

NEWBRIDGE-ON-WYE CHURCH-IN-WALES SCHOOL

*Ambitious and Capable Learners
Ethical and Informed Citizens*

*Enterprising and Creative Contributors
Healthy and Confident Individuals*

Strategic Equality Plan (“SEP”) 2021 – 2024

Strategic Equality Plan agreed by Governing Body January 2022

Signed (H A Nixon) Head Teacher

(P. Hobbs) Chair of Governors

Scheme due for review: Annually in July, then Summer 2024

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1. Our Distinctive Character, Priorities and Aims

1.1 School values

Our School is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school. This has meant, and will continue to mean, treating children and adults equally irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to continue and 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 is and will continue to be monitored and we will use this data where appropriate to support pupils, raise standards and ensure inclusive teaching. We will continue to tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes respect for all. At our School, 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

Our school is an English-medium co-educational Church-in-Wales primary school (ages 4-11) of about 110-120 pupils serving the village of Newbridge-on-Wye and the surrounding area, but also drawing some pupils from the town of Llandrindod Wells and other places outside its immediate catchment area. The numbers of girls and boys vary year by year, and we have monitored this. Over 95% of pupils and their parents / carers are white and less than 5% are or are likely in future to be disabled, Children Looked After, of Gipsy/Traveller origin or to have other protected characteristics under the Equality Act 2010. This reflects the local population from which the school draws its pupils. All or nearly all of the staff from time to time are white and female.

Our School has for many years had a reputation and an ethos as a caring and inclusive school -- its motto is "Smile together, play together, learn together". It places central importance on promoting the UNCRC seven Core Aims for all its pupils. Our School's Vision includes the following:

"We aim to help each child enjoy a full and active life within the School community, encouraging the values of friendship, patience and consideration. All staff aim to ensure that each child achieves his or her individual educational potential as a lifelong learner".

We are now engaged in the process of devising a new curriculum directed to enabling pupils to develop the four core characteristics at the head of this Plan.

Our School aims to provide education of the highest quality within the context of Anglican Christian beliefs and practice. However, we will not discriminate against any member of the School community because they hold other denominational or religious beliefs or no religious belief. To do so would be contrary to the Christian ethos which our School maintains.

Recent inspection reports suggest that our School is generally successful in achieving these aims.

1.3 Mainstreaming equality into policy and practice

Schools necessarily provide different education and services to pupils of different ages and this is recognised in the Equality Act. and assumed in this Plan.

As well as the specific actions set out below in this plan, the school practices equality of opportunity in its day-to-day life 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:

- 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 to promote the diversity of the school and local community 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;
- monitor and use appropriate contextual data to improve the ways in which we provide support to individuals and groups of pupils.

1.4 Setting our Equality Objectives.

Our purpose in setting equality objectives is to advance performance of our Public Sector Equality Duties ("PSEDs") under the Equality Act, namely to:-

1. Eliminate discrimination, harassment, victimisation and any other conduct which 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 SEP and Equality Objectives are set in the light of:

- [Powys County Council equality objectives / Welsh Government Long Term Aims](#)
- Views expressed by stakeholders
- Issues arising as a result of our analysis of our pupil data and knowledge of the school, e.g. increased need for Wellbeing attention, or attainment data of boys as opposed to those of girls or needs of disabled pupils

The delivery of our SEP is intended to 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 (page 7) and Appendix 1.

2. Responsibilities

2.1 Governing Body

The Governing Body has set out its commitment to equality and diversity in this SEP and other School policies and it will continue to do all it reasonably 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;
- intends to take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also seeks to make communication as inclusive as reasonably possible for parents, carers and pupils;
- seeks to ensure 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 SEP annually, as part of its Annual Report to Parents.

2.2 Head Teacher and Deputy Head Teacher

The Head Teacher and Deputy Head Teacher as the Senior Management Team of the School continue to promote equality and eliminate 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 the school's SEP and equality objectives;
- ensuring (with governors involved) 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 any racist incidents, according to the Authority's and the School's policies;
- ensuring that all staff are aware of the School's SEP and Action Plans and (where appropriate) of any relevant incidents or developments.

2.3 Staff – Teaching and Non-Teaching

Our 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 SEP;
- striving to provide material that gives positive images based on relevant protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the PCC and the 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 appropriate information is important in deciding what actions to take to improve equality and eliminate discrimination within the School community. Relevant 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. **We acknowledge that the current Coronavirus pandemic and accompanying closure of schools and stress to both adults and children has limited our information-gathering opportunities.**

Engagement is based on the information gained about representation of different relevant groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. This process is important in order to understand the full range of needs of the school community.

3.2 Types of information gathered

The range of information gathered to support our planning and action to promote equality and eliminate discrimination may include the following where appropriate. The SMT in consultation with the Equality Governor will decide what information should be gathered or analysed, bearing in mind likely relevance, staff commitments and

funding restrictions. Data analysis may not be appropriate where (as is often the case) the group concerned represents less than 5% of the school population.

- consideration of the responses received from pupils, parents/carers, staff, governors and community groups
- identification by the SMT of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate.
- pupils' views actively sought (e.g. through the School Council) and incorporated in a way that values their contribution;;
- activities choices of different groups;
- exclusions data (if any);
- records of bullying and harassment on the grounds of any equality issue, referenced in the Head Teacher's written reports to the Governing Body;
- information 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 pupils, staff, parents/carers, governors and other users of the School in relation to all equalities duties. We will continue to consult them and other local groups as appropriate, particularly in the event of any substantial changes to the existence or distribution of a protected group within the school community

4. Equality Impact Assessment

Impact assessment refers to the appropriate review of all current and proposed plans and policies in order to help us act to promote equality and to seek 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.

Where it appears appropriate, we will undertake impact assessment of existing and new policies and plans prior to them being implemented. Any significant findings will be recorded and we intend them to influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are

1. Continue to raise awareness of Equality and Diversity issues among pupils, staff and governors.
2. **Maintain and develop standards and provision of school as an autistic-friendly school and provision for dyslexia within the School against £20,000 reduction in ALN funding and reduced TA staffing**

3. Further develop the School's policies training, teaching and resources for both staff and (as appropriate to their age and development) pupils in addressing domestic violence and abuse against women including
 - (a) reviewing and revising / the SRE Policy and replacing it with a Relationships and Sex Education ("RSE") Policy in the context of establishing the new School Curriculum
 - (b) gaining accreditation as a Trauma-Informed School and making parents and the community aware of the risk of trauma to children who witness domestic violence and abuse

Our Action Plan Objective 1 is intended to cover all relevant protected characteristics (Appendix 1).

Objective 2 is directed to pupils with disabilities

Objective 3 covers not just sexual (gender) discrimination, but also (particularly for staff) many other protected characteristics, for instance:

- Disability Disabled women are twice as likely to experience domestic abuse as non- disabled women;
- Age --- Older women are less likely to report their experiences;
- Gender
 - Men often reach crisis point before they show any signs that they are experiencing abuse or violence and will only seek help at this point. Often the first help they seek will be professional support outside the workplace;
 - Women are more likely to feel inhibited in reporting abuse because they prefer to talk about their experiences to females who offer professional advice and support, whereas men feel equally comfortable talking about their experiences to men or women who offer professional support
 - Ethnic minority women may face additional barriers in accessing support For instance, Black minority ethnic women and men may be reluctant to discuss family abuse or violence for fear of bringing shame on the family and ostracism from the community;
 - Sexual orientation
 - Lesbian and bisexual women in particular can be vulnerable to abusers who undermine their sexuality and threaten to "out" them to colleagues, employers and family members; and

These Objectives describe how we are taking action to fulfil both the general and specific duties.

Our Action Plan will be cross-referenced into the School Development Plan, and if included as a Priority an objective will be checked, monitored and evaluated with other priorities as part of that Plan.

The Action Plan shows (as appropriate):

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications where known;

- dates for assessment and review.

The School evaluates the effectiveness of the SEP on a regular basis, through the Wellbeing Team and the Governing Body and through Estyn when the School is inspected.

6. Publication and reporting

The School provides a copy of its SEP and its Action Plan to meet its Equality objectives through the school office and on its website and actively makes it available to parents/carers and others. The School Prospectus will include a reference to the SEP and the values underpinning it.

The School reports annually on the progress made on its 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 to Parents.

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. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published. (The effect of this principle is that no information is likely to be published concerning most of the protected groups).

7. Monitoring and Review

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

- revisit and review periodically the information used to identify priorities for the SEP and Equality Action Plan.
- seek to ensure that actions taken have a positive impact across all relevant protected characteristics, that the promotion of equality continues to be at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP will inform its revision and the development of new priorities and action plans. This process will continue to:

- involve the participation of an appropriate range of stakeholders;
- be evidenced-based and use any relevant information and data which the school has gathered and analysed;
- use relevant evidence to inform priorities.

We will undertake a full review of our SEP by September 2025.

Appendices

App. 1 School Equality Objectives and Action Plan

App. 2 School Disability Access Plan 2022-2025

Newbridge-on-Wye C-in-W School

Strategic Equality Plan 2022 – 2025
Equality Objectives and Action Plan

Equality Objective 1. Continue to raise awareness of Equality and Diversity issues among pupils, staff and governors				
Our Research: The School has a statutory duty to make appropriate arrangements to promote knowledge and understanding of the general and specific equality duties amongst stakeholders				
Information from Engagement: None relevant				
Data Development: Governors trained, but some years ago --, GB has since been enlarged. Most governors and staff have not received up-to-date equality training				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> • A majority of governors have received equality training • Equality training needs of staff have been assessed and appropriate training put in place 				
Actions	Description	Responsibility	Start date	End date
1.1	Arrange equality training for governors eg by circulating information on training arranged by PCC	Equality or Training Link Governors	October 2021	October 2021
1.2	Assess staff needs in appraisal or other meetings	HT / DHT	January 2022	January 2023
1.3	Work with Cluster / PCC to identify appropriate training providers and organise staff training workshops	HT / DHT	January 2022	January 2024
1.4	Repeat review of all School policies for effectiveness in expressly promoting Equality and Diversity and revise as appropriate	Chair / Equality Governor	In policy review cycle	Ongoing
1.5	Continue to appoint a Governor for Equality issues with responsibility on behalf of the Governing Body for all issues of equality and discrimination within the school. The Governor to be a member of Wellbeing Team	GB	Ongoing	Ongoing

Newbridge-on-Wye C-in-W School

Strategic Equality Plan 2022 – 2025
Equality Objectives and Action Plan

Equality Objective 2 Maintain and develop standards and provision of school as an autistic-friendly school and provision for dyslexia within the School against £20,000 reduction in ALN funding and reduced TA staffing (Objective 2 in previous Plan further pursued in new context)				
Our Research The effects of PCC decisions (a) to reorganise ALN funding to concentrate support on pupils with severe disabilities and (b) to revise the Fair Funding Formula generally are likely to challenge the school's ability to maintain standards / provision in ALN / and for disabled pupils				
Information from Engagement: Need to consider in context of recent amended national ALN legal framework				
Data Development: Analysis by SMT of pupils on autistic spectrum and with dyslexia,, whether disability (within statutory definition) individual needs and provision				
This objective will be judged to be successful if... the school maintains its standing as autistic-friendly, e.g by National Autistic Society and provision for dyslexic pupils has improved (not quantified)				
Actions:	Description	Responsibility	Start date	End date
1.1	SMT to continue to review pupils indicative of autism and / or dyslexia and assess or reconsider needs and whether pupil disabled within statutory definition	SMT	Ongoing	Ongoing
1.1	Ensure all permanent staff adequately informed on individual needs of autistic / dyslexic pupils	SMT	Ongoing	Ongoing
1.2	Obtain staff training re-autistic friendly school and any further training (e.g. dyslexia training suitable to staff needs) if funding available	HT	October 2022	July 2023
1.3	Review position / available staff and funding / realistic possibilities in light of training obtained and likely pupil need and report to GB for decision on progress	SMT / GB	October 2023	November 2023 GB
1.4	Revise school ALN / SEN and other policies in light of review and GB decision	Chair / SMT / GB	February 2024	November 2024
1.5	Progress further in light of above and of pupil need	SMT / GB	2025 on	Ongoing

Newbridge-on-Wye C-in-W School

Strategic Equality Plan 2022 – 2025
Equality Objectives and Action Plan

1. **Equality Objective 3** Further develop the School's policies training, teaching and resources for both staff and (as appropriate to their age and development) pupils in addressing domestic violence and abuse against women including
- (a) reviewing and revising / the SRE Policy and replacing it with a Relationships and Sex Education ("RSE") Policy in the context of establishing the new School Curriculum
 - (b) gaining accreditation as a Trauma-Informed School and making parents and the community aware of the risk of trauma to children who witness domestic violence and abuse

Our Research: .

- (1) The exposure to or effect of Domestic Violence on different protected groups varies significantly, for example

- Disabled women are twice as likely to experience domestic abuse as non- disabled women;
- Older women are less likely to report their experiences;
- Men often reach crisis point before they show any signs that they are experiencing abuse or violence and will only seek help at this point. Often the first help they seek will be professional support outside the workplace;
- In responding to offers of professional support, women prefer to talk about their experiences to females whereas men generally show no such preference
- Ethnic minority women face additional barriers in accessing support;
- Black minority ethnic women and men may be reluctant to discuss family abuse or violence for fear of bringing shame on the family and ostracism from the community;
- Lesbian and bisexual women in particular can be vulnerable to abusers who undermine their sexuality and threaten to "out" them to colleagues, employers and family members; and
- Transgender women may have fewer services available

- (2) While a significant proportion of both genders suffer abuse in relationships, significantly more victims are female

Information from Engagement:**Data Development:**

This objective will be judged to be successful if...by September 2025

--- the school community shows a greater awareness and understanding of the extent, and effects of domestic violence and abuse on children and available resources for prevention and victim support.

---- the School is accredited as a trauma-informed school

Actions:

	Description	Responsibility	Start date	End date
1.1	SMT to review (a) staff training under PCC HR Policy on Domestic Violence and Abuse, evaluate adequacy for School purposes (b) Staff training and qualifications (eg under ELSA or THRIVE) to identify possible domestic violence and effect or trauma on pupils involved (c) Arrange staff training as necessary from assessment of needs	SMT	January 2022	Ongoing
1.4	Assess training or other costs of pursuing accreditation as trauma-informed school	Staff designated by HT	January 2022	April 2022
1.5	Review position / available staff and funding / realistic possibilities in light of training obtained and likely pupil need and report to GB for decision on progress	SMT / GB	April 2022	July 2022
1.6	Revise school SRE Policy and draft or revise RSE and other policies as appropriate / convenient in light of provision in new Curriculum	JGW / SMT / GB	January 2022	Ongoing
1.7	Progress further in light of above and of pupil need	SMT / GB	September 2022	Ongoing

Appendix 2

NEWBRIDGE-ON-WYE C-in-W SCHOOL

SCHOOL DISABILITY ACCESSIBILITY ACTION PLAN 2022 -2025

Area	Actions	Who By & Cost	Targets	Outcomes
Training				
Disability Equality Training for all permanent staff not already trained.	Find suitable training within available training funding priorities	HT to organise as part of staff training TBC	Staff trained by July 2023.	Awareness of all staff of good practice in carrying out DDA obligations
Audit	Continue identification of pupils with DDA definition disabilities as part of Pupil Assessment / SEN / ALN <i>(refer to Equality Objective 1 re-autistic and dyslexic pupils)</i> Determine the different needs of disabled users, resource implications and priorities and report to Wellbeing Team / GB as appropriate	Class Teachers / ALNCo / HT HT TBA / TBC GB	Ongoing Ongoing subject to need, review annually July	Identification of pupils to whom DDA duty is owed Best use of limited resources to improve disabled access

Area	Actions	Who By & Cost	Targets	Outcomes
Curriculum	<p>Policy updates to continue to include disability / ALN awareness / provision</p> <p>TA support as provided by PCC or through reasonable allocation from general budget</p> <p>Participation- Alternative activities for any disabled pupil identified as unable to access elements of curriculum</p> <p>Extra resources (ICT, Braille, etc) to allow specific access to curriculum if need identified</p>	<p>Chair / SMT/ Eq Gov / GB</p> <p>ALNCo / HT</p> <p>Teacher in charge / HT</p> <p>HT, or report to GB TBC</p>	<p>Within Policy Review Cycle</p> <p>IPMs and work continue to be planned with disability awareness. Ongoing</p> <p>Ongoing</p> <p>Dependent on need and available budget</p>	<p>Integrated policies linking disability / SEN / ALN with all relevant aspects of school life</p> <p>Optimum resource use and access to NC for identified pupils</p> <p>Compliance and improved awareness/provision</p> <p>Improved access to NC for identified pupils</p>
Building and Grounds	<p>Maintain awareness that disabled parking spaces in front of Community Centre (not part of school) are for badge-holders only</p>	<p>All staff and Goves / pupils / Safety Committee</p>	<p>Spaces free for disabled users (ongoing)</p>	<p>Improved access for physically disabled. Pupil awareness of disability issues</p>

Area	Actions	Who by / Cost	Targets	Outcomes
Governing Body	Policy and Action Plan approval and ownership Consideration of budget funding for actions under Plan Annual (July) evaluation of Plan effectiveness	Govs Finance Ctee HT report to GB	Periodic monitoring of Actions Appropriate amendment of Plan	Governors involved in formulating policy and monitoring practice. Resources provision. Improved Plan and provision
Consultation				
Governors	Information and Decisions	Via ALN & Equality Governor and HT	Ongoing	GB well-informed on relevant issues
LEA	Advice	Specialist LEA Support Staff	Annual Review	Relevant specialist support available
Pupils	Discussion, recommendations to Staff Wellbeing Team or Governing Body I	School Council, disabled pupils	Increased pupil Disability Awareness	Comments to feed into reviews and Strategic Equality Plan
Staff	Training and meetings	HT/Staff	Ongoing feedback to GB	Shared experience of relevant issues
Parents	Open Evenings Letters Section in Annual Report to Parents re-Equality	Staff HT GB	Ongoing	Contribution to reviews and new plan 2022-2026
Information	In School Prospectus Annual Report to Parents On Website Newsletters		Prospective pupils and parents	Enhanced awareness in school community