

Croeserw Primary School



Strategic Equality, Diversity and Inclusion Plan 2024 – 2027

Strategic Equality, Diversity and Inclusion Plan agreed by Governors:

Date agreed 15/7/24

Signed:

A handwritten signature in black ink, appearing to read 'W G Johns', written over a horizontal line.

Scheme due for review: July 2027

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1. Our Distinctive Character, priorities and Aims

1.1 School Values

At Croeserw 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 Croeserw, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Croeserw Primary School is a mixed Community Primary school catering for approximately 125 children ranging in age from of 3 to 11. (8 of these being nursery children who are accommodated on a part time basis – i.e. half day sessions). Croeserw is situated at the upper end of the Afan Valley approximately 10 miles from Port Talbot in a rural location surrounded by forestry, moorland and farmland. Croeserw is one of the most deprived areas in Wales and the school currently runs with a Free School Meals index of 64% The ethnic composition of both staff and pupils is predominantly White British and English speaking. The majority of the school's pupils are of Welsh origin with English as a first language. The school incorporates a Learning Support Centre for children with Moderate Learning Difficulties. The Unit holds a maximum of 17 children encompassing the full primary age range. The school adopts a policy of integration for LSC children whenever and wherever possible. The school has a Disability and Discrimination Policy and an Access Plan in place.

SCHOOL AIMS:

Our aim at Croeserw Primary is to provide a broad and relevant education that will prepare children for later life, ensuring that the essentials of numeracy and literacy are seen as the main foundation for success. We aim to continue to develop their technological skills and we aim to raise expectations so that each individual can reach his / her full potential.

We aim to instil a code of conduct that will enable the children to be tolerant of any differences in race, creed or gender, whilst preserving their own cultural identity.

We aim to provide a stimulating environment within the school, which will enhance and encourage the children to give of their best and value each other's work.

Personal responsibility and both independent and collaborative learning are seen by the school as vital factors in helping children to face the challenges of the future.

We aim to give the children as many opportunities as possible to expand their horizons and to broaden their outlook on what is available in the world outside their immediate environment.

Additionally we aim to develop in the children a confidence in the future of their community.

All of the above will be developed and nurtured in an atmosphere which is both welcoming and caring, where children and adults feel respected and valued. We fully appreciate the important role played by parents and we are committed to encouraging parents to become actively involved in the life of the school.

VALUES AND BELIEFS

Education is:

- To enable children to reach their full potential
- Fundamental to learning skills and developing understanding
- Getting the best for each child
- Caring and sharing with each other
- Developing positive attitudes and interests

We believe that:

- The hidden curriculum is as important as the formal curriculum
- Parents have an important role to play in the education of their children
- Children should have good standards of behaviour
- Children learn best in a stimulating, caring environment
- Children thrive on success
- The best learning comes from first hand experiences
- Children need to be confident and have positive self esteem

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, Diversity and Inclusion Plan (SEDIP)** 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 SEDIP and Equality Objectives are set in the light of:

- The regional 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 SEDIP 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 SEDIP 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 SEDIP, 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 SEDIP 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
- Ensuring that all staff are aware of whom to speak and the processes to go through when they are concerned about anything e.g Child Protection Designated Officer and Deputy.

2.3 Staff – teaching and support

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 SEDIP;
- 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 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 may include 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 eg;

- Pupils are involved through the work of the School Council as well as through the curriculum eg in PSE.
- Policies on behaviour and anti-bullying are regularly reviewed with staff, pupils and governors and are available for perusal by parents and other stakeholders.

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 SEDIP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are

1. To monitor and analyse pupil attainment by protected characteristic, taking steps to address any issues arising

2. To ensure all pupils are given the opportunity to make a positive contribution to the life of the school
3. To promote positive role models across all protected characteristics and increase participation and achievement in these groups

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.

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 SEDIP 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 SEDIP 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 SEDIP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEDIP 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 SEDIParately 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 SEDIP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEDIP 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 SEDIP 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 SEDIP by July 2027.

Croeserw Primary School

Strategic Equality, Diversity and Inclusion Plan 2024 – 2027

Appendices

- App. 1 Neath Port Talbot Equality Objectives (2020-24)**
- App. 2 School Equality Objectives and Action Plan**
- App. 3 School Accessibility Plan**

Neath Port Talbot Equality Objectives (2020-24)

1. **Education** – to ensure children and young people are the best they can be
2. **Health and Wellbeing** – to promote wellbeing and good mental health and tackle mental health stigma and discrimination
3. **Personal Safety** – to ensure people and communities are safe, respected and free from violence and abuse
4. **Employment** – to ensure our workforce is more reflective of our community, our policies are fair and equitable and gender pay gaps are reduced
5. **Participation** – to ensure services are accessible for all and people and communities are able to better influence decisions that affect them
6. **Living standards** – to work to reduce poverty and support independent living

Croeserw Primary School

Strategic Equality, Diversity and Inclusion Plan 2024 - 2027
Equality Objectives and Action Plan

<p>Equality Objective 1</p> <p>Ensure pupils with protected characteristics are making appropriate progress</p>		
<p>Our Research:</p> <p>Data analysis –</p> <ul style="list-style-type: none"> • Reading tests • Teacher assessment • National Online Tests in numeracy and literacy 		
<p>This objective will be judged to be successful if...</p> <p>Pupils with protected characteristics are making appropriate progress</p>		
	Actions	Responsibility
	Half Termly monitoring of RW/Inc data	HT/LL
	Analysis of Maths test data	Classsteachers
	Analysis of Online National Test data	HT/LL
		Plans to achieve by
		Half Termly
		Twice yearly
		Annually

Croeserw Primary School

Strategic Equality, Diversity and Inclusion Plan 2024-2027
Equality Objectives and Action Plan

Equality Objective 2		
To ensure all pupils are given the opportunity to make a positive contribution to the life of the school		
Our Research:		
Looking at the profile of committee membership, are pupils with protected characteristics represented on committees?		
This objective will be judged to be successful if...		
There is diversity in membership of school committees		
Actions	Responsibility	Plans to achieve by
Promote involvement of all pupils on school committees	staff responsible for committees	Annually
Monitor membership of committees	staff responsible for committees	Annually

Croeserw Primary School

Strategic Equality, Diversity and Inclusion Plan 2024 – 2027 Equality Objectives and Action Plan

<p>Equality Objective 3</p> <p>To promote positive role models across all protected characteristics and increase participation and achievement in these groups</p>		
<p>Our Research: Information gathered from -</p> <p>Subject reviews Monitoring of lesson plans Lesson observations</p>		
<p>This objective will be judged to be successful if...</p> <p>Principles of equality policy are reflected in lessons Pupils observe positive role models across all protected characteristics Pupils from protected groups given opportunities to participate in all aspects of school life</p>		
Actions	Responsibility	Plans to achieve by
Equality issues monitored and reported on as part of subject reviews	Subject leaders	Summer 2025 as part of new curriculum implementation
Discuss schemes of work at phase meetings to ensure that they offer opportunities to represent protected characteristics positively	Class teachers	Termly
Lessons planned and delivered, to ensure that there are opportunities for pupils to experience positive role models across all protected characteristics	Class teachers	Termly

Observe lessons to ensure that there are opportunities for pupils to experience positive role models across all protected characteristics	HT LL	Annually
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APPENDIX 3

Croeserw Primary School Accessibility Plan 2024 – 2027

Targets	Strategies	Outcome	Timescale	Achieved By
Ensure that school policies, schemes of work do not contain discriminatory phrases	Monitor policies /procedures and schemes of work.	School policies / procedures amended if necessary	Ongoing as part of monitoring process	Ongoing monitor + appropriate action
Ensure that learning needs of disabled pupils are met within the classroom	Discuss with all parties at enrolment Appropriate IEPs developed	Appropriate IEP targets established for pupils	Ongoing	
Monitor physical access to school building	Discuss any issues arising with school surveyor Premises on agenda at Governing Body meetings	Physical access appropriate for disabled users	Ongoing monitor, any work as LA budget allows	

Croeserw Primary School
Accessibility Plan 2024 – 2027

Targets	Strategies	Outcome	Timescale	Goal Achieved
Strive to determine needs of disabled pupils prior to starting in school	Contact ALN as soon as needs are known	Any necessary adaptations carried out ASAP	Capital projects as LA budget allows	Ongoing monitor + appropriate action
Ensure that procedures for administration of medication to pupils are in line with school policy	Follow procedures for administering medication Organise training for staff as necessary	Written permission obtained to administer medication Health Care plans in place where appropriate Appropriate training provided where appropriate (eg Diabetes) Medication administered safely	Ongoing practice Training arranged when need arises	

Croeserw Primary School
Accessibility Plan 2024 – 2027

Targets	Strategies	Outcome	Timescale	Goal Achieved
Ensure needs of Hearing Impaired pupils are met	Regular equipment checks carried out by audiology technician Regular staff deaf awareness sessions	Hearing impaired pupils have access to appropriate audiological equipment HI pupils can access all activities	Ongoing	Ongoing monitor + appropriate action
To ensure the safety of staff and pupils on out of school visits	Needs of disabled pupils/adults considered during risk assessment	Pupils/adults with disabilities can take part in activities safely	Ongoing	
To determine the need for reasonable adjustments for visitors to the school, parents in particular	Include a statement on invitation letters asking visitors if they have any special requirements school should consider Discuss requirements at enrolment	School able to make reasonable adjustments for visitors Visitors able to access school building and activities	Ongoing As budget allows	
To provide information to parents in alternative	Discuss with parents on enrolment of pupils	Information provided in alternative format	Ongoing	

formats where required		where required	
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