

Rhydypenau Primary

Annual Equality Report 2019

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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 2017-18 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.

We have mindful of both the General and Specific Duties of the Equality Act but have also worked with the spirit of the Act. 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 how we have used equality data and information in planning our equality objectives and how 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 2017-18 academic year.

Section 1 – Introduction and Background

Our Strategic Equality Plan (SEP) for the 2016/17 period was based around analysis of data from our Self Evaluation Report and School Improvement Plan as they relate to attainment/attendance/exclusions. We used this information to identify differences in attainment etc. and develop objectives and tasks to narrow any gaps.

In terms of data held within the school, our equality information was robust for some protected characteristics and progress has been made in terms of other protected characteristics. For example, we have always had lots of data relating to pupils Genders, Ethnicities and Disabilities collected through enrolment forms, but none as it applied to parents (although we have now amended our enrolment form to allow parents to disclose elements of their diversity if they wish to do so). After a disappointing rate of returns on the retrospective staff equality monitoring last year we repeated the exercise and got a full rate of return. Due to the fact that we have had a change of admin staff, we had not set up a system to collect applicant data in a way that it could be analysed but this will be in place in place by the end of this term and we intend to be able to report on this in the next Annual Report.

Our monitoring of incidents in schools had historically only been undertaken in terms of racist incidents but has now been extended to include all identity based incidents via the County SIMs system. Further we have carried out a twilight for all staff on how to recognise and respond to identity based incidents and our practice is developing in this area.

Section 2 – Progress of Our Objectives for 2017-18 Period



Completed



In Progress



Needs Attention



Abandoned



Amended

| Tasks | Status |
|---|---------------|
| Data analysis is used effectively to identify MAT boys who are or are at risk of underachieving | Completed |
| MAT Boys who have been identified are set up as a group to be tracked on INCERTS | Abandoned |
| Appropriate intervention strategies are identified for each individual boy who has been identified. Progress is reviewed termly | Completed |
| Literacy AOLE member to attend Visual Literacy course which has been shown to be effective at engaging boys | Completed |
| Select English resources and rich tasks that will, in particular, appeal to boys | Completed |
| Monitor pupils' work and planning to ensure that all genre of writing is taught paying particular attention to genres that appeal to boys | Completed |
| Provide for a Girls Maths Club in Year 6 | Completed |

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| Develop the use of KS2 Reading Ambassadors (MAT boys) to support F Ph boys | |
| Develop boy friendly writing corners with visual literacy resources in Foundation Phase and monitor their use | |
| Supplement resources in GGR in Foundation Phase to promote boys reading done. Allocate budget to every class to supplement with boy-friendly resources (eg comic based, non fiction) | |
| Create an equitable school by tackling stereotypes through No Outsiders including; <ul style="list-style-type: none"> • Purchase No Outsiders resources • Administer Equalities questionnaire and analyse data • GB training session • Teachers training session • School Council training session | |
| Implement county Identity Based Incident and Bullying monitoring system to allow for the monitoring of Racist, Homophobic and other Identity Based Incidents in school (along with communication and training strategy to ensure effective monitoring see priority three) | |
| Arrange the Equality Impact Assessment of three policies | |
| Modify the county enrolment form to begin to collect Equality Information on Parents | |
| Carry out a retrospective exercise to update the equality information held on staff for all protected characteristics | |
| Purchase resources and books representative of and appealing to all protected characteristics as per recommendations in EMTAS audit <ul style="list-style-type: none"> • disabled people • different ethnicities • gender diversity books • different families | |
| Untethered to provide Equality Impact Assessment half day training for SLT and selected Governors | |
| Head teacher to procure Equality coaching and mentoring service to further develop Equality policy and procedure across the school in line with statutory Duties in the Equality Act | |
| Purchase resources and books representative of and appealing to all protected characteristics as per recommendations in EMTAS audit | |

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| <ul style="list-style-type: none"> ➤ disabled people ➤ different ethnicities ➤ boy-friendly books (see priority one) ➤ different families | |
| <p>Year 6 to learn about Anti Semitism and persecution of Jewish people in lessons on Second World War. Lessons will be expanded to also include Nazi persecution of LGBT people, Disabled People and the Roma/Gypsy population</p> | |
| <p>Organise and take part in an international fortnight that will celebrate the different races and cultures that exist in our school</p> | |
| <p>Multi-cultural role models to visit school to talk in assemblies and class visits to local places of worship</p> <p>Extend the range of religious celebrations throughout the year in classrooms and assemblies and Invite religious members of the community including parents to talk to children and participate in school life</p> | |
| <p>Class teachers to ensure curriculum coverage of gender and sexual orientation through materials and resources used in lesson plans e.g. in “My Family” and “Heroes” themes.</p> | |

Additional Information

The tasks relating to ‘No Outsiders’ show as ‘in progress’. In truth, at the time of writing this report this work is far advanced and is pioneering work amongst schools in Cardiff but as this report covers the 2017-18 period and the work was in the early stages at that time it is marked as yellow.

We very much look forward to reporting on this area of work in the next Annual Report. The work we have undertaken has been ambitious and wide ranging. We are being used as an exemplar school by an external equality consultant working with schools across the city and it is an area of work that we are proud to be leading on.

Section 3 – Employment Information

Current staff

13% male
87% female

None are transgender

17.4 are in the 25-34 age range
30.4% are in the 35-44 age range
32.6% are in the 45-54 age range
19.6% are in the 55-64 age range

4.8% are Disabled
84.8% are not Disabled
6.5% prefer not say

4.3% are a carer for a Disabled person
93.5% are not a carer for Disabled person
2.2% prefer not say

97.8% are heterosexual
2.2% prefer not to say

32.6% are Religious
65.2% are not Religious
2.2% prefer not to say

Of those who are Religious

4.2% are Buddhist
58.3% are Christian
4.2% are Muslim

93.5% are White British
2.2% are Mixed Race White and Asian
2.2% are Bangladeshi
2.2% prefer not to say

Although we had applicants during the 2017/18 period the applications were shredded in line with data protection regulations. We have now put in place spreadsheets to store the equality data prior to shredding so that we can report on this in the future.

We are, however, able to report on salary data as per below.

| Pay Scale | Male (percentage or figure) | Female (percentage or figure) |
|-----------------------------------|-----------------------------|-------------------------------|
| Less than £22, 917 | 2 | 26 |
| M Grade £22, 918 - £33,824 | | 13 |
| U Grade £35,927 - £38,633 | 1 | 7 |
| L Grade 1 to 11 £39,374 – £50,476 | | 3 |
| L Grade 12 + £51, 539 plus | | 2 |