

Ysgol Gymraeg Cwmbrân

Strategic Equality Plan

2016-2020



Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

.....Date

Due for review:.....(date)

Policy Review Dates:

Review Date.....Signed by Chair.....

Review Date.....Signed by Chair.....

Review Date.....Signed by Chair.....

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App. 3	School Access Plan (use current plan for 2010-2013)

1. Our distinctive character, priorities and aims

1.1 School values

Our vision is to provide a school where pupils, parents, teachers, governors and the local community are able to work together to produce a safe, welcoming environment conducive to high educational standards.

We aspire to be a school which celebrates success, where each individual is made to feel important and worthwhile. We aspire to create a sense of reverence for our language, culture and history and a respect for other languages and cultures.

The education and wellbeing of the children is of utmost importance when making any decision at the school. We constantly strive to provide an interesting and varied curriculum that will engage the child's natural capacity for learning, whatever his colour, nationality, culture or creed.

In Ysgol Gymraeg Cwmbran, Information, Technology and Communication skills play a vital part in our success as we live, work and play in the 21st Century."

We aspire to provide our pupils on leaving Ysgol Gymraeg Cwmbrân, with the educational tools and social skills to continue with their learning and prepare them for future life.

Aims and Objectives

All children are equal to each other but we also accept that children differ from each other and that they can succeed in different ways. We respect every pupil of all races, colour and creed, and we hope to teach the children to develop by respecting children of all cultures and creeds based on their respect of the two languages and cultures in their own country. We expect children to work hard, to enjoy school life and to keep the rules of the school. In other words we expect them to work at their tasks and to be pupils of a Welsh Medium Primary School.

It is our aim to develop the pupils into independent learners who can research well and can work together as a team in a caring and respectful atmosphere.

1.2 Characteristics of our school

The school is a Welsh Primary School which was opened as an Infant and Junior School in September 1991 serving the catchment area of Cwmbran town. In September 1997 a Nursery class was opened as part of the school. The school accepts pupils in accordance with the Authority policy from the beginning of September following their fourth birthday or from the beginning of September following their third birthday to the nursery class.

During the term prior to the date on which the child is due to start, each parent is invited to the school to meet the staff and to ask and discuss many key questions and issues. In addition each child has an opportunity to visit the school for a period of time. At the beginning of the new term the children will be given a chance to settle down in small groups before the class is registered as a form.

Ysgol Gymraeg Cwmbrân is a Welsh school and all pupils from the ages of 3 to 11 are educated through the medium of Welsh. They are always encouraged to show pride in their ability to speak Welsh. English is taught as an additional core subject at Key Stage 2. As of September 2018 there are 328 full time pupils on roll as well as 46 part time nursery pupils.

There are currently 12 full time teachers and 5 part time teachers and 17 Learning Support Assistants.

The main aim of the school is to give each pupil the opportunity to develop to his full potential by nurturing attitudes and sharing experiences that will serve as a strong grounding for adult life. This is done whilst encouraging a pride in being Welsh and a loyalty towards community and heritage.

19.2% of pupils are currently entitled to free school meals.

25% of pupils are currently on the AEN register.

0.9% of our pupils are mixed race.

97.5% of pupils are from non-welsh speaking families.

3 pupils are currently 'Looked After' by the Local Authority.

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 Torfaen equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- 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;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 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:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- 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.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Estyn questionnaires are used to gain information from stakeholders. The results of which are analysed and are used to determine certain priorities for the School Development Plan.

The results of the pupil's questionnaire are discussed with the School Council and Governors. The School Council then determine initiatives to address any areas highlighted.

All correspondence is bilingual and parents are notified by letter, by Schoop, [Twitter](#) and through the School website.

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. The creation of a nurture group which is based on the COMiT programme to develop pupils' communication skills and self-confidence. Ensure that the pupils' voice is foremost in school decision making and that all pupils feel equipped to contribute.*
- 2. To ensure learners are not disadvantaged by poverty.*
- 3. Further develop the teaching team with responsibility for 'Wellbeing'.*
- 4. Reduce gaps in levels of attendance between different groups of pupils as identified in school attendance data.*

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 incorporated into the School Development 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 analysing 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 March 2018.

Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 Current school Access Plan

Torfaen Equality Objectives

The most important part of the 'Equality Promise'

The Council's Equality Objectives:

Gender Equality

The Council Will Ensure Gender Equality In Pay Within The Workplace.

This Will Be Demonstrated Through Equality In Pay And Pay Distribution Within The Workforce. (Executive Member For Resources)

How this will be achieved:

Through monitoring of workforce profile and taking positive steps via a Cabinet approved policy to reduce any significant inequality.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

The Council In Collaboration With Other Stakeholders Will Work To Reduce Domestic Abuse Within The Torfaen Community And Improve Its Service Response To Victims Of Domestic Violence. (Executive Member For Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of domestic abuse in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy to alter and develop the service response where insufficient reduction is achieved.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Disability Equality

The Council Will Work To Reduce The Economic Disadvantage And Poverty Faced By Many Disabled People As A Result Of Reduced Access To The Opportunity For Work And Insufficient Welfare Support. –

(Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by disabled people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We Will Improve Access To Council's Buildings And Services.
(Executive Member For Resources)****How this will be achieved:**

Through building physical accessibility improvements into the standard estate management process.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Improve Accessibility To Quality And Timely Housing Suitable To The Needs Of Disabled People. (Executive Member For Health, Social Care, Well Being And Equalities)**How this will be achieved:**

Annual improvement targets will be set to improve the housing provision waiting time 'gap' for disabled people and policy or process developed to achieve this.

By when:

This will be an ongoing process which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Race Equality**We Will Work Toward Narrowing The Gap In Educational Participation And Achievement For Children For Who It Is Demonstrable Are Disadvantaged In The Education System.
(Executive Member For Children And Young People)****How this will be achieved:**

Positive intervention projects will continue to be developed by the LEA and performance improvement targets set.

By when:

This will be an ongoing process, progress on which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Ensure That All People Feel Safe And Specifically Work To Reduce, Detect And Respond To Hate Crimes And Harassment.**We Will Consider All Groups That Can Be Affected By Hate Crime This Being: Age, Race, Disability, Religion And Sexual Orientation And Transgender. (Executive Member for Corporate Governance And Community Safety)****How this will be achieved:**

By monitoring the levels of incidence of Hate crime in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy and the Community Safety Partnership to alter and develop the service response.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Age Equality

We Will Work To Reduce The Employment Disadvantage Experienced By The Young People And The Proportion Of Young People Not In Work, Education, Employment Or Training. (Executive Member For Children And Young People)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by young people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Reduce Any Care Disadvantage Experienced By Older People And Promote Greater Opportunities For Re-ablement. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through various rehabilitation projects that have a specific emphasis toward promoting and protecting the independence of older people.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

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Strategic Equality Plan 2016-2020 Equality Objectives and Action Plan

Equality Objective 1.				
The creation of a nurture group which is based on the COMiT programme to develop pupils' communication skills and self-confidence. Ensure that the pupils' voice is foremost in school decision making and that <u>all</u> pupils feel equipped to contribute.				
Our Research:				
Teacher assessment and staff discussions have identified pupils in both key stages whose communication skills are underdeveloped and therefore they lack confidence to contribute in lessons and to whole school decisions.				
Information from Engagement:				
Discussions with staff have highlighted this issue particularly since we make such a strong commitment to ensuring that pupils' voice is key.				
Data Development:				
End of Key Stage data – a focus on improved PSE attainment at end of FP. Formative and summative data will be scrutinised to ensure pupils' performance is in line with their peers.				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> The school can demonstrate that those pupils identified for inclusion in the nurture group are able to contribute more to class discussion. That the pupils' confidence and self-esteem improves. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Deployment of a Level 3 to have responsibility for the group.	Catrin Evans	09/16	08/20
1.2	To develop a tailored curriculum which includes opportunities to develop pupils' communication skills outside of school e.g. working with the elderly (Reconnect and Salvation Army)	Eli Stockman	09/16	Ongoing
1.3	To track pupils and to analyse progress against individual targets	Catrin Evans Eli Stockman	09/16	Ongoing

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Strategic Equality Plan 2016-2020 Equality Objectives and Action Plan

Equality Objective 2. To ensure learners are not disadvantaged by poverty.				
Our Research: Targeted monitoring of FSM children will ensure that they remain on track against their targets. Data scrutiny has identified a gap between attainment of pupils who are eligible for free school meals and those who are not. This gap is evident in both the FP and KS2.				
Information from Engagement: PDG monies spent on employment of additional teacher to support those FSM pupils in FP and KS2.				
Data Development: Pupils will be tracked carefully by the ALNCO, SMT and Teaching Staff. Termly data to be collected and scrutinised in all core subjects in both FP and KS2. Data on pupils identified to be updated and scrutinised termly.				
This objective will be judged to be successful if... <ul style="list-style-type: none"> • There is evidence to demonstrate improvement in the quality of FSM children's books and termly attainment. • The gap in attainment between FSM and Non FSM pupils is reduced in FP and KS2. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Teaching staff to report on the progress of FSM children each term.	All teaching staff	09/16	Ongoing
	Profile of FSM children is raised with all staff.	All staff	09/16	Completed
	To further develop the Clwb Codio to enable all FSM pupils to have additional access to ICT.	Catrin Passmore	09/16	09/17
1.2	Employment of an additional teacher to work with identified pupils.	Catrin Evans Catrin Passmore	02/17	Ongoing
1.3	Pupil progress meetings to be conducted termly to identify pupils vulnerable to underachievement and agree remedial action.	All Staff Coordinated by ALNCO	9/16	Ongoing

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Strategic Equality Plan 2016-2020 Equality Objectives and Action Plan

Equality Objective 3. Further develop the teaching team with responsibility for 'Wellbeing'.				
Our Research: Reorganisation of the current structure will enable staff to work together to investigate areas that require development.				
Information from Engagement: Experienced staff will work along newly qualified teachers to develop initiatives, create resources and monitor how effective wellbeing along with emotional wellbeing is promoted in all classes.				
Data Development: Portfolio of examples of pupils' work/photographs etc. Evidence of initiatives and activities regularly shared with parents via website and Twitter.				
This objective will be judged to be successful if... <ul style="list-style-type: none"> • Further uptake in the number of parents participating in the Family Values Programme (Gwerthoedd y Galon). • Engagement of all stakeholders with equality initiatives e.g. Siarter Iaith • Increase in the number of Year 2 pupils achieving DO6 PSE 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Develop the Family Values Programme further. Family members visit and work with children to promote a specific value e.g. kindness	Nerys Griffiths	09/16	Ongoing
1.2	Wellbeing team to arrange additional weeks to promote additional aspects of equality e.g. 'Anti Bullying'	Wellbeing team	09/16	Ongoing
1.3	Designated Siarter Iaith initiatives which encourage collaboration between the children, parents and school.	All staff	09/16	Ongoing
1.4	Work with outside agencies to develop a mindfulness initiative and to promote healthy relationships through the Spectrum Project.	All Staff	09/16	04/17

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Strategic Equality Plan 2016 – 2020 Equality Objectives and Action Plan

Equality Objective 4				
Reduce gaps in levels of attendance between different groups of pupils as identified in school attendance data.				
Our Research:				
Evidence suggests that there are some groups and individual children with poor attendance. These are closely monitored by both the school and LA. We are particularly interested in the attendance rates of children receiving free school meals and those on the SEN register and have noticed in some cases there is an issue which needs addressing.				
Information from Engagement:				
Staff meetings and discussions re. analysis of attendance data have identified the link between children receiving free school meals, being on the ALN register and having poor attendance in some cases. Other examples of poor attendance have also been identified by staff.				
Data Development:				
Gather further information on the attendance rates of pupils receiving free school meals and being on the SEN register to identify whether there are any gaps in the attendance of these pupils.				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> • We have identified any problems with the attendance rates of groups of pupils who share particular protected characteristics as defined by the Equality Act 2010. • We have implemented systems and procedures to raise rates of attendance with these particular groups of children who share protected characteristics. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Whole staff analysis of attendance data to identify any attendance gaps for groups of pupils who share particular protected characteristics e.g. on ALN register, receiving free school meals, looked after children etc.	Catrin Passmore	09/16	Ongoing
1.2	Implemented a range of systems and procedures to raise rates of attendance with these particular groups of children who share protected characteristics and have been identified as having poor attendance.	All Staff	09/16	Ongoing
1.3	Increase in terms of the % of children who achieve Desirable Outcome 6 Personal and Social	Catrin Evans Foundation Phase Teachers	09/16	07/17