

Coed Glas Primary School

Annual Equality Report for April 2017

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Report Aims

This report is to describe the work that has been undertaken in our school to promote equality and tackle discrimination over the *previous* academic year. Due to academic years running differently to standard business/financial reporting periods we are unable to report on the current academic year – to do so would mean reporting on only four months' progress. Therefore, this report contains information relating to the 2015-16 academic period. The only exception to this is the final section, a staff data report which is based on the most up to date staff data available.

As a school, we are committed to the principles of equality for all and the need to promote equality by planning to make equality happen over and above tackling discrimination when it arises.

This report is just a small part of demonstrating our dedication to ensuring our services to pupils and parents are equitable and that our staff are treated equally as well as working to promote equality themselves.

Over the coming pages, we have attempted to report how we as a school have planned to

1. tackle discrimination, harassment and victimisation against people from different protected characteristics
2. Promote equality of opportunity and outcome between people of different protected characteristics
3. Foster good relations between people of different protected characteristics

Our report also describes if and where we have used equality data and information in planning our equality objectives and if and where we have used that data to assess the impact of our policies and practice. It contains progress updates for the equality objectives from our Strategic Equality Plan year relating to teaching pupils, managing the school and training staff during the 2015-16 academic year.

Section one contains an introduction and background to the development of our Strategic Equality Plan for the previous academic year. This section includes information relating how we collect equality data in school. This

section describes how useful we feel our equality data and information has been in developing objectives and assessing the impact of our policies and practice.

Section two describes some of the work done to promote Equality and tackle discrimination during the 2015/16 period

Section three contains any additional information on activities pertaining to Equality, Diversity and Anti-Discrimination.

Section four is a statutory report containing certain staff equality data relating to recruitment and selection, including salaries.

Section 1 – Introduction

Our current Strategic Equality Plan (SEP) is based around ensuring compliance with the Equality Act 2010. It was based on guidance from the Local Education Authority and contains actions relating to various protected characteristics as defined in the Equality Act as they might relate to the world of education. As we have developed our practice in the years since the Act has been in force we realise that our SEP can go further to be fully mindful of both the letter and spirit of the legislation and have since reviewed and published an updated version (in 2016).

The objectives and tasks in our current Strategic Equality Plan (drafted in 2016/2017) are driven where possible by robust equality data and include the full range of protected characteristics. When equality data is not available we have created, objectives are to improve our collection and use of equality data. Additionally, we have objectives relating purely to the teaching of equality within the curriculum – these are specific and measurable targets across the full range of protected characteristics.

However, because this report covers the 2015-16 period we will be referring to our previous SEP.

In terms of data held within the school, our equality information was robust for some protected characteristics but we have very little data relating to other protected characteristics. For example, we have lots of data relating to **pupils** Genders, Ethnicities. We also collect information on pupils' language. However, we rely on SEN/ALN data of pupils rather than Disability.

Although we have this equality information as it applies to pupils we found that we have very little data on **parents** relating to these protected characteristics, as we have not previously been required to collect this data for purposes of PLASC or through admissions forms. We are in the process of developing our practice in this area, which is reflected on our updated SEP.

Additionally, we historically had very little information relating to the protected characteristics as they apply to **staff** because equality monitoring of application forms has not historically collected this information. In the 2015/16 reporting period, we took steps to address this and a retrospective exercise was carried out to collect equality data for current staff, which we will continue

to monitor going forward.

Our monitoring of incidents in schools had historically only been undertaken in terms of racist incidents. Although we have an excellent staff who would of course challenge other types of incidents such as homophobic and disablist incidents, and although we have a truly inclusive ethos at the school, we did not hold data on other types of incidents in the same way as with racist incidents. This had historically been due to the fact that we comply with the LEA incident monitoring system but we have recognised the need to develop this in our current SEP. We have now implemented a system that records and monitors incidents for all protected characteristics. This is inputted into SIMS and is in line with current County guidelines.

Another challenge we have faced in terms of equality information is that we have historically shredded the application forms of unsuccessful applicants for jobs along with the equality monitoring form. Since the last annual report, we have progressed this to capture equality information for all successful appointments. Unsuccessful applications remain an area of focus on our newly updated SEP and we look forward to reporting on this in subsequent academic years.

Section 2 – Progress of Our Objectives

As discussed above we have reviewed and drafted an updated SEP in 2016 and we have in place clear, specific targets and tasks detailing exactly how we will implement the Equality Duties in our current SEP.

The tasks included in this SEP will be in scope for the next reporting period and we look forward to communicating our progress against these.

There are however some tasks from our current SEP (that covers 2014-16) that are in scope of the 2015/16 reporting period for this annual report. Progress against these is as follows:

<i>Priority 1: Reduce Gaps in attainment and attendance between pupils from protected groups</i>	
Review teaching strategies in light of Estyn Report 'Closing the Gap Between Boy's and Girl's Attainment in Schools	All actions listed have been completed or progressed during the 2015/16 year and we have seen the following results regarding attainment and attendance:
Liaise with Link Advisor/Joint Education Committee/EMTAS to establish a standard way to gather and record attainment information for groups of pupils who share protected characteristics.	FP – LLC – gender gap was reduced and was less than all the available comparatives FP - MD – very small gap remains, not statistically relevant
Establish a regular monitoring review and evaluation via the Governors standards sub-committee	KS2 – English - no discernible gap or trend at L4; however, at the higher L5, boys performed better than girls KS2 - Maths – no discernible gap at L4; however, boys outperformed girls at higher L5
Parents targeted to take part in Families Learning Together scheme.	EAL – FP - children achieved in line with their peers across all 3 indicators
Participate in the Achievement for All (AfA) programme	EAL - KS2 – stronger performance in English and maths in EAL pupils

Pupil Champion to receive regular coaching from the AfA strategic Lead	
Develop the role of the Family Liaison Officer (FLO)	
Introduce termly structured conversations between teaching staff and targeted families	

<i>Priority 2: Develop the quality and use of our Equality Information</i>	
Incidents are dealt with using the Equality and Bullying Incidence Summary Form.	We have now implemented a system that records and monitors incidents for all protected characteristics. This is inputted into SIMS and is in line with current County guidelines.
Data from the Equality and Bullying Incidence Summary Form reported to county termly.	Reports can be provided from the new system as required.
Report to governors on data collected on LA incident and bullying monitoring system.	Reports can be provided from the new system as required.
Review enrolment forms to include information regarding parents' protected characteristics	We are in the process of developing our practice in this area but have not yet been and this has been reflected on our updated SEP.
Equality impact assess three policies – attendance, positive behaviour management and complaints.	This was completed and E.I.A's are now done on a rolling programme each year.

Priority 3: *Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination.*

Liaise with Untethered Ltd. to develop a training plan for staff.	This was in place in 2015/16 and will be continued going forward.
Deaf Awareness spellathon.	This was not completed in 2015/16 but remains an area of focus on our SEP.
Deaf awareness week to positively promote disability awareness in our school.	This was not completed in 2015/16 but remains an area of focus on our SEP.
HIRB staff conduct deaf awareness sessions in Year 3 as part of their topic work blood, bones and gore.	This was not completed in 2015/16 but remains an area of focus on our SEP.
HIRB staff to hold sign club for staff and pupils.	This is now in place for pupils and will be on-going in subsequent academic years.
Further training for HIRB staff to further improve their signing skills.	This was in place in 2015/16 and will be continued going forward.
Roots of Empathy to work with Year 4MB.	This was completed in 2015/16; however there is no more funding for this scheme going forward.
Staff to look at curriculum areas to highlight opportunities to teach about protected characteristics and highlight gaps.	Our focus in 2015/16 has been on developing our R.E. curriculum with regards to Equality. Improvements have also been main to PSE scheme, including LGBT awareness.
Staff to identify opportunities for use of the family diversity story-books within new cornerstones topics.	This was completed in 2015/16
New county SRE scheme to be implemented across KS2.	This was completed in 2015/16

Section 3 – Additional Information

In addition to the activities included on our SEP, we have also carried out a range of initiatives that focus on FSM children. The school completed the two year “Achievement for All” programme. This provided focus and support for children in receipt of free school meals, around family engagement, improvements in attendance and narrowing the gap in attainment.

We look forward to reporting more fully on a wider range of equality objectives with actions relating to all of the protected characteristics defined in the Equality Act in our next Annual Equality Report a year from now.

Section 4 - Employment Data

Current staff - snapshot:

Race (if known)	92% British, 1.5 % White and Black African, 1.5% Arab, 1.5% Asian, 1.5% British Asian, 1.5% White and Chinese
Disability (disability)	1.5%
Gender/Gender Identity (if known)	15% male, 85% female
Sexual Orientation (if known)	98.5% heterosexual, 1.5% Lesbian
Religion or Belief (if known)	64% Christian, 31.5% None, 3% Muslim, 1.5% Hindu,
Age grouping (if known)	20 – 30 = 20%, 31 – 40 = 22%, 41 – 50 = 37%, 51 – 60 = 22%

Job applicants for 2015 -16 period – monitoring not in place at this time

Successful appointments during 2015-16 period (8)

Race (if known)	7 x WHB, 1 x Indian
Disability (disability)	None
Gender/Gender Identity (if known)	8 female
Sexual Orientation (if known)	100% heterosexual
Religion or Belief (if known)	7 x unknown, 1 x Muslim
Age grouping (if known)	20-30 25%, 31-40 38%, 41-50 25%, 51-60 13%

Current salary bands - snapshot

Pay Scale	Male (percentage or figure)	Female (percentage or figure)
£500– £6,999	0%	0%
£ 7,000 - £ 15,000	0%	0%
£15,000 – £21,803	1%	51%

M Grade £21, 804 - £34, 522	1%	26%
U Grade £34, 523- £43,956	4%	12%
L Grade 6 to 19: £43, 957 - £60,131	1%	4%