



Hendrefoilan Primary School

Strategic Equality Plan (SEP)

Strategic Equality Plan agreed by Governors on 22nd November 2022

Signed copy available in Headteacher's Office (Signed by Chair)

..... ***Date***

Due for review: (date)

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1. Our Distinctive Character, priorities and Aims

1.1 School values

At Hendrefoilan 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 Hendrefoilan 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

The school has 206 pupils on role. The school is in band 2 for free school meals with 9 pupils (5%) in receipt of free school meals. This is a slight increase on previous years, but low when compared to other schools in Swansea. A pupil is in foster care, and she is on the school's Looked After Child (LAC) register. The school has 47 pupils (24%) on the Additional Learning Needs (ALN) register, including 4 pupils with statements of SEN. 28 pupils (15%) have English as an additional language (EAL). 14 (50%) of those are new to English or early acquisition (band A-C). These pupils speak a variety of languages including Mandarin; Sylheti; Tamil; Turkish; Thai; Arabic; Cantonese; Romanian; and Marathi.

1.3 Mainstreaming equality into policy and practice

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 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 any protected characteristic defined within the Equality Act 2010:

- Age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity
- race
- religion or belief
- sex
- sexual orientation

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for all 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 Public Sector Equality Duty to:

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
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.
- views expressed by our school council and governing body that have been involved in the development of the plan;
- issues arising because of our feedback and analysis of our pupil data, e.g., questionnaire results and the attainment data of boys v. girls.

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 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 disabled people, and strive to make communications inclusive for parents, carers, and pupils.
- ensures that no pupil is discriminated against whilst in our school

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 Headteacher / 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 any incidents of bullying, harassment, or discrimination in accordance with the Authority's and school's policies

2.3 Staff – teaching and non-teaching

The school regards equality as a responsibility for all. Every member of staff contributes 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, 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
- reviewing our performance.
- undertaking Equality Impact Assessments

Engagement is based on the information gained about representation of diverse groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. 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; a template is available for this work
- pupil attainment and progress data relating to different groups;
- school council's views actively sought and incorporated in a way that values their contribution;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any protected characteristic

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 ensure that we communicate with everyone in an accessible way, using interpreters and different information formats when appropriate.

The views of stakeholders and other equalities related groups are genuinely considered when we set priorities. This is done through regular questionnaires to parents, pupils, staff, and governors using Google Forms. Also, Hendrefoilan hosts in house and external training events for staff and pupils encouraging health, wellbeing, and diversity and these provide opportunities for questions and feedback.

4. Equality Impact Assessment (EIA)

An EIA is a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people based on:

- Age
- Disability
- Gender reassignment

- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation
- Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on all our policies and proposals.

5. Objectives and Action Plans

Our Equality Objectives are:

- To implement the '[Framework for a whole-school approach to emotional and mental well-being](#)' (WG, March 2021).
- Update the [Health and Well-being Policy](#) and Healthy School's Action Plan to make a strong statement about the school's approach to well-being and diversity including [sex and relationships education](#).
- Make links with the framework and the school's curriculum in [FP](#) and [KS2](#).
- Liaise and work with WG implementation lead and [Diversity Role Models](#).
- Promote understanding, respect, and friendship through education for global citizenship using [Peace Mala Education](#). Click here for the [Peace Mala Proposal](#).

Further information on how we will achieve these objectives is contained in Appendix 1.

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

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

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. 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 our Equality Objectives
- undertaking an annual review of progress against our Equality Objectives.

We will undertake a full review of our SEP by September 2023.

APPENDIX 1



Hendrefoilan School

Strategic Equality Plan 2021 – 2022 Equality Objectives and Action Plan

Equality Objective:				
To implement the 'Framework for a whole-school approach to emotional and mental well-being' (WG, March 2021).				
Associated actions required:				
Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
Year One - 2021-22				
SDP Priority 1 Scoping and implementation stage	Aimee Field/ Caroline Bews/Steph. Dalton	July 2022	<ul style="list-style-type: none"> The school's Health and Well-being Policy and Healthy School's Action Plan contains strong statements about the school's approach to diversity, well-being and sex and relationships education (SRE). The school's curriculum and the SDP contains explicit links to the framework on embedding a whole-school approach to emotional and mental well-being. 	

			<ul style="list-style-type: none"> • The school successfully works in partnership with the WG lead and Diversity and implements 'The Framework.' • Wherever possible/necessary, the Thrive Approach is implemented across the school. • The school is accredited by Peace Mala and attains the Bronze Award. 	
Year Two - 2022-23				
To embed the 'Framework' (Year 2)	Aimee Field/ Caroline Bews	Sept. 2022 to July 2023		
Year Three - 2023-24				
To evaluate the 'Framework' (Year 3)	Aimee Field/ Caroline Bews	Sept. 2023 to July 2024		

APPENDIX 2

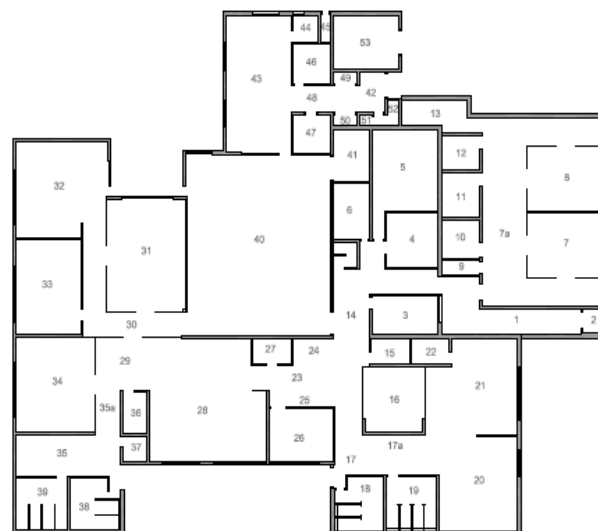


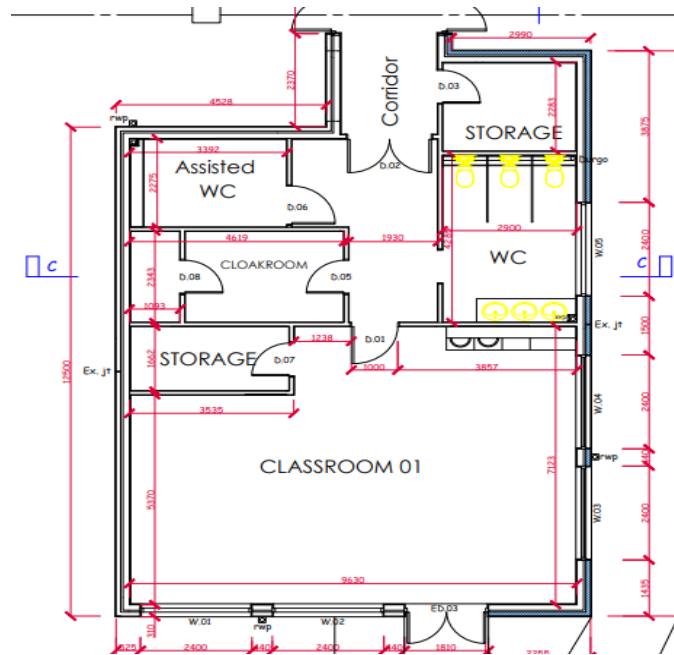
Hendrefoilan School

Strategic Equality Plan 2021 – 2022 Accessibility Plan



BLOCK B





- There is a ramped entrance way to the main school and access to the school grounds can be made via the main doors and through the school, via the slope to the right of the main school entrance or via the Bron y Bryn gate.
- The school has disabled toilet facilities based near the office and in the new build section.