

# St Brides Major CW Primary School



*Love Learning for Life  
Caru Dysgu am Oes*

## Strategic Equality Plan 2024 - 2027

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## **Introduction**

St Brides Major Primary School is a Church in Wales Voluntary Aided School, serving the Glamorgan Heritage Coast Ministry Area. The school is situated in the heart of the village. Most of the pupils attending the school live in St Brides Major or in the nearby villages of Ogmore, Southerndown, Ewenny and Corntown. The school's mission statement is 'Love, Learning for Life'.

The school's Strategic Equalities Plan (SEP) - builds upon the school's previous Disability Policy, Race Equality Scheme and Equality Policy. It sits above the school's Inclusion Policy etc. This policy belongs to everybody and is relevant to all pupils, teaching and administrative staff, parents, carers, supporters and the local community.

The Equality Act 2010 provides the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy.

## **1 Equality vision and equality objectives**

The Equality Act 2010 requires all schools to have equality objectives in place by April 2012. These objectives cover all the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. Actions to achieve these objectives are in the action plan at the end of this document and have been included as an initiative or action in the School Improvement Plan.

To choose objectives for St Brides Major CW Primary School we:

- listened to equality experts and headteachers of schools in the Vale of Glamorgan about their choice of equality objectives,
- discussed with Pupil Parliament
- drew up a long list with associated actions,
- asked parents,
- asked pupils,
- sought approval from the Governing Body.

These are the equality objectives we chose.

- Maintain the zero - tolerance approach to bullying across the school.
- Broaden our understanding and foster our tolerance of other World Religions.

The following plan sets out our equality commitments. The Strategic Equality Plan will be evaluated through the School Improvement Plan.

## **2 School strategies and equalities**

Implementing the Strategic Equality Plan is one of the key objectives of the School Improvement Plan. Equality implications will be identified in each school improvement objective. Progress on this plan is reported to the Governors annually and included in the School's Self Evaluation. The Plan will be reviewed within 4 years of setting the equality objectives.

## **3 The national equality agenda**

The following pieces of legislation are at the heart of the equality agenda.

### **The Equality Act 2010**

The 9 protected characteristics of the 2010 Equality Act are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets out Public Sector Duties that apply to all the school's functions:-

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

### **The Human Rights Act 1998**

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances, the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

### **The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011**

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Education Scheme was approved by Vale of Glamorgan Council in 2009 and applies to all schools. The principles of the Scheme and this Plan are similar in promoting equality of opportunity and good relations and we will take the Welsh language into account alongside all the protected characteristics.

### **Counter-Terrorism and Security Act 2015**

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies (“specified authorities”, including schools and registered childcare providers) to have “due regard to the need to prevent people from being drawn into terrorism”.

In fulfilling the duty in section 26 of the Act, all specified authorities are expected to participate fully in work to prevent people from being drawn into terrorism.

Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of a terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

Specified authorities will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and to intervene as appropriate.

Specified authorities should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.

The duty is likely to be relevant to fulfilling other responsibilities such as the duty arising from section 149 of the Equality Act 2010.

## **4 Pupils**

### **A school for everyone**

Our school is open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

The school will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief

- sex
- sexual orientation
- and the Welsh language in Wales.

Age is the 9<sup>th</sup> protected characteristic. In a school context it applies to everybody except pupils.

Opportunities in our school will be equally available to everyone.

The school's duty to our pupils goes beyond just the formal education. It covers all school activities, such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school has a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory. The school will ask disabled pupils whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases, a disabled pupil may receive support under the ALN Bill 2022.

### **How we deliver equality**

We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- know the equality duties and the school's equality commitments,
- can access all the benefits of being at the school,
- know how to ask for help,
- are offered suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference,

The impact upon the person involved is of great importance in determining what is reasonable.

### **What support can you expect?**

The school can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However, this can only apply to particular and unforeseen circumstances.

### **Positive Action**

The school can take proportionate positive action to address disadvantages faced by pupils with a protected characteristic, or where it would enable or encourage participation by an under represented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

### **Communication**

The school will communicate with people in a way that is suitable for them. We will:

- design materials that are easy to read, in clear language and with a clear layout,

- use images that reflect the school and our local community,
- ask people for their preferred method of communication, where we can record it and use it e.g. email rather than letters to parents and carers,
- provide information in a variety of formats, including large print, Braille, local languages etc. where needed,
- attach full contact details to make it easy for people to contact us,
- train and support employees in communication.

The school recognises British Sign Language as a language in its own right. The school will promote Deaf culture and identity and make use of suitable BSL interpretation and recordings.

We will train relevant staff in deaf equality and BSL skills and make it known to all staff that have the relevant skills to deal with pupils, visitors, parents and governors.

### **Curriculum, resources and involvement**

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people to examine their lives and personal identity. This is in the light of people's experiences which are both similar and different to them.

The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of the Vale of Glamorgan Council.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

### **Buying goods and services and working in partnership**

The school will pass on its equalities duties to any person or body who:

- works for us or with us,
- delivers goods for us,
- whether they are paid, voluntary or partners.

All school contracts will state that they have to meet the equalities standards as set out in this Plan. The impact of this is that school related activities will be fair and equal for all employees, pupils and parents.

### **Engagement**

The school consults and involves all the school's stakeholders on matters that concern them, including this Plan and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.

The school has procedures for finding out how pupils think and feel about the school.

### **Training**

We will make sure that all people involved with the school know our equality commitments and their personal duty under it. We will provide suitable training for all staff and pupils. Where there are issues or potential issues e.g. social tensions, we will continue to address matters through the curriculum and where it is needed use

targeted external interventions, for example, Show Racism the Red Card.

We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

### **Complaints and comments**

We like getting feedback about the school. We need people to tell us how we are doing. If you have a concern or complaint please let us know. You can tell a teacher or school employee, telephone, write or email us. If you would like to make an appointment with a relevant person, we'll arrange it, and you are free to bring along a friend or colleague for support.

When we deal with a concern or complaint we will do our best to keep people involved and informed of what is happening and check that everyone is happy with the process. Advocacy and personal support are available for children and young people who need it.

## **5. Discrimination, victimisation and harassment**

### **5.1 Discrimination**

The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kinds of illegal discrimination, as defined in the Equality Act 2010. They apply to service delivery and employment across the protected characteristics.

1. **Direct discrimination**– where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.
2. **Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a pupil because they are black and male.

**Discrimination based on association** is now illegal. Direct discrimination occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

**Discrimination based on perception** is now illegal. Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they're not.

3. **Indirect discrimination** – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid



school dress code which does not account for items of clothing linked to religion.

4. **Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g. a pupil with a learning disability disciplined for not obeying a rule that they had not understood because they did not understand a sign.

### **Harassment including bullying**

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has a responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active in protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes **harassment based on association** i.e. a friend of a disabled person, **or perception** i.e. mistakenly believed to be a Muslim.

Where there are instances of bullying in or associated with the school, we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

### **Victimisation**

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believe that they will do, a 'protected act.'

'Protected acts' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith. That is, they thought they were being honest.

### **Discrimination**

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

The school will take action where discrimination is identified and it involves our employees, pupils or premises. Incidents 'on the bus' or 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults is treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising or stigmatising individuals because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wider group of people.

## **6 Performance/ standards - how we deliver the policy**

### **Leadership and Management**

The Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. A member of the Governing Body has a watching brief for equalities matters. With assistance from the Headteacher, the Governing Body will ensure that this Plan is implemented.

The Governing Body has equalities issues as regular items on the agenda of Governing Body meetings and there is a governor with responsibility for equalities.

The named person with responsibility for dealing with reported incidents of discrimination or bullying is Mr D. Mottram (Head Teacher). The school will make sure that all incidents of discrimination are both reported and recorded in a register. These incidents relate to the school, its pupils and staff. The register will be shared with the local authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

The Equality Coordinator is a senior member of staff with special responsibility for implementing and promoting equalities matters and this Plan.

### **Taking decisions and Equality Impact Assessments**

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 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.

### **Identifying and publishing equality information**

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For pupils and school performance we will be publishing information on:

- composition broken down by year group, ethnicity and gender and proficiency in English / Welsh,
- composition broken down by types of disability and special educational needs,
- inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh,
- instances of discrimination,
- complaints.

We will be sensible in producing information. We realise that if the data group is very small then a breakdown of that data will not give us useful information e.g. looking at the academic achievement of two individuals in a year group cannot tell us about the performance of Chinese pupils in general. The published data will not identify any individual pupil.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account when analysing data and developing strategies to address equality differences.

## **7 Employment**

### **Employment**

The school aims to be a fair employer and promote a friendly working culture. Without committed, enthusiastic, skilled and empowered staff the school cannot succeed. We will create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.

We want our workforce to reflect society in the Vale of Glamorgan and Wales. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by the school's Pay Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels.

### **Requests in relation to a protected characteristic**

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

### **Positive action in Employment**

Positive action measures can be used to counteract the effects of past discrimination, so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or underrepresentation exists before taking action.

### Monitoring and publishing information on employment

We will monitor and publish equality information on our workforce in line with Vale of Glamorgan Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions, we will ask current and prospective employees their opinions and experiences.

### 8 Action Plan 2024 - 2027

Equality and diversity is a normal part of the school's everyday business. This action plan sets out the school's main equality projects. There may be more or different work needed as opportunities arise. The actions plan is aligned with the School Improvement Plan.

St Brides Major CW Primary School Equality Action Plan 2024 - 2027	
Objective 1	Maintain the zero - tolerance approach to bullying across the school.
Evidence	Current bullying data to be used as baseline. Record of all bullying incidents between 2024-2027 on myconcern platform.
Protected characteristics	Ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs, nationality.
Outcome wanted	Pupils and staff able to go about their daily lives in school free from discriminatory language, abuse and bullying.
Actions	Recording and reporting of bullying incidents. Analysis of data. Anti bullying activities, practices and procedures in line with the schools 'Anti Bullying Policy' Curricular work in line with Anti Bullying, focusing on relationships and diversity Pupil Parliament Group to design Anti Bullying Code.
Review Period	Annually by Full Governing Body

St Brides Major CW Primary School Equality Action Plan 2024 - 2027	
Objective 2	To ensure that there is no level of digital exclusion for learners by implementing the WG Digital Exclusion Framework and Delivery Plan.
Evidence	Audit of devices used at home.
Protected characteristics	Ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs, nationality.
Outcome wanted	That no children in the school should be disadvantaged by digital poverty when working at home.
Actions	Audit home learning. Set up a loan scheme for those families in need. Equip school stock so it meets one device per learner.
Review Period	Annually by Full Governing Body

St Brides Major CW Primary School Equality Action Plan 2024 - 2027	
Objective 3	To provide financial support to families who cannot afford the cost of school trips / residential experiences.
Evidence	Request from family for support if necessary.
Protected characteristics	Ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs, nationality.
Outcome wanted	That no children in the school should be disadvantaged be prevented from accessing a school trip or residential because of the cost.
Actions	Use funding from George Francis to support families who cannot access school provision because of cost. FOSB to make annual contribution to George Francis Fund.
Review Period	Annually by Full Governing Body

St Brides Major CW Primary School Equality Action Plan 2024 - 2027	
Objective 4	To ensure that the RVE curriculum is used to promote respect for the diversity of religion and belief.
Evidence	Classroom activities Worship activities Pupil Voice groups PSE scheme of work
Protected characteristics	Ethnic origin, religious beliefs, nationality, race
Outcome wanted	Children will have a balanced view of the different cultures and religions of the world, understanding their significant features and be able to compare with their own religion and culture. Children will be able to show empathy and tolerance.
Actions	Staff training in INSET sessions RVE co-ordinator to plan whole school workshops that teach children about the main festivals of the major religions of the world. RVE co-ordinator to monitor the impact of above. Monitor planning / books / displays
Review Period	Annually by Full Governing Body

St Brides Major CW Primary School Equality Action Plan 2024 - 2027	
Objective 5	To create a healthy, safe and supportive work culture where employees can perform at their best.
Evidence	Staff attendance, staff survey.
Protected characteristics	Ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs, nationality.
Outcome wanted	A healthy, safe and supportive work culture.
Actions	Annual staff survey, engagement with Occupational health where appropriate. Referral to support services.
Review Period	Annually by Full Governing Body

<b>Monitoring and Review</b>	
Author	Local Authority Policy adapted by Duncan Mottram
Created on	April 2012
Last updated on	January 2024
Scheduled review date	January 2027
Signed HT	
Signed Chair	

