



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

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

Rhondda Cynon Taf CBC

Education and Inclusion Services Directorate

GELLI COMMUNITIY PRIMARY SCHOOL

STRATEGIC EQUALITY PLAN 2022-2026



Date of approval by the governing body: Autumn 2022
Date of annual review: Autumn 2023
Date of full review: Autumn 2025

GELLI PRIMARY SCHOOL STRATEGIC EQUALITY PLAN 2022-2026

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At **GELLI 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.

Section 1: Foreword

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 C Flanary Davies
HEADTEACHER

Mrs D Jouvenat
CHAIR OF GOVERNORS

In **GELLI 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) and ensures that diversity is celebrated in our school.

'The future is in our hands

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.

Section 2: Introduction

At Gelli Primary School the curriculum is designed to:

- Nurture sincere relationships with children, their families and the wider community
- Provide first-hand, authentic learning experiences which ensure that learners' individual needs are met
- Support high levels of emotional, social and physical well-being
- Capture children's natural curiosities and wonderings by using their interests as a vehicle for learning
- Encourage high levels of independence and engagement
- Promote a growth mindset where children recognise the importance of sustained effort and learn from their mistakes

Our curriculum supports children in being and becoming:

- Healthy, confident individuals
- Ethically informed citizens
- Ambitious, capable learners
- Enterprising, creative contributors

At Gelli Primary School, we prepare our learners for a successful future.

GELLI 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 Excellence in Education and enhanced wellbeing for all'.

The mainstream school serves the children/families of the villages of Gelli, Ystrad and beyond in the Rhondda Fawr. This is a traditional ex-mining community. There are high levels of unemployment, social deprivation and associated problems. However, we serve and are a part of a fantastic community. The current Headteacher has been in post since September 2022.

- Pupil numbers – 210 in total
- Currently free school meals (EFSM) is 19.5 % (41 children)
- Current ALN children is 3. % (7 pupils)

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 3: Our School Context

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: Pupil Discipline/Anti-Bullying Policy; SEN/ALN Policy; Safeguarding Policy; Curriculum Policy; and the Complaints Policy.

Section 4: Integrating Equality into Statutory and Non Statutory Policies

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.

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 put in place measures to improve outcomes in achieving the three aims
- Self-evaluate effectiveness of Equality Objectives that we are reviewing at regular intervals to secure positive outcomes
- 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.

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

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.

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;

Section 7: Roles and Responsibilities

- 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 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

SENIOR LEADERSHIP TEAM

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.

TEACHING AND NON-TEACHING STAFF

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.

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.

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 part of the school's compliance with 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 Strategic Equality Plan itself.

Section 10: Equality Impact Assessments

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.

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.).

Please see Appendix 1 for the details of the Strategic Equality Plan for 20022-2026

Section 11: Staff Professional Learning

and the Equality Objectives for our school as informed by engagement activities, self-

evaluation and local/national priorities. The Strategic Education Plan **does** cover all the relevant protected characteristics as defined by the Equality Act (2010). All protected characteristics are included in a general way due to the age of the children in our care.

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.

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.

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 to identify a gender pay difference as a 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.

Section 13: Gender Pay Objective

Please see Appendix 1 for further information on our Strategic Education Plan. This plan will be monitored by the governing body and all new plans will be submitted to the local authority.

The lead for the Strategic Equality Plan in GELLI PRIMARY SCHOOL is Carol Flanary Davies. Further information can also be provided by the Headteacher if required.

Section 15: Strategic Leadership

Gelli Primary School
STRATEGIC EQUALITY PLAN FOR 2022-2026

Date of Issue: Autumn 2022
First review of the Strategic Equality Plan: Autumn 2023
Formal review of Strategic Equality Plan: Summer 2026

Equality Objective 1 To improve the knowledge and capacity for all staff to be able to support all learners					
Engagement Findings; Staff voice at a recent training course showed a lack of confidence to deliver some aspects of RSE and to support learners and families within our community					
Key Self-Evaluation Findings; Need to deliver RSE appropriately as part of the curriculum					
Further data required in future; Staff voice questionnaires					
Success criteria; All staff will be confident to address and challenge inappropriate language All staff will be confident to use and model correct terminology All staff will be confident to teach inclusivity and diversity within the RSE specific and wider curriculum					
Actions	Description	Resources	Lead Officer	Start Date	End Date
All staff and link Governors to attend Diversity training with a focus on LGBTQ+	Twilight session with specialist teacher from TCS	None	CFD/DJ	29.11.22	29.11.22
Links forged with the Diversity team and pupils in Treorchy Comprehensive school	Yr 6 pupils create links with the Diversity team in TCS to work alongside them to promote diversity in the primary setting	Cost of a bus £180	CFD/CP	29.11.22	23.12.22
Teaching staff to complete the DARPL(Diversity and Anti Racist Professional Learning) training	3 x twilight training sessions -Anti Racism Professional Learning	None	CFD	14.1.22	14.2.22

Equality Objective 2					
Engagement Findings Response to PCP training and introduction of the ALN bill					
Key Self-Evaluation Findings Need to meet statutory requirements of the ALN bill and use the ALN bill to drive the attainment, aspirations and the well being of all learners					
Further data required in future Perma results, staff voice questionnaires, Pupil progress data, monitoring of learning passport data, momitoring of the provision map and numbers of learners on the ALN register					
Success criteria To improve staff confidence in their accountable role within the ALN bill. To improve outcomes for all learners ALNCO clear of their roles and responsibilities ALNCO able to lead and support others Role of the parental and learner voice raised and harnessed.					
Actions	Description	Resources	Lead Officer	Start Date	End Date
Ongoing work to support the introduction of the ALN bill	• ALNCO job description checked in line with the new bill • ALNCO to attend middle management training to support the role • ALNCO to work within the cluster and with RCT to develop understanding of the bill • Staff and Governors to receive training • School to revisit the ALN register and provision map to meet the legislation within the bill • ALN a focus in pupil progress meetings • Learning passports introduced to replace IEPs • IDPs developed	Non contact time for ALNCO 2x days a week Continuous training for staff , ALNCO and Governors			

	• Person center approach developed • Use and format of one page profiles developed • Support staff given time to meet, observe each other and reflect upon and review their own practice				

Equality Objective 3

Engagement Findings The baseline of PDG learners coming into school

Key Self-Evaluation Findings Data shows learners identified as EFSM do not have the same outcomes as NFSM although the school can show added value and progress made

Further data required in future

Pupil progress data

Baseline data

Value added from Baseline data

Language acquisition intervention data eg Welcom

Success criteria

To use strategies and grants to enable all learners to have the opportunity to succeed regardless of their gender, disability or socio-economic background, race, culture or English as an additional language status

Actions	Description	Resources	Lead Officer	Start Date	End Date
To ensure grant funding has a direct impact on learners attainment and well being	PDG funding used to promote inclusivity for all, a move away from 'off the shelf' interventions to bespoke interventions and a focus on well being alongside basic skills PDG funding used to support families to model and support learning with their children EYPDG and RRRS funding used to support	Grant funding and grant funding evaluations, meetings with CSC and IP	CFD	March 22	March 23

	language acquisition and development in EY				
Pupil progress meetings	ALNCO to attend all PP meetings, ALN, EAL and EFSM data used to identify individual progress and progress against their peers and cohort. Any attainment issues or inequalities are identified and actioned quickly	Non contact time for ALNCO and teachers	CFD/AF	Termly	