to boys to expose pupils to language. Oct 2020/May 2020
iPads and laptops activities planned in across the curriculum to engage boys with reading and writing.	Teachers	iPads/laptops		Ongoing	Teachers are planning in learning activities which promote the use of ICT to help develop reading and writing. Sept 2020
<b>To use school contextual data to build a full picture of differences in achievement between different characteristics as defined in the Equality Act 2010</b>					
<ul style="list-style-type: none"> <li>Continue to analyse attainment and achievement levels in relation to protected characteristics to inform ongoing curriculum provision and interventions for all pupils</li> </ul>	Teachers/KF/BF	Data packs		Termly	All pupil performance monitored every term in Learning Reviews to ensure pupils are receiving enough support to achieve their target. June 2020
<ul style="list-style-type: none"> <li>Continue to analyse attendance levels in relation to protected characteristics</li> </ul>	BF	SIMS data		Termly	All pupil attendance monitored weekly and measures taken when there is poor attendance: letters, meetings with parents and EWO involvement. Autumn 2020
<b><u>Reduce identity based incidents and bullying in school</u></b>					
<b>To expand our monitoring of race related incidents to record and report a wider range of bullying including anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief.</b>					
To implement the Cardiff Council System of Recording Incident of Bullying and Discrimination recording format	KF	CAB Monitoring Form		Sept 2020	7 Incidents logged, 3 confirmed perceived incidents around race. Nov 2020/June 2020
Inset session for staff to make them aware of the new procedures	KF			Sept 2020	Staff aware of procedures for incidents relating to race, anti-disabled, bullying, sexist etc. Staff record incident on incident form. HT/DHT investigates and appropriate action is taken. HT/DHT provides SLT with regular feedback and looks for

To send the information to Cardiff Council at the end of every term for them to analysis	KF			Termly	patterns/pupils who require support SIMS report to log incidents of racism, bullying.
<b><u>Develop the quality and use of our Equality Monitoring and Data Collection</u></b>					
<b>To amend our enrolment form to better collect useful equality information on parents</b>					
Review procedures to collect equality data in parents	GE			Nov 2020	School Personal Details Form will be included in the pack given to all families. Parents can then decide whether or not they fill it in. The data will be collected and analysed.
<b>Equality Impact Assess all policies due for review during (the lifecycle of this Strategic Equality Plan)</b>					
Identify the priority policies for Equality Impact Assessment from this year's list of policies due for review and begin to carry out EIAs	KF			Autumn 2020	
<b><u>Raise awareness of equality and diversity issues among Pupils, Staff and Governors</u></b>					
<b>Staff and governors are aware of their statutory obligations under the Equality Act</b>					
Staff and GB to receive training on the protected characteristics and how the Equality Act 2010 needs to be implemented	KF/IH			Jan 2020	
<b>All pupils receive meaningful and age appropriate learning on equality and diversity linked to the protected characteristics</b>					
Celebrate Black History Month. Teachers to teach a lesson based on an inspirational black leader, athlete. Deliver two assemblies one on Nelson Mandela and one on Mo Farah.	Teachers			Oct 2020	
Source books from Sean Pask Evans guidance to help teach diversity to pupils. Purchase It's okay to be different, Molly's family, One dad, two dads, brown dad, blue dad, No outsiders Sunderland and Williams Doll.	Teachers	Books		Feb 2020	Books have been sourced to allow teachers to deliver
Review curriculum provision for teaching Equalities. Carry out audit in light of proposed curriculum changes from Welsh Government next summer	KF			June 2020	