



**EQUALITY POLICY
(INCLUDING STRATEGIC EQUALITY
PLAN 2024 – 2028)**

Adopted: Autumn 24
Review: Autumn 28

Policy Review and Monitoring

The Strategic Equality Plan must be reviewed at least every four years, but may be updated earlier if necessary.

Signed: **Chair of Governors**
Mr J. Orchard

Headteacher
Mr. K Stroud

**EQUALITY POLICY
(INCLUDING STRATEGIC EQUALITY OBJECTIVES 2024 – 2028)**

Introduction

At Maes yr Haul we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of any protected characteristic. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The progress of pupils is regularly monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We aim to tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Characteristics of our School

In Maes yr Haul Primary School, there is very little diversity within our pupil population. At the time of writing, over 96% of pupils are white British. Over 97% of pupils have English as their first (home) language, and none have Welsh as a first language. A very small minority of pupils have a recognised disability or significant medical condition but these do not impact upon their attendance.

The proportion of families eligible for Free School Meals has risen over the last few years, now at around 10% of the school population (previously around 5-6%).

Over recent years, we have seen a moderate increase in the need for support to pupils and families around issues of mental health. 3% of families have either recently or currently receive support via Early Help.

There are consistently at least 12 pupils (2.4%) receiving individual wellbeing interventions such as ELSA, Talkabout, Circle of Friends, plus those who are included in group sessions.

A small number of pupils also receive play therapy/ counselling from outside agencies via Early Help and CAMHs, which we support either by facilitating at school or enabling pupils to attend during the school day.

The school has large grounds including tarmac playground, grassed and nature areas offering good facilities for learning and play. These can be easily accessed from all classrooms.

The Legislative Background

The Equality Act 2010 protects people from discrimination, victimisation and harassment on the basis of the following characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (protection against direct discrimination only)
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation.

This plan is a requirement of the Welsh Public Sector Equality Duty and sets out how we will meet the duty and regulations and continue to improve our equality performance via our Equality Objectives.

Developing Equality Objectives and Engagement

We continually seek to improve equality and eliminate discrimination within the school community by reviewing our performance, for example:

- Analysis of data, such as progress and wellbeing.
- Gathering information about representation of different groups.
- Gathering views of stakeholders.
- Undertaking equality impact assessments.

Bridgend County Borough Council have undertaken extensive consultation with stakeholders across the authority in order to formulate their equality objectives. In aligning our school objectives to their own, we may undertake additional specific consultation in order to ensure that our own objectives are relevant to the specific circumstances in our school.

As well as the specific actions set out beneath this plan, the school seeks to promote and ensure equality of access for all pupils and prepare them for life in a diverse society through a range of measures including;

- using materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promoting attitudes and values that will challenge discriminatory behaviour or prejudice;
- providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seeking to involve all parents in supporting their child's education;

- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

As part of Curriculum for Wales, staff continue to develop and refine planning to integrate the articles of the UNCRC into our curriculum provision. These will be aligned to the strands identified with the RSE Code (Relationships and Identity, Sexual Health & Wellbeing, Empowerment, Safety & Respect) and drawing upon the guidance in the Children's Commissioner document 'The Right Way'

Publication, Monitoring and Review

Our Strategic Equality Plan (SEP) will be reviewed and renewed in line with the timeline and equality objectives set out by our local authority. We will publish our SEP on our school website and make it available from the school office. The plan will be available in a range of formats on request.

As part of our responsibility to monitor the SEP, we will:

- regularly review and analyse available information and data used to identify priorities for our equality objectives.
- use impact assessments to seek to ensure that actions taken have had a positive impact across the relevant protected characteristics
- seek to ensure that promotion of equality is embedded within school planning and that any discrimination is challenged and eliminated.

Strategic Equality Plan - 2024-2028 (aligned to Bridgend objectives 2024-28)

Objective 1: Ensure that every parent / family has equity of access to the services that they need.				
Additional information from local engagement. Senior staff invest significant time in seeking to support families with differing needs, including signposting other services where appropriate. Following a review of families' needs, a leadership post was created with responsibility for Pupil Wellbeing and Family Engagement, in order to support school aims to adopt a more proactive approach to supporting increasing levels of family need.				
Actions				
Action	Description	Action Owner	Start date	End date
1	Provide additional signposting on the school website to other community, wellbeing or learning-related support services.	SLT - Family Engagement TLR	Sept 24	July 25
2	Ensure that parents of pupils with additional learning needs are supported to understand the processes involved, access wider agencies.	SLT – Additional Learning Needs Co-ordinator	Ongoing	Ongoing
3	Aim to provide school documentation in other formats as / when requested, e.g. large print, website translation	HT / DHT / Senior Admin Officer	Ongoing	Ongoing
This objective will be judged to be successful if... the school is able to ensure that the needs of our school families can be met, either directly or through signposting appropriate services.				

Objective 2: Protecting the most vulnerable - Ensure that policies and procedures support the rights and wellbeing of all learners including the most vulnerable.

Additional information from local engagement.

The school has robust safeguarding procedures in place that are well understood by all staff. A range of school policies and procedures seek to promote and maintain positive wellbeing for all staff and pupils. Senior leaders have specific responsibilities for monitoring progress of more vulnerable learners including those with medical needs, additional learning needs, or other family circumstances.

Actions

Action	Description	Action Owner	Start date	End date
1	Consideration is given to issues such as wellbeing, additional learning needs and affordability when writing and/or renewing school policies.	Headteacher	Ongoing	Ongoing
2	Attendance of vulnerable learners is monitored continually to highlight and act upon any emerging concerns.	Deputy Headteacher	Ongoing	Ongoing
3	The school curriculum takes account of the UNCRC, which continues to be considered as part of long, medium and short-term curriculum planning.	Curriculum Lead	Ongoing	Ongoing

This objective will be judged to be successful if...

The rights and wellbeing of learners are supported through a range of school policies and procedures, including attendance, provision for Additional Learning Needs, affordability.

Objective 3: Living Standards - Consider the impact of any policy changes or decisions on vulnerable pupils / families including those in poverty.

Additional information from local engagement.

The school continues to routinely consider the potential impact of poverty in relation to policy decisions e.g. uniform, selection of trips.

Actions

Action	Description	Action Owner	Start date	End date
1	Headteacher continues to liaise with governors / DHT / admin staff in relation to any affordability issues. Measures include: <ul style="list-style-type: none"> • Subsidising wholly/partly total cost of school trips. • Offering instalment payments for more expensive trips (e.g. residential) • Some experiences provided in school, rather than off-site, and funded by school. • Flexible approach to school uniform. • Consult with parents to evaluate perceptions. 	Headteacher Governing Body	Ongoing	Ongoing

This objective will be judged to be successful if...

Lack of affordability is not seen to be a barrier to participation for our families in the vast majority of relevant activities.

Objective 4: Participation and engagement - Encourage every member of our school community to participate and engage in issues that are important to them, and influence the decisions that affect their lives at our school.

Additional information from local engagement.

We have a wide range of pupil committees beyond our school council, including eco and Criw Cymraeg. Committees meet at least half termly and staff are expected to ensure that these committees are consulted, make meaningful decisions, and are able to make a meaningful contribution to life in school. Committee representatives feed forward ideas/suggestions from their peers ensuring that all pupils have the opportunity to contribute to decision making. The school employs 'pupil voice' as an integral part of curriculum planning and pupils routinely have elements of choice and decision making around aspects of their school activities.

Actions

Action	Description	Action Owner	Start date	End date
1	Continue to strengthen the role of pupil committees, ensuring that real and relevant issues are discussed and that these committees make a meaningful contribution to life in school.	Deputy Headteacher	Ongoing	Ongoing
2	Continue to develop the role of pupil voice within curriculum planning and evaluation.	Deputy Headteacher	Ongoing	Ongoing

This objective will be judged to be successful if...

All pupils feel that they have the opportunity to have their say, and participate in issues that affect them in school across a range of different topics.

Objective 5: Learning - Promote equal access to quality learning for all students, regardless of their socioeconomic background, abilities, age or ethnic background. Support diversity, equity, and inclusion.

Additional information from local engagement.

All pupils have equal access to the curriculum and all school activities, regardless of characteristics. Staff are continuing to refine curriculum plans to ensure that themes such as diversity have appropriate positive representation. We aim to ensure that pupils of all backgrounds are supported to achieve their full potential.

Actions

Action	Description	Action Owner	Start date	End date
1	The school curriculum takes account of the diversity themes, which continues to be considered as part of long, medium and short-term curriculum planning.	Curriculum Lead	Ongoing	Ongoing
2	Continue to evaluate diversity and inclusion as part of pupil-voice activities. Actively promote pupils of all backgrounds to participate in pupil-voice.	Deputy Headteacher	Ongoing	Ongoing
3	School leaders to work with DARPL and Show Racism the Red Card to strive towards a more proactive approach to anti-racism.	Headteacher	September 2024	July 2026

This objective will be judged to be successful if...

Pupils of all backgrounds feel that their voices are heard and that they have equal opportunities to participate fully in the life of the school.

Objective 6: Employment - Promote a more inclusive workforce and improve the participation, well-being, and opportunities for development for those with protected characteristics.

Additional information from local engagement.

The present workforce lacks diversity. Recruitment processes are robust and seek to ensure that applications are welcomed from all backgrounds and regardless of any protected characteristics. The local authority monitor this through their HR department. The Governing Body has approved the BCBC Wellbeing Charter

Actions

Action	Description	Action Owner	Start date	End date
1	Continue to ensure that all staff are aware of the staff wellbeing charter and have opportunity to raise any concerns in relation to matters covered within the charter.	Headteacher	Ongoing	Ongoing
2.	Ensure that appropriate and timely professional development is provided where practicable for all staff, regardless of protected characteristics.	Headteacher	Ongoing	Ongoing

This objective will be judged to be successful if...

All staff are aware of the wellbeing charter and no issues raised / ongoing in relation to this and opportunities for any staff due to protected characteristics.