



Sully Primary School
Ysgol Gynradd Sili

Strategic Equality Plan

Date Reviewed: October 2021
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STRATEGIC EQUALITY PLAN

Introduction:

Sully Primary School (SPS) stands on large grounds overlooking the sea in the village of Sully, between the towns of Barry and Penarth. SPS serves the local area, which includes Sully Village.

The school is made up of the main school building which includes nine classrooms, a hall which is used as both a teaching and learning area and for school lunches, a project and library area, including computer suite, library and creative corner, a staff room and kitchen. This building also houses the Headteacher's office, the secretary's office, the ALN room, resource storage, the music room, additional learning corners and staff and pupil toilets, including disabled facilities. There are also five demountable classrooms which are situated in the grounds. A buzzer and video entry system protects the entrances and exits to the school.

The school utilises every aspect of its grounds to develop the teaching and learning that takes place at the school. SPS has developed the outdoor learning environment, developing a Foundation Phase growing area, a greenhouse, an Outdoor classroom, a pond area, quiet reading and games areas in the playground, a table tennis area, and bike storage areas. We have also developed individual outdoor learning areas for all Foundation Phase classes.

The school is fully committed to healthy and active lifestyles, we host a Welsh Government funded Breakfast Club for Reception - Year 6 pupils. We promote children accessing water throughout the day, have equipped play areas to develop all areas of play and a tuck shop that only sells fruit to children. The school also receives pupils from outside of the normal catchment area, including Porth Kerry, Dinas Powys, Penarth and other parts of Barry.

The school works hard within the community and maintains a high profile. There are excellent links with a range of outside agencies, embracing the expertise and encouraging professional development of all staff. We aim to ensure that everyone has the same chances and opportunities irrespective of race, gender, orientation, religion, class or disability. We believe that by working together and consulting with all our stakeholders, everyone feels valued and included – a key factor for school improvement.

Alongside the Headteacher, there are 17 FTE teachers and 13 support staff working both part and full time. During lunchtime we have 1 senior kitchen supervisor and 2 kitchen assistants with 9 lunchtime supervisors some of whom are LSAs that work alongside the lunchtime team.

There are currently 400 children on roll (this includes Nursery), 3.25% of which are classed as ALN.

School Vision & Values

At Sully Primary School we aim to:

- Provide a caring, safe and happy environment for all learners and staff where wellbeing is at the centre of the school.
- Provide an education which empowers each child to achieve their full potential through a variety of learning strategies and styles, for example VAK, P4C, SEAL, AfL.
- Ensure learners develop their life-long learning and social skills through Sully Primary School's core values.
- Provide learners with opportunities to question, reflect and make informed choices.
- Provide an understanding of the world in which we live ensuring that all learners are aware of their role as global citizens.
- Ensure that the school is at the heart of the community and that the community is at the heart of the school.
- Ensure that learners are aware of the bilingual tradition of Wales and that they foster an appreciation of the Welsh language and culture through Cwricwlwm Cymreig.
- Encourage parents to take an active interest in their child's education and to be aware of their role within the school community.
- Provide all learners and staff with ICT skills and knowledge to prepare them for the rapidly changing world around them.

Staff work collaboratively with all stakeholders to ensure the school's vision and values are promoted successfully to foster an enthusiastic and progressive attitude to learning.

This Strategic Equalities Plan (SEP) builds upon the school's previous Disability Policy, Race Equality Scheme and Equality Policies. 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 gives us 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.

This revised plan was approved by the Governing Body in March 2016.

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 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 Sully Primary we:

- Listened to equality experts and Heads of schools in the Vale of Glamorgan about their choice of equality objectives
- Discussed the objectives with Sully Sennedd and other Llais groups (Pupil Voice)
- Drew up a long list with associated actions
- Children / young people
- Asked Parents/guardians
- Approved at Governors

These are the equality objectives we chose

- Develop pupils' community involvement and decision-making

- Develop the provision for health and wellbeing, including spiritual, moral, social and cultural development, including for staff.
- Strengthening the meeting of the needs of learners with ALN.
- Development of the physical environment to be appropriate for pupils' needs

The plan at the end of this document 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. Equalities 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 in 2016.

3 The national equality agenda

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

3.1 The Equality Act 2010

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

The Equality Act sets down 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.

3.2 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' have been held to 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.

3.3 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.

4 Pupils

4.1 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.

We 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 9th protected characteristic. In a school context it applies to everybody except pupils.

Opportunities in our school will be of equally high standard for 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 special educational needs (SEN) framework under Part 4 of the Education Act 1993.

4.2 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 preference, not only a need
- The impact upon the person involved is of great importance in determining what is reasonable

4.3 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.

4.4 Positive Action

The school can take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an underrepresented 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.

4.5 Communication

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

- Design materials that are easy to read- clear language and clear layout
- Use images that reflect the school and our local community

- Ask people of 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.

4.6 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 examine their lives and personal identity in the light of people's experiences which are both similar and different to them. We will proactively tackle Black History and LGBTQ+ issues in planned lessons and activities.

The images and resources 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 Sully/Vale of Glamorgan/Wales.

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.

4.7 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.

4.8 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.

4.9 Training

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

4.10 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'd like to make an appointment with a relevant person, we'll arrange it and feel 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 informed of what's happening and check that everyone is happy with the process. Advocacy and personal support is 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 kind of illegal discrimination 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 hadn't understood because they didn't understand the sign.

5.2 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 proactive 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.

5.3 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 believed that they will do, a 'protected act.'

A 'protected act' 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.

5.4 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.

We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults are 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 individuals' because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

6 Performance/ standards - how we deliver the policy

6.1 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 persons with responsibility for dealing with reported incidents of discrimination or bullying are Mrs A. Waddington (Head teacher) and Miss S. Harries (DHT). The school will make sure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded in a register. 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.

6.2 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.

6.3 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 by 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. No data will be published that will identify any individual.

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

7 Employment

7.1 Employment

The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We'll 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.

7.3 Requests in relation to a protected characteristic

We will proactively try to foresee potential issues before they occur and 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.

7.4 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.

7.5 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 to address them we'll ask current and prospective employees their opinions and experiences.

8 Action Plan

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.

	What we are going to do	How we monitor it	What is a successful outcome?	Person responsible
Equality objectives 1	Develop pupils' community involvement and decision-making	Monitor against the plan set for pupil involvement this year	Pupil bodies continue to lead school improvement initiatives including reporting back to Stakeholders	Headteacher SLT GB Llais group leaders
Equality objectives 2	Develop the provision for health and wellbeing, including spiritual, moral, social and cultural development	Pupil & staff questionnaires Listening to Learners	Further engagement in extra sporting/academic activities Increase of pupils feeling safe in school Pupil/Staff voice listened to and shapes strategic direction of the school	Headteacher SLT CMM
Equality objectives 3	Strengthening meeting the needs of learners with ALN	Achievement of targets set on IDPs Tracking of level attainment using Taith360 and baseline records	ALN pupils making progress against set targets	ALNCo Support staff Class teachers SLT
Equality objectives 4	Development of the physical environment is appropriate for pupils' needs	Health and safety monitoring Risk assessments Listening to learners Evidence in planning	Building and grounds fit for purpose within school budget allowances Increased use of outdoor space for all year-groups as part of learning and enhanced provision.	Headteacher SLT GB
Monitoring and reporting on equality progress	Equality will be on the agenda at least three times a year It will be reported on in the HT report each term	Evidence of HT reports and agenda items	Reporting completed to Governors	Headteacher GB

Communication	Plan communicated via newsletter, on website and at Parent Forum Meetings	Feedback from all Stakeholders	Parents clear as to aims of the school	Headteacher GB
Access plan	Review accessibility plan with Governors and staff	Reviewed annually	Accessibility plan updated and in place	Headteacher SLT GB
Buying goods and services	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.	Annual review of our systems	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	Headteacher GB
Stakeholder engagement	Continue holding Parent Forums and GB Surgeries etc throughout the year	Feedback from all Stakeholders	Stakeholder partnerships strengthened Ideas used within school plans for learner improvement and increased wellbeing	GB Headteacher All staff
Training	Arrange for training on how to increase teaching of Black History and minority issues within 2021-24 timeframe.	Included on the CPD agenda within the 2021-24 timeframe.	All staff receive training	GB Headteacher SLT
Complaints and comments	Report and follow procedure if complaint made			GB Headteacher
Anti-bullying and promoting good relations	Update anti-bullying/Anti-Cyber Bullying policy with staff, parents, pupils and GB. Evidence in planning of regular inclusion of Black history,	All Bullying/E-Safety/Racial/Discrimination incidents will be logged and reported to HT Regular look at planning to ensure all protected	Fewer number of bullying incidents over the year Pupils are aware of different people and lives and can explain why bullying is wrong.	Headteacher All staff

	LGBTQ+ characters and anti bullying lessons.	characteristics are regularly represented		
Leadership	Members of the Governing Body have accessed equalities training/briefings.	Reports made to the GB		GB Headteacher
Equality Self Evaluation Tool	Evaluate through the SIP	As part of the annual review of the SIP	Equalities objectives achieved	SMT GB
Publishing equality information	A copy of the plan will be available on the school website It will also be cited in a newsletter each year. Zero tolerance.	Equalities information shared with the GB through the HT report	Fewer reports from parents regarding equality issues	HT GB