

**Windsor Clive Primary School  
Ysgol Gynradd Windsor Clive  
Strategic Equality Plan  
2024 – 2028**



**Strategic Equality Plan agreed by Governors:**

.....(Signed by Chair)

.....Date

**Scheme due for review: September 2024**

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## Appendices

App. 1	<b>Regional Equality Objectives</b>
App. 2	<b>School Equality Objectives and Action Plan</b>

# 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 questions 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 spend 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 2028.

# **10. Strategic Equality Action Plan**

## **2024-2028**

**PRIORITY**

To raise standards in equalities provision

**Source of Priority**

- Welsh Government 'Our National Mission'
- Equality Act 2010
- School attendance data
- School wellbeing data
- Primary School Health Research Network Data

**Evidence**

WG priorities  
School Contextual Data  
Equalities SER  
My Concern data

**Named Person Responsible**

Cherri Clee

**Supported by**

Nichola Mings/Danielle Harris

**Link Governor**

Alex McInch

**TARGETS****Improve attendance of vulnerable groups of pupils**

- To reduce the attendance gap between eFSM and nFSM pupils to 5% or less
- To reduce persistent absenteeism from 40% to 25%

**Reduce protected characteristic incidents in school**

- To reduce perceived bullying incidents
- To reduce identity based incidents

**Develop the quality and use of our Equality Monitoring and Data Collection**

- To amend our enrolment form to better collect useful equality information on families
- To analyse My Concern data to identify patterns and trends in equalities

**Raise awareness of equality and diversity issues among Pupils, Staff and Governors**

- Staff and governors are aware of their statutory obligations under the Equality Act
- All pupils receive meaningful and age appropriate learning on equality and diversity as part of curriculum provision

**SUCCESS CRITERIA (to demonstrate impact)****Evaluation Commentary:**

- There is a reduction in the gap between eFSM and nFSM pupils attendance of 5% or less
- eFSM pupil attendance improves to at least 90%

<ul style="list-style-type: none"> <li>• There is a reduction in persistent absenteeism from 40% to 25%</li> <li>• There is a reduction in perceived bullying incidents and identify based incidents</li> <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> <li>• Equality data from My Concern is collected, analysed and reported on regularly to the appropriate groups for the purposes of objective setting.</li> <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> <li>• Pupils will have a greater understanding of equalities and diversity as part of their curriculum work</li> </ul>	
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**Changes to plan arising from monitoring and evaluation:**

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 attendance of eFSM/nFSM pupils	DH/attendance team/ongoing	Improvements in attendance of eFSM pupils. Reduction in persistent absenteeism	DH/attendance team/ongoing
Use My Concern data to analyse bullying and incidents linked to the protected characteristics	CC/NM/DH/Ongoing	Termly reports from My Concern confirm a trend of no/few incidents each term	CC/NM/DH/Termly
Inset, GB meeting to present on protected characteristics	CC/Autumn Term	GB/staff are more aware of protected characteristics and can this will support the teaching of diversity to pupils	CC
All stakeholders to receive an annual report on equalities	CC/April	Stakeholders have a better understanding of the diversity of people in the school community	CC April

Regular 1:1 meetings with HT to track implementation of SIP actions	CC/NM/DH	SIP actions monitored and assessed	Fortnightly
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