

*Tavernspite CP School*  
*Ysgol Tafarnspite*



*Strategic Equality*  
*Plan*  
*(2012 -2016)*

# Tavernspite School

## Strategic Equality Plan 2012 – 2016

### PART A: Scheme



**Strategic Equality Plan agreed by Governors:**

**Signed: .....** (Chair person)

**Date: .....**

**Scheme due for review: .....January 2016.....**

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# 1. Our Distinctive Character, priorities and Aims

## 1.1 School values

At Tavernspite 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.

The school is very proud that in its most recent Estyn Inspection (January 2012) provision for Ethos, Equality and Diversity was judged as '**Excellent**' and '**Sector Leading Practice**'.



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

This Strategic Equality Plan sets out an approach to promoting equality in every aspect of school life and relates to:

- Pupils
- Parents/Carers
- Staff
- Governors
- Members of the Wider Community

## Our Mission Statement

At Tavernspite School we believe that each child is special. Each has a special talent to bring to the School, or a special need to be accommodated. We aim to provide the very highest standard of education for all children.

Our Mission Statement is:

**‘Be all you can be’ – ‘Byddwch yr hyn gallwch fod’**

This statement reflects the belief that every individual has the potential to grow and improve, both individually and collectively. Our school is always striving to improve, grow and move forward. This school is about learning and celebrating achievement and success. It recognises that self-esteem is crucial for achievement.

Our philosophy of Education is always to help *every* child fulfil his or her potential, whatever that may be.

## School Aims

**Our aims for the children at Tavernspite School are as follows:**

- Provide a caring, secure, happy atmosphere in which each individual's progress, development and wellbeing is of utmost importance
- Deliver and provide a high-quality, relevant, exciting and challenging curriculum that promotes an enthusiasm for learning
- Have a very good understanding of our children's emotional needs and ensure a high level of provision for emotional wellbeing
- Provide a spiritual dimension and multi-cultural awareness to the life of the school, which will be reflected in the children's attitudes, tolerance and behaviour
- Establish an environment within which teaching and support staff, governors, advisors, parents, future parents and friends of the school can work with each other to fulfil our potential and for the successful achievement of these aims *for the benefit of the children.*

**At Tavernspite School we aim for pupils to:**

- Develop the necessary skills to read, write and speak effectively and successfully
- Develop independence in their learning and enquiry so that each individual has the necessary skills and attitude to succeed
- Use mathematical skills and ideas in everyday situations and learning
- Develop creativity, critical thinking, curiosity and problem solving skills so that each child has the ability to explore and find out more
- Develop an awareness of the need for personal hygiene, good manners and courtesy towards others
- Develop the ability to participate fully and sensitively in a society where both English and Welsh are used as a means of communication, and to develop an understanding and empathy with Welsh heritage and culture
- Embrace new ideas and accept differences with understanding and respect
- Be aware of the fragility of our planet and the importance of living in a more sustainable way and how each person in society can 'make a difference'
- Live a healthy and physical lifestyle and understand the importance of healthy living
- Gain and discover the necessary skills in using ICT and ICT devices for communicating, embracing new technologies to benefit their own learning
- Persevere and take pride in all that they do in school and as part of the wider community
- Identify, recognise and achieve their own attainable goals and to take pride in their achievements with an awareness of how to further improve their skills and attitudes
- Cooperate and collaborate with others, developing the necessary skills for teamwork
- Develop resilience with a hard working attitude and the security of trialling different methods and approaches
- Be aware of and appreciate their locality, its language, culture, traditions and environment
- Be able to make informed decisions and gain an awareness of how to be responsible and honest Believe in themselves, have confidence and good self-esteem

## 1.2 Characteristics of our school

Tavernspite School is a mixed Community Primary school catering for children from the ages of 3 to 11 from a wide catchment area including Tavernspite, Red Roses, Ludchurch, Llanteg, Lampeter Velfrey and Llanddewi Velfrey.

Tavernspite is a small village situated on the border of Pembrokeshire and Carmarthenshire, between Narberth and Whitland, in a rural location surrounded by local housing and farmland.

The school has an excellent reputation for teaching pupils with very complex needs and is very proud of its track record of success in providing an inclusive environment for all pupils.

The ethnic composition of both staff and pupils is predominantly White British and English speaking. (96% of pupils aged 5 or over at August 31<sup>st</sup> 2011 were White British. 3.5% belonged to the White and Asian ethnic group).

The majority of the school's pupils are of Welsh origin with English as a first language although there are a very small number of Welsh speaking pupils and staff.

The school building has been adapted to meet the needs of disabled pupils and parents. Measures have been taken to prevent disabled pupils from being treated less favourably than other pupils. All alterations to the building are carried out with access as a priority and the school has a Disability and Discrimination Policy and an Access Plan in place.

The school has adopted the Values Education programme and Habits of Mind. This ensures that the pupils are taught important values and appreciate the importance for inclusion, equal opportunities and respect. These values are adopted across the whole school and referred to and embedded throughout the whole curriculum.

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

As well as the specific actions set out beneath this plan, the school affirms its commitment to the equal treatment of all human beings regardless of any protected characteristics including: sex, age, race, ethnic or national origins, colour, marital status, sexual orientation, family responsibility, pregnancy or maternity, ability, political or religious beliefs and activities, unless those activities are contrary to the policies of the school. It is firmly opposed to any form of discrimination, which can be shown to be either directly or indirectly based on human attributes and values.

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 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 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 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

**Please refer to the following school policies for further information:**

- Equal Opportunities Policy.
- Respecting others: Anti-Bullying Policy
- Inclusion Policy
- Racial Equality Policy

## 1.4 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
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
  - c. 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 Strategic Equality Plan (SEP) and Equality Objectives are set in the light of:**

- The regional equality objectives identified in **Appendix 1**;
- 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 (p.10) and Appendix 2.**

## **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

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;
- 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 that equality is a whole school priority.

### **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

## **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 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; especially through Circle Time and School Council meetings.
- information about how different groups access the whole curriculum.
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- 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. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Tavernspite School consulted stakeholders in the following way:

1. A questionnaire was sent to staff, parents, governors and members of the local community to seek their views and allow them to contribute to the Equality Objectives and a Strategic Equality Plan. The accompanying information is printed below:

***'All schools in Wales have been required by the Welsh Assembly Government to publish Equality Objectives and a Strategic Equality Plan by April 2012 to ensure that equality is promoted appropriately at school. In developing our objectives we are undertaking a consultation process with all major stakeholders.'***

***If you would like to express your views/comments about the school's provision for equality then please complete the form attached to this letter and return to school by Friday, March 16<sup>th</sup> 2012. Please put the questionnaires in an enveloped marked for the attention of. 'Mr. K. Phelps' or you may complete it electronically and email it to: [head.tavernspite@pembrokeshire.gov.uk](mailto:head.tavernspite@pembrokeshire.gov.uk)***

2. There were no issues of language and communication encountered during the consultation process.

## 4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

## 5. Objectives and Action Plans

Our chosen Equality Objectives are:

1. Address the underattainment of boys in relation to girls especially in Literacy in both the Foundation Phase and Key Stage 2.
2. Publish and promote the schools' Strategic Equality Policy (SEP) developed in line with the Equality Act 2010 through the school community.
3. Ensure there is high quality access to information and physical access to the school for all pupils, parents, staff and governors and members of the wider community.
4. Reduce gaps in levels of attendance between different groups of pupils as identified in school attendance data.

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Improvement Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

## 6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analyzing trends by protected characteristic in performance, take -up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals

when trend information is published no counts containing less than 5 individuals will be published.

## **7. Monitor and Review**

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

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2016.



Tavernspite School



Strategic Equality Plan 2012 – 2016

Appendices

**Appendix 1: Regional Equality Objectives**

**Appendix 2: School Equality Objectives and Action Plan**

**Appendix 3: Current school Access Plan 2013-2016**

## Regional Equality Objectives

### South West and Mid Wales Authorities Consortium (swamwac)

#### **1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data**

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

#### **2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools**

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

#### **3. Reduce gaps in levels of attendance between different protected groups as identified in local data**

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

#### **4. Reduce the number of NEETs**

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

#### **5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.**

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

#### **6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.



## Strategic Equality Plan 2012 – 2016 Equality Objectives and Action Plan

### Equality Objective 1.

Address the underattainment of boys in relation to girls especially in Literacy in both the Foundation Phase and Key Stage 2.

#### Our Research:

Analysis of the All Wales Core Data Sets has highlighted boys' underperformance when compared to the girls in Literacy. This was also recognised in a recent Estyn inspection (January 2012).

#### Information from Engagement:

Staff meetings, discussions and analysis of school data have highlighted this issue. Estyn report (published March 2012) recognises the underperformance of boys in literacy across the school.

#### Data Development:

Boys attainment compared to girls will be very closely monitored particularly in literacy. All Wales Core Data Sets, G2 assessment data and school formative and summative data will be scrutinised to track boys' performance to ensure it is in line with the girls.

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

- Boys' performance in literacy shows a marked improvement when compared with the girls. This will be highlighted by quantifiable data. Although consideration will be taken for particular cohorts and the additional learning needs of individual pupils.
- Through pupil surveys boys show that they are more engaged in literacy lessons and are demonstrating raised standards.

#### Actions:

	Description	Responsibility	Start date	End date
1.1	Establish professional learning communities to raise standards in boys' literacy. (reading and writing). Pupil progress to be tracked and monitored rigorously.	Mrs Arthur PLC members	February 2012	September 2012
1.2	Introduce and implement Read, Write Inc literacy programme to raise standards across the school.	Mrs. Arthur Mr. Owen and all staff	March 2012	Ongoing
1.3	Ensure literacy resources e.g. non-fiction books and teaching approaches suit the learning of boys as well as girls.	Mrs Arthur / all staff	February 2012	Ongoing



## Tavernspite CP School



# Strategic Equality Plan 2012 – 2016 Equality Objectives and Action Plan

### Equality Objective 2.

Publish and promote the schools' Strategic Equality Policy (SEP) developed in line with the Equality Act 2010 through the school community.

### Our Research:

Research indicates that many stakeholders were unaware of the Strategic Equality Plan and how the objectives are to be implemented.

### Information from Engagement:

It was agreed that it would be useful to make stakeholders aware of the school's equality objectives by presenting them in school newsletters and on the website and by discussing them at staff and governor meetings.

### Data Development:

Further data will be collected from stakeholders to ensure these measures have been successful and the equality plan and objectives are understood by all stakeholders.

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

- Key stakeholders (staff, parents and governors) show a very good understanding of the school's equality objectives and contribute positively to the implementation of the action plans.

### Actions:

	Description	Responsibility	Start date	End date
1.1	Publish equality objectives in newsletters and on the school website.	Mr. Phelps	April 2012	April 2012
1.2	Discuss SEP and equality objectives in staff and governor meetings.	Mr. Phelps and GB	April 2012	July 2012
1.3	Ensure stakeholders are invited to contribute to the implementation of the action plan in order to achieve the equality objectives.	Mr. Phelps Stakeholders	April 2012	Ongoing



## Tavernspite CP School

# Strategic Equality Plan 2012 – 2016 Equality Objectives and Action Plan

### Equality Objective 3.

Ensure there is high quality access to information and physical access to the school for all pupils, parents, staff and governors and members of the wider community.

#### Our Research:

Our governors and senior management team need to be confident that all pupils can reasonably access services and are not justifiably disadvantaged by having any of the protected characteristics. Whilst we have a Disability Access Scheme and Access Plans in place research has shown that we need to cater for the needs of all protected groups outside the scope of the Disability Access Plans.

Evidence suggests that at Tavernspite School access within the school itself is good but that a strategy needs to be developed to ensure that pupils with disabilities are able to participate in school trips and other off site activities.

#### Information from Engagement:

Discussions with staff have highlighted this issue particularly since we make such a strong commitment to off site outdoor education at local beaches and woodlands. It is therefore, essential, that should they occasion arise, then pupils with disabilities would be able to access these learning opportunities.

#### Data Development:

N/A

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

- Tavernspite School can demonstrate that disabled children have the same (wherever reasonable) opportunities to access off site activities as other children especially outdoor education.

#### Actions:

	Description	Responsibility	Start date	End date
1.1	Staff meetings to discuss ways of ensuring access for disabled children to off site activities and school trips.	Mr. Phelps All Staff	When required	When required
1.2	Should the need arise, a guidance document would be produced by the school to support and assist teachers and other staff who are planning to take disabled children to off site activities particularly outdoor education visits at local woodlands and beaches etc.	Mr. Phelps All Staff	When required	When required



## Strategic Equality Plan 2012 – 2016 Equality Objectives and Action Plan

### Equality Objective 4.

Reduce gaps in levels of attendance between different groups of pupils as identified in school attendance data.

#### Our Research:

Evidence suggests that there are some groups and individual children with poor attendance. These are closely monitored by both the school and LEA. We are particularly interested in the attendance rates of children receiving free school meals and those on the SEN register and have noticed in some cases there is an issue which needs addressing.

#### Information from Engagement:

Staff meetings and discussions re. analysis of attendance data have identified the link between children receiving free school meals, being on the SEN register and having poor attendance in some cases. Other examples of poor attendance have also been identified by staff.

#### Data Development:

We need to gather further information on the attendance rates of pupils receiving free school meals and being on the SEN register to identify whether there are any gaps in the attendance of these pupils.

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

- We have identified any problems with the attendance rates of groups of pupils who share particular protected characteristics as defined by the Equality Act 2010.
- We have implemented systems and procedures to raise rates of attendance with these particular groups of children who share protected characteristics.

#### Actions:

	Description	Responsibility	Start date	End date
1.1	Whole staff analysis of attendance data to identify any attendance gaps for groups of pupils who share particular protected characteristics e.g. on SEN register, receiving free school meals, looked after children etc.	All Staff	March 2012	July 2012
1.2	Implemented a range systems and procedures to raise rates of attendance with these particular groups of children who share protected characteristics and have been identified as having poor attendance.	All Staff	March 2012	Ongoing



## Tavernspite CP School

# Strategic Equality Plan 2012 – 2016 Equality Objectives and Action Plan

### Equality Objective 5.

To improve the recording of bullying incidents, according to agreed definitions and analysis of records for patterns.

#### Our Research:

Research and the generated publication by Estyn 2014 (action on bullying) reports that most schools in the survey keep records of behavioural incidents and a minority keep a specific record of bullying incidents. Very few primary schools categorise incidents according to the protected characteristics. As a result, they do not have a clear picture of patterns of behaviour over time that they can use to inform anti-bullying planning.

#### Information from Engagement:

Staff meetings and discussions re. behaviour patterns and current documentation of offences has been analysed. The Governing Body anti-bullying representative has engaged with staff to consult on the current methods of recording.

#### Data Development:

We need to analyse trends and patterns more. The records need to be presented according to the protected characteristics.

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

- We will have improved and more consistent means for recording behaviour patterns.
- Analysis of data will inform staff in order to prevent further incidents.

#### Actions:

	Description	Responsibility	Start date	End date
1.1	Whole staff review and update of how incidents are recorded. Agreed format will be set-up and shared with Governing Body.	All Staff	November 2014	November 2014
1.2	Analysis of records in order to inform patterns.	All Staff	January 2015	Ongoing

**SCHOOL : Tavernspite CP School**

**COMPLETED BY : Mr. K. Phelps**

**DATE : February 10th 2013**

**ACCESSIBILITY PLAN OUTCOME – PART A**

**Increasing the extent to which disabled pupils can participate in the school curriculum**

1. Activities	2. Success Criteria	3. Responsibility	5. Cost	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<p><b>Short Term (1 Year)</b> Ensure teachers and assistants have the necessary training to teach and support disabled pupils.</p> <p>Ensure classrooms are optimally organised for disabled pupils.</p>	<p>Teachers and assistants received the necessary training to teach and support disabled pupils.</p> <p>Classrooms are optimally organised for disabled pupils.</p>	<p>INSET Co-ordinator Headteacher</p> <p><b>Headteacher Governing Body</b></p>	<p>BSF Budget</p>	<p>BSF Evaluation and Sending Plans to be completed to identify training needs. Course feedback to be provided by attendees to all staff.</p> <p>Discussions with parents of disabled children, staff discussions etc.</p>	<p>Ongoing</p>
<p><b>Medium Term (2 Years)</b> (Should occasion arise) Encourage disabled pupils to take part in music, drama and physical activities.</p> <p>Explore and provide alternative ways of giving access to disabled pupils who can not engage in particular activities</p>	<p>Disabled pupils to take part confidently in music, drama and physical activities.</p> <p>Alternative ways of giving access for disabled pupils who can not engage in particular activities has effectively provided.</p>	<p><b>Headteacher Governing Body</b></p> <p><b>Headteacher Governing Body</b></p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Discussions with parents of disabled children, staff discussions etc. to monitor progress. Are disabled pupils taking part in named activities?</p> <p>Discussions with parents of disabled children, staff discussions etc. to monitor progress.</p>	<p>Ongoing</p>
<p><b>Long Term (3 Years)</b> Ensure all school trips and visits, including residential visits are made accessible to all pupils irrespective of attainment or impairment</p>	<p>All school trips and visits, including residential visits are made accessible to all pupils irrespective of attainment or impairment.</p>	<p><b>Headteacher Governing Body Class Teachers</b></p>	<p>Ongoing</p>	<p>Discussions with parents of disabled children, staff discussions etc. to monitor progress. Have disabled pupils attended all trips/visits?</p>	<p>Ongoing</p>

# SCHOOL ACCESSIBILITY PLAN 2013 - 2016

**SCHOOL : Tavernspite CP School**

**COMPLETED BY : Mr. K. Phelps /Mrs S. Arthur**

**DATE : February 10th 2013**

## ACCESSIBILITY PLAN OUTCOME – PART B

**Improving the physical environment of schools to increase the extent to which disabled people can take advantage of education and associated services in schools**

1. Activities	2. Success Criteria	3. Responsibility	5. Cost	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<p><b>Short Term (1 Year)</b> Ensure front entrance access is appropriate for disabled people.</p> <p>Ensure emergency and evacuation systems are set up for ALL pupils.</p>	<p>Front entrance fully accessible to disabled people.</p> <p>Emergency and evacuation systems established for ALL pupils.</p>	<p>Headteacher Governing Body</p> <p>Pembrokeshire County Council Headteacher Governing Body</p>	Ongoing	<p>Surveys and questionnaires completed by able and disabled people.</p> <p>Mid and West Wales Fire Service inspection.</p>	Ongoing
<p><b>Medium Term (2 Years)</b> Ensure pathways around the school site and routes are logical. Parking arrangements safe.</p> <p>Make sure disability signage is well positioned to disabled access areas.</p> <p>Repaint the disabled parking space by the front entrance.</p>	<p>Pathways around the school site and routes are logical. Parking arrangements are safe.</p> <p>Disability signage is well positioned to disabled access areas.</p> <p>Disabled parking space clearly marked,</p>	<p>Headteacher Governing Body</p> <p>Headteacher Governing Body</p> <p>Headteacher Governing Body</p>	Ongoing	<p>Discussions with disabled people using the site, and/or people with direct experience of disabled people. Are routes and pathways logical?</p> <p>Discussions with people with direct experience of disability. Is signage well positioned and effective?</p> <p>Is there appropriate parking for disabled people?</p>	Ongoing
<p><b>Long Term (3 Years)</b> Review existing disability access – ensure the size and layout of all areas e.g. library, hall allows access for all pupils.</p>	<p>Existing disability access is effectively reviewed and updated– ensuring the size and layout of all areas allows access for all pupils.</p>	<p>Headteacher</p> <p>Governing Body (DES working Party)</p>	Ongoing	<p>Discussions with people with direct experience of disability, staff discussions etc.</p> <p>Are we providing effective disability access?</p>	Ongoing

# SCHOOL ACCESSIBILITY PLAN 2013 - 2016

**SCHOOL : Tavernspite CP School**

**COMPLETED BY : Mr. K. Phelps /Mrs. S. Arthur**

**DATE : February 10th 2013**

## ACCESSIBILITY PLAN OUTCOME – PART C

**Improving the delivery to disabled pupils of written information provided to pupils who are not disabled**

1. Activities	2. Success Criteria	3. Responsibility	5. Cost	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<p><b><u>Short Term (1 Year)</u></b> Ensure that staff are familiar with technology and practices developed to assist people with disabilities. Ensure Governing Body is aware of their duties and responsibilities under the DDA.</p>	<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p> <p>Governing Body is aware of their duties and responsibilities under the DDA.</p>	<p>Headteacher</p> <p>Staff</p> <p>Governing Body</p> <p>Governing Body</p>	<p><b>Ongoing</b></p> <p>Ongoing</p>	<p>Staff discussions as part of Performance Management to monitor familiarity with technology.</p> <p>GB meetings. Governor discussions.</p>	<p>Ongoing</p>
<p><b><u>Medium Term (2 Years)</u></b> Ensure that information is presented to groups in a way which is user friendly for people with disabilities.</p> <p>Use facilities to provide written information in a variety of font sizes.</p>	<p>All information is presented to groups in a way which is user friendly for people with disabilities.</p> <p>Written information provided in a variety of font sizes.</p>	<p>Headteacher</p> <p>Staff</p> <p>Governing Body</p> <p>Headteacher</p> <p>Staff</p>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p>	<p>Discussions with disabled people using information presented in a way that is user friendly for people with disabilities.</p> <p>Is the presentation of information appropriate? What more do we need to do?</p>	<p>Ongoing</p> <p>Ongoing</p>
<p><b><u>Long Term (3 Years)</u></b> Provide information in simple language, symbols, large print, on CD ROM, or in Braille (as need dictates) for people who have difficulty with standard forms of printed information.</p>	<p>Information provided in simple language, symbols, large print, on CD ROM, or in Braille (as need dictates) for people who have difficulty with standard forms of printed information.</p>	<p>Headteacher</p> <p>Staff</p> <p>Governing Body</p>	<p><b>Ongoing</b></p>	<p>Review our current practices and assess the need for provide information in simple language etc.</p> <p>Discussions with people with disabilities who may benefit from this intervention.</p>	<p>Ongoing</p> <p>Ongoing</p>

