



## Llangewydd Junior School

Headteacher: Mr N Clode; Deputy Headteacher: Mrs L Evans; Assistant Headteacher: Mr D Evans;  
ALNCo. : Mrs T Porter; Other senior leadership team members: Mrs J Davies & Mrs W Mitchell

# Strategic Equality Plan 2022 – 2026

**Agreed by Governors:**

**April 2022  
(Signed by Chair)**

**Scheme due for review: March 2026**

<https://gov.wales/sites/default/files/publications/2018-03/9-equal-opportunities-and-school-governors.pdf>



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## 1. Our Distinctive Character, priorities and Aims

### 1.1 The Equality Act 2010

The Equality Act 2010 (“the 2010 Act”) consolidates and replaces the previous discrimination legislation for Wales, England and Scotland. It also strengthens the law to support progress on equality.

### 1.2 The Protected Characteristics

The 2010 Act protects people from discrimination based on protected characteristics. The protected characteristics are as follows:

- Age;
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation.

### 1.3 Requirements on schools

The governing body of a school must not discriminate in their roles as educators or employers against: <sup>1</sup>

- job applicants;
- existing members of staff;
- a child seeking admission to the school; and
- existing pupils.

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<sup>1</sup> <https://gov.wales/sites/default/files/publications/2018-03/9-equal-opportunities-and-school-governors.pdf>

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The Public Sector Equality Duty (PSED) requires schools to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between persons who share a protected characteristic and those who do not.

The PSED requires schools to take action to improve outcomes for learners with different protected characteristics. It is a legal requirement under the 2010 Act, which schools in Wales must follow. The general duty has three aims and requires schools in Wales to have due regard to the need to:

- eliminate discrimination and harassment and victimisation
- advance equality and opportunity
- foster good relations across all protected characteristics.

To fulfil the three aims of the general duty, schools have three sets of specific duties:

(a) to collect, analyse and publish information about their progress in achieving the three aims of the 2010 Act

(b) to decide on certain specific and measurable objectives that they will pursue over the coming years to achieve the three aims and publish these objectives

and when undertaking the first two sets of specific duties:

(c) to engage with people who have a legitimate interest – including all staff, learners, parents/carers, local groups, organisations and individuals as appropriate.<sup>2</sup>

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<sup>2</sup> <https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-statutory-guidance-for-local-authorities.pdf>

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### 1.4 School values

At Llangewydd Junior School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. 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. We are a school who believes that a Values approach allows us to achieve our aims.

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

We work hard in the school to achieve our aims

- To ensure equality among all elements of our school community
- To be aware of the provision made for boys and girls
- To ensure provision for minority faith and ethnic groups
- To support children with a special educational need
- To support able and talented pupils
- To support any children looked after by the authority
- To support children who face stress in their lives
- To support any children who are at risk of disaffection and social exclusion

To achieve our aims our policy focuses on:

- Attendance

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- Behaviour
- Managing signs of disaffection
- Equal opportunities
- Gender Issues
- Providing for talented pupils
- Racial equality
- Pupils with difficult home circumstances
- Pupils with an additional learning need
- Our adoption of statutory elements of the 'New Curriculum'

### 1.5 Characteristics of our school

Llangewydd Junior School serves the areas of Cefn Glas and Bryntirion on the western outskirts of Bridgend. At the start of this new academic year we have 360 pupils on roll. We are the only junior school in Bridgend and one of the largest in Wales. As a junior school, our context under the New Curriculum is unusual, as unlike primary schools, the positive influence of established Foundation Phase practice is not in situ. We recognise that in order to develop our school, particularly in regard to attitudes to learning, that we have to learn from others and develop our own approach to teaching and learning. This is not a Foundation Phase approach, nor a didactic approach but one which has the four core purposes at its heart and sits comfortably with our pupils, parents, staff and governors. We are only part-way through this development.

Llangewydd Junior School serves a very supportive community of parents and carers. Our parents and the community play a full and active part in the life of the school. As of today (07/04/2022) we have 132 pupils who are eligible for free school meals (38%). Other key pastoral factors are as follows:

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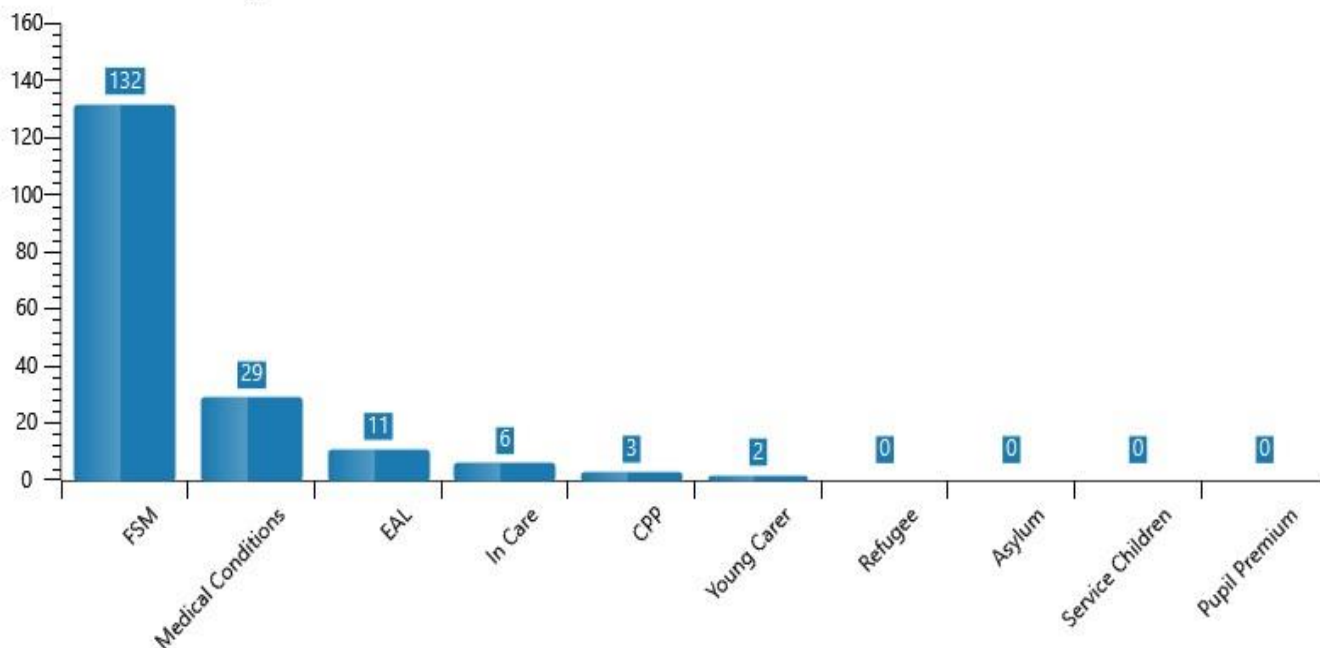


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### Student Totals by Key Pastoral Factors

A count of students with each key pastoral factor



40% of our children attend after school/lunch time clubs and we place great focus on partnership working. PSO community officers visit the school weekly; the School liaison Police officer leads on various wellbeing area of the curriculum in each year group. The school nurse leads several areas of the SRE curriculum for us. 'Naturequest', along with the local RNLI work with the children on beach safety. Partnerships with a range of local and external groups support our children and is a particular strength of the school. There is weekly support for our dyslexic children and our visually impaired and hearing impaired. Children from our Sunshine and Rainbow children are integrated into mainstream education in accordance with their needs and identified skills progress.

Pupil monitoring provides the school with a very positive picture of where each child is in relation to need. Staff have a very good understanding of every child's needs within the school. An example of our termly 'MER' plans is included below:

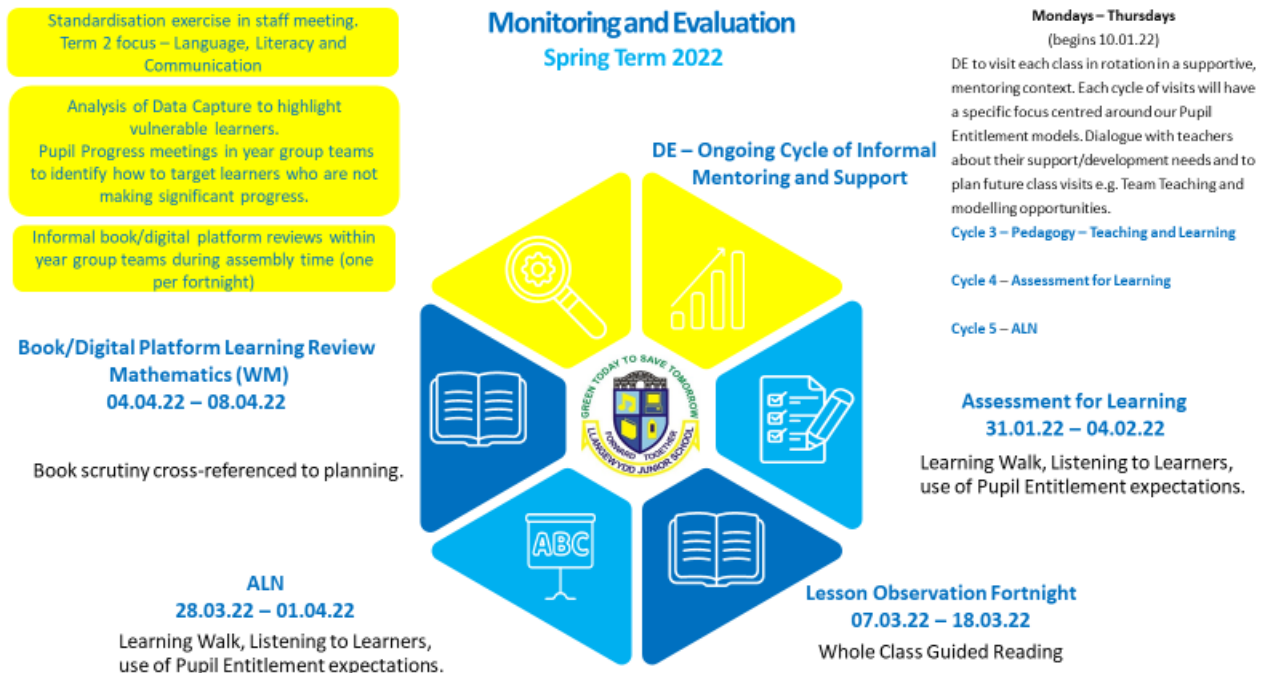
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Parental consultation meetings are held biannually, with ALN reviews held termly. Parents and Carers also have the opportunity to meet their child's teacher every as and when they require. We are proud of our very close ties with our feeder schools; Cefn Glas Infant School and Bryntirion Infant School and of our close ties with Bryntirion Comprehensive School (BCS).

The school is engaged with CSCJES in a research projects around 'Assessment and the New Curriculum'. We work very closely with BCS and the other primary age schools within this cluster. Across the curriculum we have established effective working groups and on May 9<sup>th</sup> the cluster 'Curriculum Reform Group' is visiting our school.

The school engages a resident artist, the Bethesda Arts Group, which in addition to discrete projects, supports the work of the 'Llangewydd Eco Hands' group of parent volunteers who paint and undertake art work at the school on a weekly basis. The school was re-accredited for the NQA

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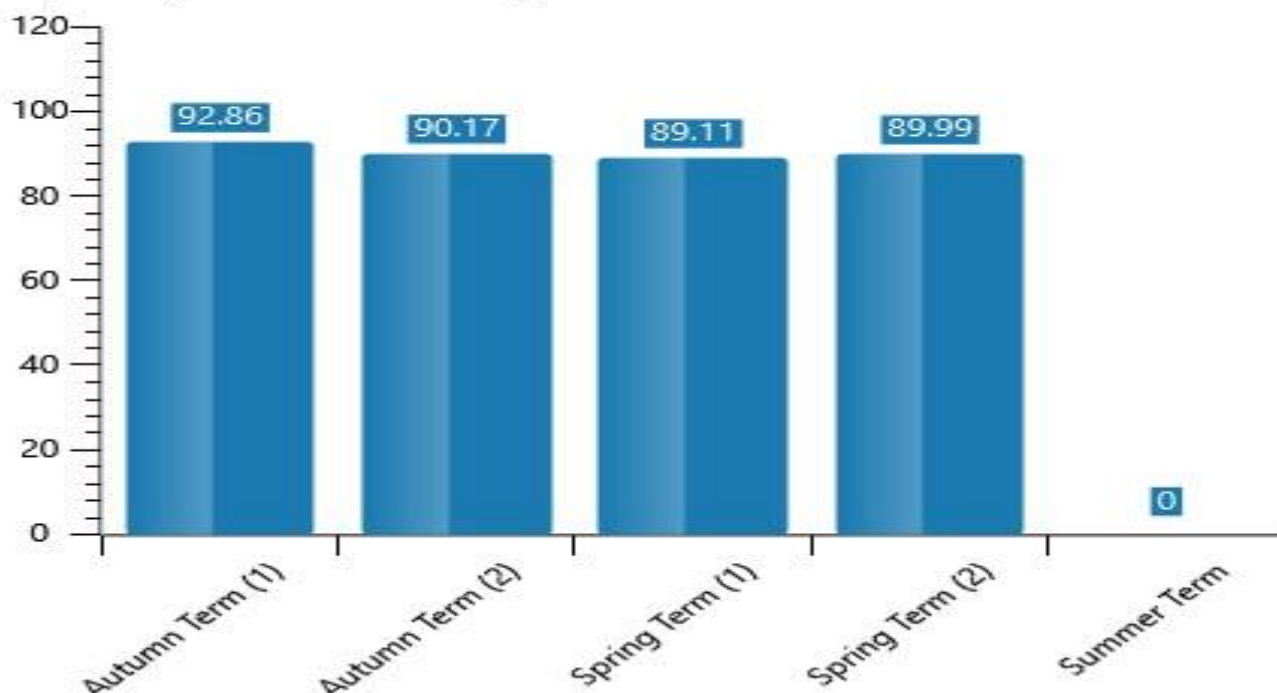
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for Healthy Schools in and is up for re-accreditation this summer. The school was awarded the Platinum Plus award for Eco School and we are also an Investors In Families Award School, a Forest School and we run many after school clubs and are very proud of our choir which has around sixty members and supports charity events throughout the year.

The school enjoys very positive partnerships with universities and colleges, particularly those we support through the PGCE Programme and the BA Primary Programme. Attendance figures in school are very positive at this time (90.53%) which is higher than the post-pandemic all Wales average. Attendance this year has been as follows:

### Percentage Session Attendance by Half Term

The percentage of session attendance by half term



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The school studies a diverse range of religions as part of the 'New Curriculum' syllabus and we use children of other faiths to input into our assemblies and lessons. At Llangewydd every child is equal and has equality of opportunity in all aspects of school life. The school has provided a ramp for parents in wheel chairs and staff are trained in a range of medical issues to enable them to administer medicines so that children with medical conditions can attend school. On March 25<sup>th</sup> 2022 six of our staff undertook First Aid training with the St David's organisation.

### **1.6 Mainstreaming equality into policy and practice**

Our main aim in this area is to encourage good attitudes and relationships.

Within the classroom pupils have the opportunity to learn effectively without disruption. Children who are deemed as possible candidates for disaffection are encouraged through the pupil of the week and through the amassing of house points at every opportunity. Often it is the parent who is disaffected and we meet with these parents to explain the positive aspects of school and how the children can be supported. Equal opportunity is about providing all our children with quality learning experiences and helping them to gain knowledge, skills and understanding that will enable them to make informed decisions about their lives. Decisions that will take into account effects on others and on society.

All elements of our school community are provided with the same opportunities and experiences.

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We are very conscious of gender issues within the school. This area of work has formed targets within the SIP and we analysed results very

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closely for inclusion within our target setting processes. We have undertaken research on boy's results and have provided resources for boys within the curriculum to encourage enjoyment of reading. Staff discuss the issue with governors and parents and it forms a focus for our meetings with governors. For children who have English as an additional language we try to ensure simple phrases are learnt by the teacher to say good morning etc. We aim to make our school as welcoming as possible for these children and ensure they have complete access to the curriculum.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. Our Senior Leadership Team has recently been reorganised to include a role which focuses on processes and procedures. Each half term we analyse the performance of groups within the school against each other and against expected outcomes. To support this we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which

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- 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

We are committed to valuing cultural diversity and preventing racism. We aim to develop understanding, knowledge and clarity of beliefs and a development of cultural traditions.

Racial Equality is an important part of the ethos of our school and all elements of our community are considered equal and valued. Our assemblies highlight issues throughout the year. Our aim is not to have to react to situations, but to develop proactive discussions. All of our policies are subject to an Initial Equality Impact assessment to ensure all aspects of our school community are considered in the development of policies.

### Teaching and learning

In 2021-22 we have completely revised of our teaching and learning policies such that they not only reflect the current context of our school but also the 'New Curriculum'. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;

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- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek 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.

### Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender reassignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or revaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

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## Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Llangewydd Junior School we are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### 1.7 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means

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- 2.1. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- 2.2. taking steps to meet the needs of persons who share a relevant protected
- 2.3. characteristic that are different from the needs of persons who do not share it
- 2.4. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

### **Our SEP and Equality Objectives are set in the light of:**

- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v girls;
- The delivery of our SEP will contribute to all of our actions and commitments to:
  - raise standards;
  - narrow the attainment gap in outcomes for children and young people;
  - improve outcomes as described within the Children and Young People Plan (CYPP);
  - promote community cohesion

Our School Equality Objectives are set out in **Section 5 and Appendix 2.**

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## 2. Responsibilities

### 2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school
- ensures all aspects of our school community feels valued
- ensure that all staff, governors and pupils have detailed knowledge of the plan

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

### 2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;

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- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
- ensuring that all staff are aware of policies and processes and are able to deliver them successfully
- adopt a whole school approach to becoming a values school

### 2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

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### 3. Information gathering and Engagement

#### 3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

#### 3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in

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addition to our duty to secure accurate information relating to ethnicity and first language;

- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

### 3.3 Engagement

The school involves stakeholders including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. In order to gain the views of stakeholders we;

- Distributed a questionnaire to pupils, parents/carers, staff, governors and community groups;
- A focus group discussion with Governors
- A focus group discussion at staff meeting
- A focus group with the School Council
- School Council engagement activities with pupils

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### **4. Equality Impact Assessment**

An Equality Impact Assessment (EIA) is a systematic and evidence-based tool, which enables us to consider the likely impact of work on different groups of people. To provide consistency we use the Local Authorities' Equality Impact Assessment Form and impact assessments are incorporated into the school's planned review and revision of every policy. As part of compliance with the specific duties of the Act, we will continue to undertake impact assessment when;

- new policies and plans are being considered and prior to them being implemented;
- we review our existing policies and plans.

### **5. Objectives and Action Plans**

Our chosen Equality Objectives are:

- Ensure that all pupils, parents/carers, staff and visitors are treated equally and fairly;
- Reduce attainment gaps between boys and girls and between any other groups (as identified in the data)
- Identify needs and provide staff training for the delivery of the Strategic Equality Plan
- Raise awareness of and reduce identity based bullying in schools
- Improve access to information and physical access to school for pupils, parents and staff.
- Raise awareness of equality and diversity issues among pupils, staff and Governors.
- Promote good relations across all protected characteristics (i.e. intergenerational projects, awareness days, support national events i.e. Black history month etc...)

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- Support and promote good mental and physical health within our communities

An action plan has been devised covering all relevant protected characteristics and outline what actions will be taken to meet our objectives (Appendix 2).

### **6. Publication and reporting**

We will publish a copy of the SEP and action plan on the school website. Progress reports will be reported on annually as part of the Governors' Annual Report.

#### **6.1 Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition etc.
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays around the school will reflect the commitment of the school towards Equality
- copies will be available on request for anyone who wishes to have a copy.

### **7. Monitor and Review**

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually,

<https://gov.wales/sites/default/files/publications/2018-03/9-equal-opportunities-and-school-governors.pdf>



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When we evaluate and or review our objectives we will continue to;

- Consult all stakeholders;
- Use evidence, information and data;
- Undertake impact assessment to inform priorities.

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the nominated committee of the governing body.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the full Governing Body for further discussion and endorsement.





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## Appendices

### **Appendix 1: Regional equality objectives set by Bridgend County Borough Council**

**Education:** Everyone who accesses education should be free from discrimination, bullying and abuse in educational settings.

**Work:** Promote a more inclusive workforce and improve the participation, wellbeing and opportunities for development for those with protected characteristics.

**Living standards:** Tackle poverty and support independent living by considering the impact of any policy changes or decisions under the socio-economic duty.

**Health and wellbeing:** Support and promote good mental and physical health within our communities and our workforce and provide opportunities to participate in leisure and cultural activities.

**Safety and respect:** Ensure that people within our communities have access to services that support them to live without fear of violence or abuse, and to be treated with respect.

**Participation:** Encourage people and communities to participate and engage in issues that are important to them, and influence the decisions that affect their lives.



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## Appendix 2: Equality Plan Objectives 2022-2026

| <b>Equality Objective 1.</b>   |  |                       |                   |                 |
|--|--|-----------------------|-------------------|-----------------|
| <b>Continue to promote the Equality Plan through the school web site, newsletter and staff meetings</b>  |  |                       |                   |                 |
| <b>Our Research:</b>   |  |                       |                   |                 |
| To develop the notifications section of the Parent App to include SEP issues.  |  |                       |                   |                 |
| <b>Information from Engagement:</b>  |  |                       |                   |                 |
| Parents and pupils are very supportive of the school web site and feedback tells us that it is used well at home. Governors and Staff will have sessions allocated to the new plan. The plan will be sent home via email to parents, staff and Governors. It will also be included in newsletters, drop box and Moodle. It will also be referred to in the Governing Body Annual Report to Parent. |  |                       |                   |                 |
| <b>Data Development:</b>   |  |                       |                   |                 |
| Data collected from parents will highlight an understanding of the Equality Plan   |  |                       |                   |                 |
| <b>This objective will be judged to be successful if there is evidence to show the school community understands and is a participant in the developments for the Equalities Planning programme</b>   |  |                       |                   |                 |
| <b>Actions:</b>  |  |                       |                   |                 |
|  | <b>Description</b>   | <b>Responsibility</b> | <b>Start date</b> | <b>End date</b> |
| 1.1  | Complete the revised plan and ensure it is published on the web site. Reference to be made in newsletters and AGM report of the Governing Body | N Clode               | September 2022    | September 2026  |
| 1.2  | Present the plan to Governors and Parent groups  | N Clode               | Summer 2022       | September 2026  |
| 1.3  | Present the plan at Staff meeting  | N Clode               | Summer 2022       | September 2026  |



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**Equality Objective 2.**  
**Continue to implement Welsh Government Bullying Guidance and reduce Identity based bullying in schools**

**Our Research:**

In 2021 we carried out a questionnaire exercise with parents, staff, governors and pupils.

**Parental Questionnaire 2021**

|           | Whole School   | All<br>of<br>the<br>time | Most<br>of the<br>time | Some<br>of the<br>time | Never | Do not<br>know |
|-----------|--|--------------------------|------------------------|------------------------|-------|----------------|
|           | Date: July 2021  |                          |                        |                        |       |                |
| IA        | Apr-2018   |                          |                        |                        |       |                |
|           | My child likes this school   | 50%                      | 37%                    | 10%                    | 1%    | 1%             |
| 1.1c      | I believe my child is making good progress   | 55%                      | 36%                    | 7%                     | 0%    | 2%             |
| 2.1a      | I believe my child is safe in school   | 78%                      | 17%                    | 3%                     | 1%    | 1%             |
| 2.2e      | I believe that pupils behave well in school  | 25%                      | 55%                    | 17%                    | 1%    | 3%             |
| 2.1d/3.1e | I believe that if any bullying, harassment or discrimination occurs, school deals well with it | 54%                      | 26%                    | 13%                    | 1%    | 7%             |
| 2.1a      | Other children DO NOT bully my child   | 35%                      | 25%                    | 18%                    | 12%   | 9%             |
| 2.1b      | The school helps my child understand how eating and drinking affects their health.             | 61%                      | 21%                    | 10%                    | 1%    | 7%             |
| 2.1e      | I believe school helps my child to become more mature and take on responsibility               | 61%                      | 29%                    | 3%                     | 0%    | 6%             |



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|            |  |     |     |     |    |    |
|------------|--|-----|-----|-----|----|----|
| 3.1a/b/c/d | I believe the quality of teaching is good  | 79% | 14% | 3%  | 0% | 4% |
| 3.2h       | I believe that my child receives appropriate support when needed                         | 68% | 22% | 5%  | 1% | 4% |
| 4.2a       | I believe my child has plenty of opportunities to get regular exercise at school         | 77% | 20% | 3%  | 0% | 0% |
| 4.2f       | I believe that the staff treat all children fairly and with respect                      | 71% | 20% | 5%  | 0% | 3% |
| 4.1f       | The school keeps me well informed about my child's progress                              | 49% | 34% | 15% | 2% | 0% |
| 4.1f       | The school seeks my views as a parent and considers the feedback I provide               | 45% | 31% | 14% | 3% | 6% |
| 4.1f       | If I share problems or issues with school, it responds and deals with them appropriately | 56% | 27% | 6%  | 2% | 9% |

### Information from Engagement:

Ensure that behaviour is a standing item whenever our Pupil Voice committee meet. Work to develop the new guidance from the Welsh government. NBAR information has been analysed and has highlighted vulnerable individuals. This has been shared with parents and actions have been taken to target children in a safe and welcoming environment.

### Data Development:

Track any incidences in relation to vulnerable groups eg FSM, Basic Skills, ALN in relation to incidences of bullying.

**This objective will be judged to be successful if there is a reduction in the number of cyber bullying incidences discussed in school. There is evidence to demonstrate the new guidance has been successfully implemented.**



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| <b>Actions:</b> |   |                       |                   |                 |
|-----------------|---|-----------------------|-------------------|-----------------|
|                 | <b>Description</b>                        | <b>Responsibility</b> | <b>Start date</b> | <b>End date</b> |
| 1.1.            | Continue to implement the NBAR strategies | T Porter              | September 2022    | September 2026  |
| 1.2             | Update policies and practices             | S. Jones/<br>L.Evans  | September 2022    | September 2026  |
| 1.3             | Review all actions                        | N Clode               | September 2022    | September 2026  |



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### Equality Objective 3.

**Continue to raise awareness of equality and diversity issues among Pupils, Staff and Governors**

**Our Research:**

### Key messages from governing body survey from summer 2021

Overall extremely positive

Very high levels of satisfaction in all areas –typically > 90% levels of satisfaction at least ‘most of the time’

Three areas to follow up:

‘I am fully aware of the school’s arrangements for preventing any bullying, discrimination or harassment’

‘I know the school’s strategic priorities (SIP targets)’

‘I believe the governing body challenges the senior leadership appropriately in relation to standards and provision’

**Information from Engagement:** Stakeholders are very keen to have information relating to all school policies and school developments. Useful to use ICT to promote policies and plans.

### Data Development:

Data collected from parents will highlight an understanding of the Equality Plan.

**This objective will be judged to be successful if there is evidence to show the school community understands and is a participant in the developments for the Equalities Planning programme**

### Actions:

|     | Description  | Responsibility | Start date     | End date       |
|-----|--|----------------|----------------|----------------|
| 1.1 | Complete the revised plan and ensure it is published on the web site. Reference to be made in newsletters and AGM report of the Governing Body. Hard copies available at school. | N Clode        | September 2022 | September 2026 |



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|     |   |         |                |                |
|-----|---|---------|----------------|----------------|
| 1.2 | Present the plan to Governors and Parent groups                     | N Clode | September 2022 | September 2026 |
| 1.3 | Present the plan at Staff meeting/ reviews of progress held termly. | N Clode | September 2022 | September 2026 |

### ***Appendix 2: Access Plan 2022-2026***





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| Short and medium term Target                | Strategy  | Resources   | Timescale   | Success Indicator                                   |
|---|---|---|-------------|---|
| Improve Car Park signage                    | Engage (well-known) local contractor  | £2k   | Autumn 2022 | Evident signage. No visitors attending wrong areas. |
| Install/monitor drainage to front yard      | BCBC to lead on this. Engage contractor. LJS to support safety plan, etc.       | £15k (no cost to the school)  | Autumn 2022 | No accumulation of rainwater on the 'top yard'      |
| Replace lintels/sills throughout the school | 1 complete already. Ongoing significant and costly issue. BCBC to lead on this. | £40k -£50k (no cost to the school – will come from capital board funds) | 2022-23     | Opinion from structural engineers WDL               |
| Improve paint finish throughout the school. | Employ temporary painter and decorator for 20hrs per week.                      | £10k pa   | 2022-23     | Clear visible evidence throughout the school        |
| Replace Fire Door in the kitchen            | BCBC – in-house   | £500  | Autumn 2022 | New door  |



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|   |   |                             |                  |                                     |
|---|---|-----------------------------|------------------|-------------------------------------|
| Improve awareness of the 'panic alarm'  | Demonstrate use and approach at staff meeting |                             | Autumn 2022      | Evident from discussions with staff |
| New roller shutter doors in main kitchen that are allied to the fire alarm system | BCBC to lead on this                          | £4k (no cost to the school) | Summer 2023      | New shutters                        |
| <b>Long term Target</b>   | <b>Strategy</b>                               | <b>Resources</b>            | <b>Timescale</b> | <b>Success Indicator</b>            |
| Generate vehicular 'passing place' at entrance to the school                      | Continue discussions with BCBC                | Survey/analysis             | Sept 2024        | Improved traffic flow               |