

**Model Schools Strategic Equality Plan**

**Agreed by BCBC HT Federation Policy Group**

**October 2024**

**Notes for schools**

This policy has been produced drawing on examples from other authorities and through discussion with BCBC.

There has been discussion at some length as to whether each individual school should draw up its own distinct equality objectives and it was agreed with BCBC that schools should seek to align their equality objectives to those drawn up by the local authority (which in turn align to the WG). In order to make the LA objectives more appropriate for schools, the policy group has agreed an adapted version of their objective statements and recommend this to all schools for their use.

Schools are advised to maintain the same timeline (currently 2024-28) as the BCBC Equality Plan and to update it when BCBC next renew theirs.

As always, this policy template is intended to provide guidance, but schools may draw up individual policy statements and equality objectives should they so wish.

**Strategic Equality Plan Template for Schools 2024 - 2028**

**Introduction**

At Llangewydd Junior 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 any protected characteristic. 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. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

**Characteristics of our School**

At Llangewydd we are committed to:

* Igniting a passion for learning creating happy, lifelong learners
* Developing the learning environment to encourage inquisitive, independent learners, where they feel supported and challenged
* Creating a focus on developing learning capacity so pupils will know, understand and challenge themselves as learners
* Developing an inspiring curriculum which will enable all children to explore and experience, create and express, respond and reflect and be motivated to learn
* Creating the conditions to thrive (a school that is inviting, friendly and welcoming to all)
* Ensuring wellbeing is at the heart of our school and all pupils needs are met
* Creating a happy and **inclusive learning environment** where we will support each other to learn and success is celebrated
* Growing together with the community, developing relationships based on mutual trust, respect and support

Our school is a welcoming and inclusive environment, dedicated to ensuring that every child feels supported and valued. We provide a range of tailored interventions to meet diverse needs, such as ELSA (Emotional Literacy Support Assistance), speech and language therapy, and sensory circuits, helping children thrive both emotionally and academically. Strong partnerships with outside agencies and families further enhance our ability to make education accessible and effective for all. Our building is thoughtfully equipped with accessibility features, including ramps, handrails, disabled toilets, and visually impaired markings, ensuring that everyone can navigate and enjoy our facilities comfortably and confidently.

**The Legislative Background**

The Equality Act 2010 protects people from discrimination, victimisation and harassment on the basis of the following characteristics:

* Age
* Disability
* Gender reassignment
* Marriage and civil partnership (protection against direct discrimination only)
* Pregnancy and maternity
* Race
* Religion or (non-)belief
* Sex
* Sexual orientation.

This plan is a requirement of the Welsh Public Sector Equality Duty and sets out how we will meet the duty and regulations and continue to improve our equality performance via our Equality Objectives.

**Developing Equality Objectives and Engagement**

We continually seek to improve equality and eliminate discrimination within the school community by reviewing our performance, for example:

* Analysis of data, such as progress and wellbeing.
* Gathering information about representation of different groups.
* Gathering views of stakeholders.
* Undertaking equality impact assessments.

Bridgend County Borough Council have undertaken extensive consultation with stakeholders across the authority in order to formulate their equality objectives. In aligning our school objectives to their own, we may undertake additional specific consultation in order to ensure that our own objectives are relevant to the specific circumstances in our school.

As well as the specific actions set out beneath this plan, the school seeks to promote and ensure equality of access for all pupils and prepare them for life in a diverse society through a range of measures including;

* using materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
* promoting attitudes and values that will challenge discriminatory behaviour or prejudice;
* providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
* seeking 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.
* engaging in work linked to the UNCRC (the school currently has silver status)

**Publication, Monitoring and Review**

Our Strategic Equality Plan (SEP) will be reviewed and renewed in line with the timeline and equality objectives set out by our local authority. 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.

As part of our responsibility to monitor the SEP, we will:

* regularly review and analyse available information and data used to identify priorities for our equality objectives.
* use impact assessments to seek to ensure that actions taken have had a positive impact across the relevant protected characteristics
* seek to ensure that promotion of equality is embedded within school planning and that any discrimination is challenged and eliminated.

The Strategic Equality Plan must be reviewed at least every four years, but may be updated earlier if necessary.

Date approved by the full Governing Body:

January 2025

Date of review:

January 2028

**Strategic Quality Objectives 2024-2028 (aligned to Bridgend objectives 2024-28)**

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| **Objective 1: Ensure that every parent / family has equity of access to the services that they need.** |
| **Additional information from local engagement.**  |
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| **Actions**  |
| **Action** | **Description**  | **Action Owner**  | **Start date**  | **End date**  |
| **1** | Hard copies of paper print, large print, website translation, provide device for home working, after school clubs to cater for homework need, parent workshops (termly), coloured paper/overlays, EHH referrals | SLT – oversee year groupTeachers  | Jan 2025 | July 2028 |
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| **This objective will be judged to be successful if…** * Families are engaged with learning
* Learners can access education from home
* Outside agencies will support families
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| **Objective 2: Protecting the most vulnerable - Ensure that policies and procedures support the rights and wellbeing of all learners including the most vulnerable.** |
| **Additional information from local engagement.**  |
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| **Actions**  |
| **Action** | **Description**  | **Action Owner**  | **Start date**  | **End date**  |
| **1** | EHH referrals, in house interventions (e.g ELSA, Lego Therapy), Attendance of vulnerable learners trackers, meetings with EWO every three weeks, check ins, SAS Insurance plan, Policies (Health and Well, Attendance etc), external support from outside agencies, promote physical health through topics, outdoor learning through play, Smart Moves, Shrine Survey, NBar.  | All staffOutside Agencies | Jan 2025 | July 2028 |
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| **This objective will be judged to be successful if…** * Learners and school community mental and physical health needs are supported.
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| **Objective 3: Living Standards - Consider the impact of any policy changes or decisions on vulnerable pupils / families including those in poverty.** |
| **Additional information from local engagement.**  |
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| **Actions**  |
| **Action** | **Description**  | **Action Owner**  | **Start date**  | **End date**  |
| **1** | Uniform swap shop, uniform grant, BBB Tokens, Free tuck shop, funded school trips, PFA, community events (e.g. liaising with Tesco), donations from outside providers, ALN links with Masons, Inclusability links, Book Vending Machine, school library for borrowing reading material, referrals to EHH/MASH.  | All staff Outside providersParentsCommunity MembersGovernor – grants committee | Jan 2025 | July 2028 |
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| **This objective will be judged to be successful if…** * All learners have uniform / appropriate items to wear to school
* All learners to be provided with a healthy snack
* All learners to have the opportunity to read for pleasure
* All learners to experience events/trips
* Families to engage with outside agencies following a referral
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| **Objective 4: Participation and engagement - Encourage every member of our school community to participate and engage in issues that are important to them, and influence the decisions that affect their lives at our school.** |
| **Additional information from local engagement.**  |
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| **Actions**  |
| **Action** | **Description**  | **Action Owner**  | **Start date**  | **End date**  |
| **1** | Pupil Voice Groups, Pupil Forum, RR Committees, Pupil SLT – meet regularly and formulate action plans for their area.Regular input into policies, decisions and curriculum changes (what and how they learn?)Questionnaires distributed to stakeholders to ensure the views are taken into account when making decisions. Governor involvement with AOLE Teams and planning SIP Targets. All stakeholders review AOLE and SIP Targets.AOLE Review meeting with governors. The use of google forms to gain views about the school.  | All staffPupil Voice CommitteesPupil SLTGovernorsParents | Jan 2025 | July 2028 |
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| **This objective will be judged to be successful if…** * Stakeholders viewpoints are taken into account.
* Topic planning is influenced by pupil voice.
* Parents/carers have a voice in terms of moving the school forward.
* Governors are involved in the strategic process of the school.
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| **Objective 5: Learning - Promote equal access to quality learning for all students, regardless of their socioeconomic background, abilities, age or ethnic background. Support diversity, equity, and inclusion.** |
| **Additional information from local engagement.**  |
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| **Actions**  |
| **Action** | **Description**  | **Action Owner**  | **Start date**  | **End date**  |
| **1** | After school clubs offered to all, residential trips offered to all, celebration events (e.g Black History month, RRS, Show Racism the red card)All learners are treated equally and fairly.Links with South Wales police regarding community issues.ASB events with SWP. Meeting the needs to all learners e.g. hearing impaired, medical, physical needs. Making adaptations to the school building. Making the school environment accessible and secure for all. Policies are updated regularly. Key events are celebrated.  | All staff | Jan 2025 | July 2028 |
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| **This objective will be judged to be successful if…** * Learners feel safe and happy in school.
* Questionnaire results are acted upon.
* NBar data.
* School is safe and secure for all.
* All members of the school community is treated equally and their voice is heard.
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| **Objective 6: Employment - Promote a more inclusive workforce and improve the participation, well-being, and opportunities for development for those with protected characteristics.** |
| **Additional information from local engagement.**  |
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| **Actions**  |
| **Action** | **Description**  | **Action Owner**  | **Start date**  | **End date**  |
| **1** | Recruitment process is fair and inclusive for all. SLT have been trained in IAct.SAS insurance has been purchased with staff health checks in place. Occupational Health referrals are in place if needed.Vivup and Silver Cloud are well being agencies that staff can access. Signposting is up around the school in staff areas.Staff well being board. Hug in a Mug.Well Being Calendar with a focus of the month.Well being on the agenda weekly for staff and governors. Phased return to work if an employee is off sick.Welfare checks in place if staff are off sick. Suggestion Box for staff.One page profiles for staff. Staff well being folder with resources to support.Flexible return to work pattern in place. SLT support in all year groups. Open door policy. | All staff | Jan 2025 | July 2028 |
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| **This objective will be judged to be successful if…** * Staff feel supported and happy in the workplace.
* Staff attendance is overall good (if not off with sickness)
* Staff feel supported when off ill with sickness or personal circumstances.
* Staff feel supported when returning to work.
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