CYFLAWNI TEGWCH A RHAGORIAETH
MEWN ADDYSG A GWELL LLES I BAWB

EQUITY AND EXCELLENCE IN EDUCATION
AND ENHANCED WELLBEING FOR ALL

Rhondda Cynon Taf CBC

Education and Inclusion Services

Directorate

COEDPENMAEN PRIMARY SCHOOL
SCHOOL STRATEGIC EQUALITY PLAN
2024-2027

Ysgol Gynradd
COEDPENMAEN
Primary School

Date of approval by the governing body: Spring Term 2024
Date of full review: Spring Term 2027

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Section 1: Foreword

At Coedpenmaen Primary School we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Strategic Equality Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and that equity and equality underpins everything that we do as an education provider and an employer. This Plan sets out our Equality Objectives for a four-year period from 2022 – 2026 and the actions we will take to reduce identified inequalities, improve outcomes and to foster good relations within school and beyond the school gates. As a community school, ensuring that everyone associated with the school is treated with care, respect and dignity is at the core of everything we do.

The school and governing body, will collect, analyse and publish information about our progress in achieving our Equality Objectives as outlined in the Plan, and the three aims of the 2010 Equality Act. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with protected characteristics in our school and to members of our school community.

Miss Arianne Ansell-Jones **Cllr Mike Powell**
HEADTEACHER **CHAIR OF GOVERNOR**

Section 2: Introduction

In Coedpenmaen Primary School, we recognise the importance of diversity and strive to promote an inclusive culture and ethos in which all learners, parents/carers, staff and members of the school and wider community are welcomed and supported to fulfil their potential, irrespective of their background or protected characteristics (e.g., age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation).

School Motto

Together we care,
Together we learn,
Together we achieve.

'Gyda'n gilydd rydym yn gofalu, dysgu a chyflawni'

Vision Statement

'At Coedpenmaen we strive to develop a love of learning through a challenging and engaging curriculum inspired by our learners. Our vision is driven by the four purposes where pupils' happiness and wellbeing are at the heart of our school which enables successful futures.

At Coedpenmaen we equip our learners with the skills, knowledge and experiences through authentic and purposeful activities. With a safe, supportive and inclusive environment all learners are encouraged to reach their full potential with values rooted in Welsh language and culture.'

Our school Vision Statement is aligned with the principles of the Equality Act (2010) and ensures that diversity is celebrated in our community school.

Furthermore, our school values support the development of equality for all due to its strong focus on supporting the wellbeing and achievement of all learners and where all members of the school community are treated fairly and with respect and dignity.

School Aims

- To establish and maintain an atmosphere of a nurturing and caring environment where learners feel safe, secure, motivated and inspired to learn;

- To make a happy place where teachers and learners share a mutual respect for each other, understand and accept our differences and make positive choices in terms of our health and wellbeing;
- To identify and remove barriers to pupils learning and development to allow them to reach their full potential;
- To foster a positive relationship with the local and wider community to support to our learners in becoming active citizens within a diverse world whilst respecting the needs and rights of others;
- To provide a challenging curriculum that supports our learners to maximise opportunities to develop learner's resilience, independence, collaboration, problem-solving and creativity;
- To provide opportunities for all pupils to have a voice and contribute to the life of the school and their own learning;
- To ensure our learners are knowledgeable about their Welsh culture, local community of Pontypridd, society and the world, now and in the past

At Coepdenmaen Primary School, we believe that our pupils should understand and practice values that will enable them to lead happy and successful lives, both in school and in the future.

These Values are:

Respect and Friendship

Peace and Perseverance

Honesty and Thankfulness

Forgiveness and Compassion

Courage and Trust

Responsibility and Creativity

Each half term we focus on a chosen value, whilst recapping on the others.

Coedpenmaen Primary School ensures that difference is valued and there is a widely held belief that permeates across our policies, actions and behaviours that diversity enriches our lives and experiences. As a school community we are committed to identifying and overcoming any barriers to learning and engagement, and to ensuring that all members of our school community achieve their potential.

The Policy and Strategic Equality Plan highlights our Statement of Intent that as a school we do not tolerate any forms of unlawful and unfair discrimination or bullying and harassment in any form. We are committed to championing equality and to ensuring that necessary adjustments are made to ensure the active participation of all learners in the life of our school.

It is our firm belief that all learners should be able to learn and develop fully in a truly diverse and inclusive environment and should be supported to achieve their potential, in order to support our own mission and the local authority's mission of 'Achieving Equity and Excellent in Education and enhanced wellbeing for all'.

Section 3: Our School Context

Our school is an English-medium (3-11) primary school in an area of Pontypridd, RCT. There are 247 learners on roll, including 77 in the Foundation phase and 170 in KS2. In total, around 50 learners are eligible for free school meals, which equates to 20.24% of the school community. Approximately 3.24% of learners have an additional learning need. Five pupils have statements of special educational needs, one pupil has an Individual Development Plan and two pupils are in non-mandatory year groups for an IDP. The school has a diverse population, and approximately 8.10% of pupils come from a minority ethnic background and speak English as an additional language. Over four different languages are spoken within the school community and no pupils speak Welsh as a first language. Many pupils from Trallwng Infants' School join those from our own infant department to begin Key Stage 2 (Year 3). We, in turn, feed Hawthorn High School, though the choice of high school remains with parents. We work closely with all nearby schools, in our 'Cluster', sharing good practice and ensuring successful transitions between schools for our pupils.

As a school we are committed to partnership working with our families, external agencies and wider communities. We work collaboratively with all our partners to ensure that our learners have access to the right support at the right time.

Section 4: Integrating Equality into Statutory and Non Statutory Policies

Our commitment to equality underpins all school policies, processes and procedures. There are a number of key statutory and non-statutory policies that strongly reflect the requirements of the Equality Act (2010) and where there is significant alignment with

this Policy and Plan. These include the: Anti-Bullying Policy; Safeguarding Policy; Curriculum Policy; and the Complaints Policy.

Section 5: Aims of the Strategic Equality Plan

All schools are required to have a detailed Strategic Equality Plan to ensure that the legal requirements of the Equality Act (2010) and the Public Sector Equality Duties in Wales are met.

The purpose of the Strategic Equality Plan is to fulfil the duties to provide equality for individuals with protected characteristics and to ensure that fairness and equality is at the heart of everything we do at all levels within our school and community.

Section 6: Equality Act (2010) and Public Sector Equality Duties in Wales

The Equality Act (2010) outlines the requirement of all schools to meet three key aims which includes:

- Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to fulfil these three key aims, we are required by law to produce a Strategic Equality Plan and Equality Objectives every four years. To ensure compliance with the requirements of the Act, our school will:

- Collect, analyse and publish information about the progress we have made in achieving the three aims of the 2010 Equality Act,
- Self-evaluate effectively and decide on specific and measurable Equality Objectives that we are published and actively pursued over four-year interval to secure positive outcomes; and
- Engage with all key stakeholders, including learners, parents/carers, staff and the wider community to shape, inform and evaluate the effectiveness of our Strategic Equality Plan.

The Public Sector Equality Duty came into force in April 2011 (s.149 of the Equality Act 2010) and requires schools to take action to improve outcomes for learners with different protected characteristics. It is a legal requirement, under the 2010 Act, which schools in Wales must follow. The effective and consistent delivery of our Strategic Equality Plan will enable our school to positively contribute to a fairer society by promoting equity, equality and positive relationships between all members of the school community irrespective of their protected characteristics. Furthermore, we will also aim to remove or minimise any disadvantage experienced by individuals due to their protected characteristics and ensure that appropriate steps are taken to overcome any barriers, particularly if participation in aspects of school life is disproportionately low. We will also aim to develop positive relations by tackling prejudice and discrimination, and by promoting understanding between individuals who share a protected characteristic and those who do not.

Section 7: Roles and Responsibilities

The following members of school staff will be responsible for ensuring the effective implementation of the Strategic Equality Plan.

GOVERNING BODY

The governing body has set out its commitment to equality and diversity in our Education Strategic Plan and it will continue to do all it can to ensure that the school is fully inclusive of learners, 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;
- Takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and learners; and
- Ensures that no individual is discriminated against whilst in our school.

In order to meet its reporting responsibility, the governing body will report on the progress of the Strategic Equality Plan annually, as part of its Annual Report to Parents/Carers.

SENIOR LEADERSHIP TEAM

Senior Leaders in our school promote equality and eliminate discrimination by:

- Implementing the school's Strategic Equality Plan, supported by the governing body in doing so;
- Ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's Strategic Equality Plan and Equality Objectives;

- Ensuring that all appointment panels give due regard to the Strategic Equality 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 racist incidents, according to the local authority and school policies; and
- Ensuring that all staff are aware of the Strategic Equality Plan.

TEACHING AND NON-TEACHING STAFF

The school regards equality as everyone's responsibility.

All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- Ensuring that all learners are treated fairly, equally and with respect, and will maintain awareness of the school's Strategic Equality Plan;
- Striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- Challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the local authority and school's policies, e.g., reporting of racial incidents; and
- Supporting the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Section 8: Engagement

Engagement with stakeholders has been important in ensuring that we have a clear view of what actions are deemed important to tackle inequalities and discrimination in our school setting. Active engagement with stakeholders has also been an effective means of reviewing the impact of the current Strategic Equality Plan and for identifying any further areas for improvement.

Successful engagement requires information gathering and interaction with a range of different groups, whilst also remaining sensitive to the needs of individuals with different protected characteristics. Meaningfully securing the voices of learners, and their families and carers, is critical to understanding the needs of our learners and families, particularly the most vulnerable.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

- An analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning;
- Learner voice activities and school council feedback;
- An analysis of school complaints;
- Feedback provided from parental consultation events and workshops;
- Feedback from annual review processes; and
- Outcomes from community cohesion events and activities.

When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in this country. Modified materials have also been used to ensure accessibility for those with disabilities or ALN.

Section 9: Data Analysis and Evaluation

The school's self-evaluation and school improvement planning processes have also informed the Strategic Equality Plan. A comparison of the school's data, with local or national data (where available) has also been taken into consideration and includes:

Pupil attainment and progress data relating to different vulnerable groups and protected characteristics;
- An analysis of curriculum access and choices according to vulnerable groups and protected characteristics;
- Attendance, exclusion and bullying/harassment data analysed according to vulnerable groups and protected characteristics where appropriate; ● Engagement levels in enrichment activities according to vulnerable groups or protected characteristics;
- Data on the recruitment, development and retention of employees; and an
- Evaluation of historical actions and outcomes in relation to equality.

Section 10: Equality Impact Assessments

The school has well established equality impact assessment processes in place.

Impact assessments have included the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure that 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 the 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. Where impact assessments have been done, they will influence changes to policy and the review of the Strategic Equality Plan itself.

Section 11: Staff Professional Learning

It is a statutory requirement to promote knowledge and understanding of the general duty amongst staff and to identify and address training needs in this area during the performance management process. This is routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

Section 12: Equality Objectives

Our Strategic Equality Plan and Equality Objectives are set in light of stakeholder engagement, data analysis and self-evaluation (e.g., issues arising as a result of our analysis of our attainment data of boys v. girls; eFSM v non-eFSM, etc.).

Please see Appendix 1 for the details of the Strategic Equality Plan for 20022-2026 and the Equality Objectives for our school as informed by engagement activities, self evaluation and local/national priorities. The Strategic Education Plan does cover all the relevant protected characteristics as defined by the Equality Act (2010).

The actions detailed in the Strategic Equality Plan are aligned with our School Improvement/ or school development Plan and both plans are cross referenced so that they are inextricably linked.

The Strategic Equality Plan has clearly identified:

- Equality Objectives and specific actions;
- Expected impact and indicators of achievement (success criteria);
- Clear timescales;
- Lead responsibilities for identified actions;
- Resource implications; and
- Specified dates for impact assessment and review.

The Strategic Equality Plan will be routinely reviewed and annual reports provided to the governing body for parents/carers.

Section 13: Gender Pay Objective

The legislation requires that a gender pay objective is developed where a gender pay difference is identified, this will require statistical analysis of pay data and comparisons between male/female staff.

In our school, we have not been able to identify a pay difference as the staff group is too small to make statistical analysis appropriate.

Section 14: Publishing and Monitoring Results

The school annually provides a report detailing the Strategic Equality Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents/Carers. The Plan and its evaluation will be shared with parents/carers.

All data collected has been used for the purpose of analysing trends by protected characteristic in performance, engagement and satisfaction with the support and provision offered by the school, whilst also being mindful of data protection requirements and legislation.

Please see Appendix 1 for further information on our Strategic Education Plan. This plan will be monitored by the governing body and all new plans will be submitted to the local authority.

Section 15: Strategic Leadership

The lead for the Strategic Equality Plan in Coedpenmaen Primary School is Mrs Beth Griffiths. Further information can also be provided by the Headteacher if required.

Appendix 1

Coedpenmaen Primary School

STRATEGIC EQUALITY PLAN FOR 2024-2027

Date of Issue: Spring 2024

Formal review of Strategic Equality Plan: Spring 2027

Equality Objective 1 – The monitoring of achievements of groups of pupils is effective.					
Engagement Findings From parent surveys, parent/carers want to be more informed of pupil progress; from pupil progress meetings – staff discussed data used to track pupils and discussed the needs for trends to be identified;					
Key Self-Evaluation Findings Data analysis suggests that depending on the cohort in question, there can sometimes be a gender imbalance in the achievement of pupils.					
Further data required in future Salford/MALT/BNST/PERMA/SCHONELL assessments for pupils Yr2-6. Phonic assessments for FP pupils, Personalised assessment results (Yr2-6)					
Success criteria Data shows the 'gap' between boys and girls has narrowed. Both boys and girls improve performance in Personalised assessments.					
Actions	**Description**	**Resources**	**Lead Officer**	**Start Date**	**End Date**
1.1	Monitor and refine the curriculum in order to allow for opportunities for both boys and girls to	Curriculum Maps Topic Maps	Beth Griffiths	Autumn 2024	Ongoing
	achieve and thrive at different aspects, which				

	reflect their different characteristics.				
1.2	Examine and determine the subjects in which boys/girls out-perform each other and in which particular aspect.	Salford/BNST/MALT/PERMA/Schonell Assessments	All teachers	Autumn 2024	Ongoing
1.3	To challenge gender stereotypes within the curriculum lessons, on the playground and through choice of topics. To take care to ensure the classroom layout, learning areas and displays are gender equal.	School Senedd, Immersion weeks, Circle time, Rights Respecting Schools articles and resources,	All teachers and support staff	Autumn 2024	Ongoing

Equality Objective 2 Ensuring children who are vulnerable have opportunities to succeed

Engagement Findings

Feedback from staff suggested the best way to track and monitor pupil progress was to ensure that all staff were aware of the vulnerable pupils in each class/year group. Once these were discussed, it was clear to see which pupils required additional interventions/resources etc.

Key Self-Evaluation Findings

Due to funds being allocated from the WG to ensure that the gap between eFSm and non-FSM, we have found that the gap has begun reducing in the last few years.

Further data required in future

PDG analysis of data each academic year, looking into the gap in achievement of eFSm and non-FSM pupils.

Success criteria

Data shows the ‘gap’ between eFSm and non-FSM has narrowed.
Vulnerable pupils are shown to have equal opportunities to ‘shine’ and achieve.

Actions	Description	Resources	Lead Officer	Start Date	End Date
1.1	Monitor and refine the curriculum in order to allow for opportunities for all vulnerable pupils to succeed.	Class Context Sheets Vulnerable pupils register One Page Profiles Pupil Progress Meetings ALNCO meetings Curriculum maps Topic maps	All teachers	Autumn 2024	Ongoing
1.2	All teachers to be made aware of the vulnerable pupils in each class/year group. This will ensure these pupils receive additional interventions/resources etc.	Class Context Sheets Vulnerable pupils register One Page Profiles Pupil Progress Meetings ALNCO meetings	All teachers	Autumn 2024	Ongoing
1.3	To use the PDG to ensure vulnerable pupils have access to additional support/intervention/resources/opportunities	Intervention registers Provision maps Class Context Sheets Vulnerable pupils register	All teachers	Autumn 2024	Ongoing

Equality Objective 3 Monitor Attendance of groups of learners throughout the school.
Engagement Findings Discussions with staff responsible for monitoring attendance show inconsistent attendance of vulnerable pupils.
Key Self-Evaluation Findings Attendance in groups of learners shows that there are persistent pupils who are late/absent throughout the school. Monitoring of groups of learners takes place, pupils who are CLA or monitored by Social Services

Further data required in future Attendance Data, Meeting records with parents/Carers					
Success criteria The number of pupils absent from school will decrease. (The number of pupils meeting school attendance target will increase). The number of Parents/Carers who have had attendance meetings will increase					
Actions	**Description**	**Resources**	**Lead Officer**	**Start Date**	**End Date**
1.1	Regular monitoring of attendance data allows for swift engagement with the parents and analysis of the reasons. Records kept of all intervention/support.	SIMS AWS AWS letters/Meetings/Visits	Sarah Hier	Autumn 2024	Ongoing
1.2	Attendance data on different groups of learners reported to governors once a term.	SIMS	Sarah Hier	Autumn 2024	Ongoing
1.3	To celebrate improved attendance e.g. attendance postcards, termly winning class, end of year attendance raffle.	Class dojo Twitter Newsletters	Beth Griffiths	Autumn 2024	Ongoing

Equality Objective 4 Raise awareness of equality issues with parents, pupils and staff
Engagement Findings Pupil survey suggests few pupils feel that the school does not support them to treat everyone fairly. Discussions with pupils identified that mot all pupils are aware of their rights.
Key Self-Evaluation Findings Discussions through ALN/EAL meetings/Wellbeing interventions/Parent Consultations show the need to continue to raise awareness of equality issues with parents, pupils and staff.

Further data required in future Pupil/Parent/Carer surveys, RRS data/surveys					
Success Criteria The delivery of information to pupils, staff, Parents/Carers and other members of the school community has improved and highlights equality issues for all. The school has established itself as a Rights Respecting School and continues their journey with Healthy Schools.					
Actions	**Description**	**Resources**	**Lead Officer**	**Start Date**	**End Date**
1.1	To liaise with external staff and specialists to ensure that policies and training are up to date.	Healthy Schools Cwm Taf Health Board RCT Rights Respecting Schools MEAS/ALN/LSS	Headteacher	Autumn 2024	Ongoing

1.2	To arrange workshops for pupils on equality to raise their awareness.	Healthy Schools RRS Show Racism the Red Card Disability Sports Wales	All teachers	Autumn 2024	Ongoing
1.3	To share information on equality issues to parents through our newsletter, workshops, parent engagement.	Newsletters Class Dojo Twitter	All teachers	Autumn 2024	Ongoing

1.4	To achieve the Rights Respecting Schools Bronze award and Health Schools	RRS Healthy Schools	All teachers	Autumn 2024	Ongoing

Equality Objective 5 To continue to exclude all forms of harassment and/or inequality.

Engagement Findings
Pupil survey shows few pupils feel bullied at school; Parent/Carer surveys show few parents feel that the school do not deal with any incidents of bullying, harassment or discrimination well.

Key Self-Evaluation Findings
@teb self-evaluation identifies the need to increase staff awareness of how the school deals with this effectively.

Further data required in future
Parent/Pupil surveys; @teb self evaluation

Success Criteria
Pupils are happy at school and confident to discuss with others if issues arise.
Increased percentage of parents feel that the school deal with any incidents of bullying, harassment or discrimination well.

Actions	Description	Resources	Lead Officer	Start Date	End Date
1.1	Anti-bullying policy reviewed – reflecting on current practice. Positive Relationships Policy reviewed. Model anti-bullying policy from RCT considered and included in school policy	Anti-bullying policy RCT template Positive Relationships Policy	Headteacher	Autumn 2024	Ongoing
1.2	Raise parents and carers awareness of the anti bullying policy and that they are able to access the policy when required	Newsletters Class Dojo Twitter	All teachers	Autumn 2024	Ongoing

		Parent Council			
1.3	Record of bullying incidents completed as per RCT regulations	SIMS My Concern	All teachers	Autumn 2024	Ongoing
1.4	Accessibility Plan is up-to-date and relevant – allowing access to all parties – within the confines of	Accessibility Plan	Headteacher	Autumn 2024	Ongoing

	the site on which the school stands – and has next steps for progress included.		Deputy Headteacher		