

Marlborough Primary School



Equality Scheme & Policy

INDEX

Section No.	Content	Page
	Title	1
	Policy Statement / Our School	2
	Aims & Objectives	3
	Summary Statement	4
	Responsibilities of stakeholders	4
	Monitoring and Review	6
	Equality Action Plan	7-14
	Accessibility Plan	15-21

Strategic Equality Plan Policy Statement

1. Our School

Our school is a large, inner city, primary school with 507 pupils. It has 82 teaching and non-teaching staff. 50.6% of our pupils are girls and 49.4% are boys, 7.8% are eligible for free school meals and 11% are on the SEN Register.

166 pupils (32%) are from a diverse range of Minority Ethnic backgrounds. 39 different Ethnicities are currently represented. The largest Ethnic groups are White British (68%), Pakistani (7%), Bangladeshi (6%) and pupils of Mixed Ethnicity (8%). Approximately 0.39% of our pupils are Asylum Seekers

23% of the current school population are learning English as an Additional Language. There are 27 known languages spoken in the school with the largest linguistic groups being; English, Bengali, Urdu and Punjabi. 72% of pupils with EAL are at early stages of English Acquisition.

Different Religions or Beliefs represented in our school are: Christianity, including Roman Catholic and Anglican,(45%), Islam(21%), Sikhism (1%) and Hinduism (0.2%) as well as Agnostic, Atheist and Humanist. 31% of the population have no religion.

We have pupils with disabilities including Down's Syndrome, visual/hearing impairment and mobility challenges. We are fully inclusive of all pupils.

90.24% of teaching and non-teaching staff are White British. We have one teacher who speaks Bengali. 90.24% of our staff are female and 9.76% of our staff are male. 2% of our staff are Welsh-speaking.

We comply with the Local Authority Online Recruitment Policy and Procedure which now monitors Sexual Orientation of staff however it does not yet provide adequate information to form a picture of our school. We are aware that we have parents in same sex relationships and LGBT pupils, however we do not monitor this robustly.

All of these people, their faiths, cultures, communities and languages the school values equally.

2. Aims

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. 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.

Through the equality improvement actions and strategically planned tasks detailed in this document, we aim to:

1. Eliminate discrimination, harassment and victimisation
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

We have based our Strategic Equality Objectives on local, regional and national priorities within Education as well as feedback from engagement with our school community and our own school data. These actions are set out in Section Ten.

3. Our Strategic Equality Objectives

Our chosen Strategic Equality Objectives are

1. Reduce Gaps in attainment and attendance between pupils from protected groups
2. Reduce identity based incidents and bullying in school
3. Develop the quality and use of our Equality Monitoring and Data Collection
4. Raise awareness of equality and diversity issues among Pupils, Staff and Governors

We have strategically planned tasks to enable us to meet these objectives. They are listed in Section Ten of this Strategic Equality Plan (Action Plan). They cover all relevant protected characteristics. They describe how we are taking action to fulfil both the general and specific duties.

4. Scope

The policy applies to all full time, part time, job share, permanent, temporary and supply staff. It applies to all pupils, parents, service users and visitors to the school in line with Equality legislation and the school's legal responsibilities to promote equality in employment, education and access to services.

5. Equalities Summary Statement

At Marlborough Primary School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds. This is highlighted in our whole school rules, with our first rule being: "We respect everyone and everything".

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the LA to help actions to combat hate crime across the City.

6. Responsibilities

Leadership and Management

Commitment

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible as indicated in the school's Vision Statement and this Equality Policy.

Governing Body

The Governing Body is responsible for ensuring that the school complies with Equality Legislation and fulfils its legal responsibilities. With assistance from the Headteacher, the Governing Body will ensure that the policy and its related procedures and strategies are implemented. The Governing Body includes equality issues as a regular item on the agenda of Governing Body meetings and has a governor with responsibility for Equal Opportunities who is Mrs. B. Griffiths.

Headteacher

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, eg "Anti-Bullying Policy", "Harassment Policy" etc and that governors, staff, pupils, parents and guardians know about it.
- Making sure the policy and its procedures are followed.

- Producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the Equality Policy is regularly monitored and reviewed.

The named person with responsibility for dealing with reported incidents of unlawful discrimination is the Head Teacher. Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in the Equality Incident and Monitoring Database, analysed within the school and sent to the LA termly.

The Equal Opportunities Co-ordinators are Mr. R. Cooke and Mr. J. Lewis The Equal Opportunities Co-ordinator ensures that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities.

All staff are responsible for:

- Dealing with incidents of unlawful discrimination and bullying
- Being able to recognise and tackle bias and stereotyping
- Promoting equality and good relations between all groups
- Keeping up to date with the law on discrimination, and taking up training opportunities
- Striving to provide images and lesson plans that show positive images of and are inclusive of people from the protected characteristics

7. Information gathering and Engagement

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 assessments 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. The reason that this progress is important is to understand the full range of needs of the school community.

*The school wishes to acknowledge the following people / organisations who have been involved in / consulted upon the creation of this policy and action plan:
-school staff, core parent partnership group, Local Authority Senior Officers from the Ethnic Minority and Travellers Achievement Service (EMTAS) and the Local Authority's Equalities officer.*

8. Publication and reporting

The school publishes the Strategic Equality Plan on our website and is communicated to parents at parents evening and other events. It is available in large print and other formats on request. The school prospectus includes a reference to the Strategic Equality Plan and the values underpinning it

We will report and publish annually on the progress made on the action plans and the impact of the Plan itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

9. Monitor and Review

We will revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan (e.g. achievement data, engagement with stakeholders).

We will use Equality 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.

Based on the above, we will review the Plan and republish necessary, but not less than annually with a full review not less than four yearly.

Equality Action Plan 2012 - 2015

<p>Priority One: Reduce Gaps in attainment between pupils from protected groups</p> <p>General Duties: Advance Equality of Opportunity</p> <p>Specific Duties: Assessment of Impact; Equality Information; Equality Objectives</p> <p>Protected Characteristics: Gender and Race</p>	<p>Source: (research/data/engagement/statutory)</p> <p>Estyn Report 'Closing the Gap Between Boy's and Girl's Attainment in Schools'</p> <p>School achievement data</p>		
<p>Targets:</p> <ul style="list-style-type: none"> To use our own and other local, regional and national data and research to build a full picture of differences in achievement between different characteristics as defined in the Equality Act 2010 To use this full data to set proactive interventions based on national or regional trends or priorities in order to offset any potential inequalities in attainment and attendance that are not currently identified. 			
<p>Success Criteria</p> <ul style="list-style-type: none"> There is a reduction in the gap at L5 and O6 between Bengali pupils and all other ethnic groups. There is evidence that we have analysed and identified any other attainment gaps for other groups of pupils who share protected characteristics as defined by the Equality Act 2010. The current Y4 pupil cohort achieve more high end L4s and L5s by the end of Y6. 			
<p>Strategically Planned Tasks:</p> <ul style="list-style-type: none"> ➤ Review teaching strategies in light of Estyn Report 'Closing the Gap Between Boy's and Girl's Attainment in Schools ➤ Liaise with Link Advisor/Joint Education Service/EMTAS to establish a standard way to gather and record attainment information for groups of pupils who share protected characteristics. ➤ Liaise with the LA Equality Officer in order to support development of Managers, Governors and Staff in the development of knowledge around implementing these Duties. ➤ Regular review of standards/progress to ensure that pupils are on track to make the expected or above expected level and intervene where/when necessary. 	<p>On Track</p>	<p>Lead Person(s) Involved</p> <p>SLT</p> <p>VJ, JL, SEP</p> <p>SEP, All stakeholders</p> <p>School Staff, JL & VJ</p>	<p>Time Scale</p> <p>Summer term 2013</p> <p>Autumn term 2013</p> <p>Spring term 2013</p> <p>Termly</p>

Monitoring Commentary (Bullet Points)

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Evaluation Commentary (Bullet Points)

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<p>Priority Two: Proactively identify and resolve Identity based incidents and bullying in school</p> <p>General Duties: Foster Good Relations; Eliminate discrimination, harassment and victimisation.</p> <p>Specific Duties: Assessment of Impact; Equality Information; Equality Objectives; Engagement</p> <p>Protected Characteristics: Gender, Race, Sexual Orientation, Transgender, Religion or Belief, Disability</p>	<p>Source: (research/data/engagement/statutory)</p> <p>All Wales Survey of Bullying in schools (WG 2009) 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.¹</p> <p>“Safe to Learn” – Anti Homophobia (DCSF)</p> <p>Pupils, parents and teachers have identified this as a priority</p> <p>BBC News – Dec 2012 – ‘Gay bullying in schools extent unknown’</p>		
<p>Targets:</p> <ol style="list-style-type: none"> 1. To expand our monitoring of race related incidents to record and report a wider range of bullying including anti-disabled, homophobic, gender stereotyping and bullying based on religion or belief. 2. Staff and Governors understand of the need to educate and teach equality and anti discrimination across all of the protected characteristics. 			
<p>Success Criteria</p> <ul style="list-style-type: none"> • The LA “incident and bullying monitoring system” has replaced the “racist incident monitoring system” to recognise, report and deal with the full range of identity based incidents and bullying • Data is collected, analysed and reported on regularly with equality objectives set • There is evidence that work to educate and engage with pupils has reduced the prevalence of discriminatory language and behaviour in school • Staff and Governors are aware of and supportive of the need to teach equality and anti discrimination across all protected characteristics 			
<p>Strategically Planned Tasks:</p> <ul style="list-style-type: none"> ➢ Update anti-bullying policy and practices in light of Welsh Government guidance “Embedding anti-bullying work in schools in Wales” ➢ Train pupils to become playground peacemakers and PALs to alleviate any incidences. The record book will then be monitored by key staff. ➢ Liaise with the LA Equality Officer to identify opportunities to deal with incidences of LGBT Equality across the curriculum and throughout the school day ➢ Arrange a programme of speakers from a range of protected groups to address school assemblies. ➢ Engage with Cardiff Against Bullying to deliver age appropriate workshops. ➢ Build data collected from whole school community (see Priority Three) to set priorities over time 	<p>On Track</p>	<p>Lead Person(s) Involved SLT, parent group ABJ, JP</p> <p>SEP, All staff SEP</p> <p>JL, RC, CAB JF, JL, RC</p>	<p>Time Scale</p> <p>Autumn 2013</p> <p>Autumn 2012</p> <p>December 2012</p> <p>Spring/Summer term 2013 Spring term 2013 Ongoing with analysis summer 2013</p>

Monitoring Commentary (Bullet Points) <ul style="list-style-type: none">•	Evaluation Commentary (Bullet Points) <ul style="list-style-type: none">•
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<p>Priority Three: Develop the quality and use of our Equality Monitoring and Data Collection</p> <p>General Duties: Foster Good Relations; Equality of Opportunity</p> <p>Specific Duties: Assessment of Impact; Equality Objectives; Equality Information; Engagement; Accessibility of Information</p> <p>Protected Characteristics: Gender, Race, Sexual Orientation, Transgender, Religion or Belief, Disability.</p>	<p>Source: (research/data/engagement/statutory) Equality Act 2010</p>		
<p>Targets:</p> <ol style="list-style-type: none"> 1. To develop a better understanding of the diversity of our school community of pupils, parents, staff and governors. 2. To use this data to build an Equality and Engagement Group (EEG) of pupils, parents, staff and governors representing the diversity of Cardiff 3. To use this data to review the effectiveness of school policies (e.g. anti bullying, teaching and learning) across the protected characteristics, with the support of the EEG 			
<p>Success Criteria</p> <ul style="list-style-type: none"> • We know what equality data we currently collect and use. We also know where gaps exist i.e. what equality data we do not currently collect and use and have actions in place to improve this • Equality Impact Assessments have been carried out with the support of Equality Engagement Group (EEG) • Equality data is collected, analysed and reported on regularly to the EEG for the purposes of objective setting • The School Improvement Plan uses improved equality data to set actions 			
<p>Strategically Planned Tasks:</p> <ul style="list-style-type: none"> ➤ Put in place actions to improve the level of equality data held/not held and used across the protected characteristics for pupils, parents and staff ➤ Draft an Equality Engagement Strategy ➤ Timetable the review and Equality Impact Assessment (EIA) of policies ➤ Liaise with LA Equality Officer to arrange equality monitoring and equality impact assessment training for key staff and members of the Equality Engagement Group 	<p>On Track</p>	<p>Lead Person(s) Involved SLT JL JL JL, VJ, SEP</p>	<p>Time Scale</p> <p>Summer Term 2013</p> <p>Summer Term 2013 Autumn /Spring Term 2012/13</p>

Monitoring Commentary (Bullet Points)

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Evaluation Commentary (Bullet Points)

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<p>Priority Four: Raise awareness of equality and diversity issues among Pupils, Staff and Governors.</p> <p>General Duties: Foster Good Relations; Equality of Opportunity; Eliminate Discrimination, Harassment and Victimisation</p> <p>Specific Duties: Training</p> <p>Protected Characteristics: Race, Disability, Gender, Sexual Orientation, Religion or Belief, Gender Reassignment</p>	<p>Source: (research/data/engagement/statutory) Equality Act 2010 Staff have informed us that they lack confidence in teaching equality within the classroom Statutory Code of Practice (“a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties”)</p>		
<p>Targets:</p> <p>1. To ensure the school community at all levels are committed to fulfilling the Equality Duties</p>			
<p>Success Criteria</p> <ul style="list-style-type: none"> • A Learning Needs Analysis demonstrates improved confidence and skill levels amongst staff • An improvement in monitoring racist, homophobic, gender stereotyping and other identity based discrimination and harassment evidences better recognition of incidents, with a downward trend over time 			
<p>Strategically Planned Tasks:</p> <ul style="list-style-type: none"> ➢ Liaise with LA Equality Officer to develop a training plan for staff ➢ Liaise with LA Equality Officer to identify resources for teaching and learning ➢ Engage fully with annual events such as LGBT History Month, Black History Month, Transgender Day of Remembrance, International Day of Disabled People and similar for all protected characteristics ➢ Explore opportunities with cluster group for sharing of best practice through LA staff 	<p>On Track</p>	<p>Lead Person(s) Involved</p> <p>JL, VJ, SEP, RC</p> <p>Cardiff High Cluster</p>	<p>Time Scale</p> <p>December ‘12 Spring ‘13 Ongoing</p> <p>Summer ‘12</p>
<p>Monitoring Commentary (Bullet Points)</p> <ul style="list-style-type: none"> • 	<p>Evaluation Commentary (Bullet Points)</p> <ul style="list-style-type: none"> • 		

Accessibility Plan 2012 - 2015

Access to the Physical Environment

	Targets	Strategies	Timescales	Responsibility	Success Criteria
Short Term	Further aide the accessibility within the reception area.	Purchase a loop system to be used with all adults/learners with hearing impairments.	Summer Term 2013	JL & LP	Adults and learners with hearing impairments can easily access the school reception area.
	Ensure that any disabled pupils can be safely evacuated.	<p>Put into place Personal Emergency Evacuation Plans for any disabled pupils when and where needed.</p> <p>Develop a system to ensure all staff are aware of their responsibilities.</p> <p>Extra coat hangers placed and sandwich box trays purchased to ensure corridors are free of obstacles.</p>	<p>Spring Term 2013</p> <p>Spring Term 2013</p> <p>Summer Term 2013</p>	<p>SEP, JL, SLT</p> <p>SLT, SB, RL</p> <p>School's Estates Manager, Chris JL & LP to research alternatives</p>	<p>All pupils who need Personal Emergency Evacuation Plans are in receipt of them.</p> <p>Staff clearly understand expectations of these identified pupils.</p>
	Further enhance the learning environment to celebrate the cultural and diverse range of all people who attend the school.	<p>Liaise with Bethesda Arts to look at ways the learning environment could be developed in conjunction with the pupils.</p> <p>Install tactile signage to support learners and adults with VI</p>	<p>Spring Term 2013</p> <p>Autumn Term 2013</p>	JL, GF & VJ	The range of needs and cultures are celebrated around the school.

Medium Term	To enable disabled people easier access to the school.	Liaise with the highways department for a designated disabled parking bay to be placed outside the main school gates.	Autumn Term 2013	JL & GF	A disabled bay is located outside the school main building.
	To relocate the FP SRB into a more appropriate spaced classroom.	School to liaise with the LA's senior officers to review current placement with a view to relocate into the KS2 building. Ensure that a suspended ceiling is used to further aide the acoustics of the classroom for children with ASD and hearing impairments.	Summer Term 2013	JL, GF & LA	Learners are in a larger more conducive learning environment.
	To ensure all adults and children are able to independently access the staffroom.	School staff to research ways in which the large step could be remedied to ensure easy access into the staffroom.	Autumn Term 2013	SLT, LP and School's Estates Manager, Chris	All parties are able to independently access the staffroom.
Long Term	Improve access to the school reception area.	School to research alternative door systems, which are electronic and activated through a button system to enable better access for wheelchair users.	Summer Term 2014	JL, GF & LP	An electronic swing door is placed to enable easier access to the door.

	Further aide the accessibility within the reception area.	School to purchase a loop system which could be used in all classrooms and learning spaces.	Summer Term 2015	JL & LP	Adults and learners with hearing impairments are able to successfully access all areas of the school
	To enable all learners to have easy access the Foundation Phase hall.	School to research and purchase swing doors	Autumn Term 2014	SLT, LP and School's Estates Manager, Chris	All children are able to easily access the FP hall.
	To ensure all doors are compliant with the latest DDA regulations.	School to research the current regulations to enquire as to whether all classroom doors meet requirements.	Summer Term 2015	JL, School's Estates Manager, Chris	A review of all doors is included within the guidance.

Access to the Curriculum

	Targets	Strategies	Timescales	Responsibility	Success Criteria
Short Term	Ensure all staff have access to specific training on Equality Issues.	Set up INSET training for all staff on the Equality Act 2010 and their duties.	Spring Term 2013	JL, SEP	Staff become more aware of their duties and understand the Equality Act 2010.
	Ensure all staff are aware of any disabled pupils' curriculum access where applicable.	Set up a system for information to be shared with appropriate staff, including lunchtime supervisors. Display information relating to individual pupils' needs within the staff room.	Autumn Term 2012	JL, SS, RC	All staff are aware of individual pupils' access needs.
Medium Term	Review all curriculum areas to include Equality issues in relation to the 2010 Act.	Adapt contexts to ensure coverage of <i>Race, Gender, Disability, Sexual Orientation, Age, Religion or Belief and Gender Reassignment.</i> Equality Impact assess all school policies on a rolling programme to cover all strands, not just disability.	Summer / Autumn Term 2013 Ongoing	RL, SB, SLT PSE target group JL & Parent Network	All contexts incorporate areas of Equality to be explicitly taught. Policies are equality impact assessed.

	Ensure all staff are aware of, and able to use SEN software and resources.	<p>Audit all SEN ICT and other resources and make a list of resources that are housed currently within the school and identify a needs list.</p> <p>Run training on the resources that are available within the school.</p>	Autumn Term 2013	JL, SP, ABJ	<p>All resources are audited and shared with the staff. Purchase new resources.</p> <p>Staff are more confident in using the resources.</p>
Long Term	Ensure staff receive refresher equality training.	<p>Set up refresher training for all staff.</p> <p>Ensure all new members of staff attend relevant CPD.</p>	Summer Term 2015	JL, SEP	Staff further develop their knowledge on equality.

Access to Information

	Targets	Strategies	Timescales	Responsibility	Success Criteria
Short Term	Review information to parents/carers to ensure it is accessible.	<p>Consult parents / carers about access needs when a child is admitted to school.</p> <p>Review all letters home to check that they are written in an accessible language.</p> <p>Produce newsletters in alternative formats, e.g. large print, Braille, alternative languages, etc.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>According to need</p>	<p>JL, SS</p> <p>JL, GF, RC</p> <p>JL, SLT</p>	All parents/carers receive information in a format that is accessible.
Medium Term	Review the school prospectus to be accessible to all stakeholders.	Review and amend the school prospectus to ensure it outlines the schools vision and aims for children with a SEN or disability.	Spring Term 2014	SLT	The school prospectus outlines the vision and aims for children who have a SEN or a disability.
Long Term	Highlight awareness of mainstream staff in relation to the strategies and procedures employed by SALT and staff within the SRB.	Provide training in relation to the range of learning needs catered for within the SRB.	Ongoing	ABJ, SP, JL	School staff are able to incorporate good practice within their classes.