



# Working together for a fairer future

Barry Island Primary School's

Strategic Equality Plan 2022 – 2024

# **Working together for a fairer future**

**Name of School's**

## **Strategic Equality Plan 2022 – 2024**

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## Introduction

Barry Island Primary School has served the children of Barry Island, the Knap and West of Barry since 1897. Currently the school has eight classes, including a morning and afternoon Nursery. The school has high expectations of all children and we aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning. The teaching team works closely with pupils to hear their opinions, as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and express their views. We acknowledge pupils learn through a range of different lessons, tasks and challenges. Learning should be fun, relevant and help to develop ambitious and capable individuals. At Barry Island Primary School, all pupils deserve the same opportunities develop into happy, resilient and confident individuals irrespective of gender, race of homelife.

It is with a great deal of pride that we are introducing the School's Strategic Equality Plan for 2022 – 2024 – **'Working together for a fairer future'**. Equalities is best taught in the context of UK law, where all protected characteristics of the Equality Act 2010 are included in a curriculum that accepts difference. So not only people of different sexual orientations are welcome in our school, people of different ethnicities, genders, gender identities, religions, ages and abilities are also most welcome.

Schools play an important role in ensuring an education for every child and young person, considering a range of needs. Schools support the well-being in their pupils and develop an ethos where learners feel everyone is included. This Plan sets out the equality agenda for our school for the next two years. We must consider how our actions and decisions will affect future generations.

Under the Equality Act 2010, schools demonstrate how they are tackling homophobic bullying, teaching about different families and promoting positive values to create global citizens. Schools must deliver a curriculum that enables learners to understand the benefits that exist in society where diversity and difference is accepted. All schools aim to support the well-being in their pupils and developing an ethos where learners feel everyone is included will support this.

It is only by working together, listening and respecting each other that we can successfully meet the many challenges facing our communities and public services today. To achieve this Plan and to meet the diverse needs of our communities, we will need to work in partnership.

We need to think about what and how we deliver educational provision. We must consider the diverse needs of our school population whether that be due to their protected characteristics and/ or their financial circumstances.

We are an ambitious and forward-thinking school. I am confident that pupils, parents, carers, staff, our Governing Body, the community and all those with a stake in our school can continue 'working together for a fairer future'. All people, regardless of race, religion, sex, gender assignment, sexual orientation, age must feel welcome in our school, with our clear ethos that spells out acceptance.

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Headteacher – Matt Gilbert

Chair of Governors – Ceri Witchard

July 2022

## Purpose of the Strategic Equality Plan

The [Equality Act 2010](#) makes it clear that discrimination is not to be tolerated in society. The purpose of this Strategic Equality Plan is to describe what the school is doing to fulfil our duties under the Equality Act 2010, including the [public sector Equality Duty](#) (the 'general duty') and the [specific duties for Wales](#).

The public sector equality duty covers eight protected characteristics:

Age	Race
Disability	Religion or Belief
Gender Reassignment	Sex
Pregnancy and Maternity	Sexual Orientation

The duty applies to marriage and civil partnership, but only for having due regard to the need to eliminate discrimination. The Equality Act lists schools as public authorities with certain duties. This means that when we carry out our public function, we must have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a relevant protected characteristic and those who do not.

Having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people

- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

To identify the priorities, we work in partnership with:

- Pupils
- School Council
- Parents and carers
- Headteachers of schools in the Vale of Glamorgan
- Governing Body
- Local Authority and Regional Consortia

We plan to use this information to help us improve the way we provide educational services and employ people.

Our School's Strategic Equality Plan 202X–202X has been written to integrate with the Council's [Corporate Plan 2020-2025](#) and [Corporate Strategic Equality Plan 2020 – 2024](#). The Corporate Plan sets out the Council's vision for the Vale of Glamorgan, its values and main priorities. The priorities of the Corporate Plan will help make communities in the Vale of Glamorgan more equal. The equality objectives in the Corporate Strategic Equality Plan will support this work and it is for this reason that the objectives of both plans have been aligned. Our own Strategic Equality Plan aligns with these documents where relevant and appropriate.

## Vision and values

### **Aims of Barry Island Primary School**

*'Excite, Motivate & Innovate - Striving for Excellence Together.'*

- To make every child feel valued, respected and special
- To provide a learning environment which is happy, secure and welcoming
- To enable our children to be literate, numerate and at ease with technology

- To have high expectations of all children's learning
  
- To have high expectations of all children's behaviour
  
- To develop, maintain and value strong partnerships between staff, children, parents, the local community and industry
  
- To cultivate a climate of success by celebrating achievements both inside and outside school
  
- To promote spiritual and moral development of children, preparing them for adult life
  
- To instil a sense of pride in our nation, language and heritage whilst being aware of, and respectful towards other communities

These aims are at the heart of our daily life at Barry Island Primary School and are best summarised through the phrase:

***'Excite, Motivate & Innovate - Striving for Excellence Together.'***

Our values are consistent with the five ways of working central to the [Well-being of Future Generations Act](#). They are long term, they work together, and involve working with others. Our values will support a greater focus on prevention as we work to deliver our vision. Our equality priorities consider the Wellbeing of Future Generations Act and will help us to contribute to the Welsh Government's well-being goals, including creating a more equal Wales.

## Equality objectives – what we will do

### **Strategic Equality Objective**

- Improve how we involve, engage, and communicate with protected groups about our work and decisions.

### **Protected characteristics**

This benefits all protected groups, but we will focus on disabled, people from ethnic minorities, women and those who are socio-economically disadvantaged.

### **Expected outcomes**

Stakeholders have information about the improvements and the opportunity for input to support progress.

### **Actions**

As a school we will:

1. Promote and facilitate termly school council meetings.
2. Take steps to ensure that school council is representative of the school's learners across protected characteristics.
3. Use an innovative range of 'pupil voice groups' which focus on shared rights and responsibilities.
4. Ensure communications to parents and carers are delivered in plain, easy to understand language.
5. Progress against actions identified within the school's accessibility strategy will be included within this strategy's annual report.
6. Ensure our staff and the Governing Body receive equality and diversity training, which will include Equality Impact Assessment training and awareness.



**How we will know how we are doing**

1. Information and data on how engagement has been used to improve outcomes for protected groups and socio-economic disadvantaged groups.
2. Information and data on the number of school staff who have received equality, race, and disability training.

## **Strategic Equality Objective**

Develop and implement plans throughout the life of this plan to address attainment gaps for children and young people and provide support to overcome barriers to them reaching their full potential.

### **Protected characteristics**

This benefits all protected groups.

'Is Wales Fairer 2018' reports that attainment gaps persist for pupils in receipt of free school meals and children with additional learning needs. (Education)

Is Wales Fairer 2018' reports that young women and girls, lesbian, gay, bisexual and transgender children and children with additional learning needs are more likely to be at risk of experiencing identity-based bullying. (Education)

Is Wales Fairer 2018' reports that poorer children, children with additional learning needs, White children and children of mixed ethnicity have higher than average exclusion rates. (Education)

Is Wales Fairer 2018' reports that subject choices remain highly gendered, with girls being much less likely to continue studying science and mathematics after school. (Education)

### **Expected outcomes**

Reduction in attainment gaps.

Programmes in place to tackle identity-based bullying.

Reduced exclusion rates for children with certain protected characteristics, including disabled children and mixed ethnicity children.

## **Actions**

As a school we will:

1. Deliver and evaluate programmes and interventions aimed at addressing attainment gaps to make sure they have a positive impact on socio-economic disadvantage, disability, sex, race, other protected characteristics and young carers.
2. Seek to minimise exclusion rates for children with certain protected characteristics, including socio-economic disadvantage, ethnicity and disability.
3. Analyse bullying data gathered by schools, including racist bullying, to identify trends and review anti-bullying strategies so that there are effective solutions in place.
4. Provide opportunities to explore equality, diversity and community cohesion within a curriculum throughout the year e.g. equality related stimuli, using texts which explore both historical and present day local, national, and international equality, diversity and community cohesion.
5. Use inclusive resources which are actively inclusive, including anti-racist and promote multilingual resources, such as 'Giglets'.
6. Work with partners to deliver programmes which support people to prepare for employment.

## **How we will know how we are doing**

1. Information and data on how programmes and interventions have affected attainment gaps on children and young people with protected characteristics and who are socio-economically disadvantaged.
2. Information and data on number of children excluded by protected characteristic and socio-economic disadvantage.
3. Analysis of school bullying data showing trends and review of anti-bullying strategies to address findings.
4. Information and data on outcomes of programmes supporting people to prepare for employment.

## Monitoring Progress & Publishing Results

Our School will continue to check on progress towards meeting our equality objectives and report on this each year to the Governing Body in our annual equality monitoring report. This is published on our website and includes an assessment of the effectiveness of the steps we are taking to meet the equality objectives.

This may be complemented by other equality and employment information each year that is published annually.

## For More Information

### **Visit our website**

<https://www.barryislandprimary.com/>

### **Social Media**

Keep up to date with all the latest news, events and information from our School, follow:

Twitter - @BarryPSIsland

If you have a query, please contact us:

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- 01446 733807