

BRYNHYFRYD PRIMARY SCHOOL STRATEGIC EQUALITY PLAN FOR 2024-2028

EQUALITY OBJECTIVE: To improve inclusion across the school in relation to disability, race, religion/ belief, sex and sexual orientation

Protected Characteristic/s: Disability ☒ Gender Reassignment ☐ Pregnancy and Maternity ☐ Race ☒ Religion or Belief ☒
Sex ☒ Sexual Orientation ☒

RATIONALE:

(Why is this on the plan? What did information/data/engagement tell you?)

1. School premises evaluations highlight that work is needed to improve accessibility for pupils. ALNCo monitoring and the Health and Wellbeing Audit have highlighted the need for developing universal provision for pupils across the school.
2. Anti-racism working-party audit shows a number of areas that need to be developed within the school's curriculum design to improve equality for pupils of different racial identities.
3. Humanities and Health and Wellbeing AOLE lead monitoring shows a need for developing pupils' understanding of Religion, Values and Ethics.
4. Senior leaders have identified that the school needs better systems to monitor the achievement of sexes across AOLEs.
5. Historic monitoring identifies that homophobic language has been used by a few pupils in the school's oldest 2 cohorts.

Sub Priorities (objectives)	Intended Impact/ Success Criteria Key Actions	Key Actions	Lead Person (to include governors)	Timeline	Resource/ Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
1a) Improve DDA toilet and changing facilities across school sites	Pupils with physical disabilities and intimate care needs will have access to facilities nearer to their learning environments.	- Headteacher/ site manager to liaise with local authority officers in order to install changing facilities on all school sites. - Headteacher/ site manager to liaise	James Knight & Cllr White (CoG) of Premises Committee James Knight & Cllr White (CoG) of	TBC- LA capital funding dependent TBC- LA capital	TBC- LA capital funding dependent TBC- LA capital funding dependent	-Premises Committee minutes -Headteacher's Reports

		with local authority officers in order to install 1 additional DDA child toilet on the school's East Site, 1 DDA adult toilet on the West Site.	Premises Committee	funding dependent		
1b) Improve ramped access across school sites.	Pupils, families, staff and visitors will be able to access the school on the East Site and the West demountable building via a ramped main entrance.	- Headteacher/ site manager to liaise with local authority officers in order to install ramps to the East Site new main entrance (including new modular building). - Headteacher/ site manager to liaise with local authority officers in order to install ramps to the	James Knight, Martin Jones (Site Manager) & Cllr White (CoG) of Premises Committee James Knight, Martin Jones (Site Manager) & Cllr White (CoG) of Premises Committee	TBC- LA Universal Free School Meals Project timeline dependent TBC- LA capital funding dependent	Costings changing frequently as timeline changes. Approx costs started at £42k, then became £70k and most recently £112k. This to now be paid by LA as part of UFSM project TBC- LA capital funding dependent	-Premises Committee minutes -UFSM Project minutes - Headteacher's Reports

		West demountable building.				
1c) To develop learning environments that enable integrative provision for pupils with IDPs	Pupils on both the West and East Sites will have access, as appropriate, to integrative provision learning spaces.	Headteacher/ senior leaders/ site manager to liaise with local authority officers and the school improvement advisor to consider options and funding available for repurposing/ constructing 1 learning space on both the West and East Sites. Associated works to follow.	James Knight, Martin Jones (Site Manager) & Cllr White (CoG) of Premises Committee	West Site (Ystafell Enfys by end of Autumn '24) East Site (TBC- LA capital funding dependent)	West Site (Ystafell Enfys- staff restructuring no cost, resources £1k) East Site TBC- LA capital funding dependent	-Wellbeing Committee minutes -Standards Committee minutes -Headteacher's Reports
<i>Evaluation (Continuous)</i> <u>Autumn 2024</u> 1a) JK has liaised with Christine Thomas (Projects Management) to: - install changing furniture and equipment in Nursery demountable along with necessary associated internal remodelling of entrance porch. - Begin a phased approach to West Site intimate care room installation with hydraulic changing bed, shower facilities and DDA toilet incorporating the current cleaners' cupboard space and part of cloakroom. Next phase to be completed Easter 2025. - Receive plans from County Building Services and confirmation of East intimate care project being on capital projects waiting list for next financial year 2025-26. This to include 3 toilets (1 DDA) and shower facility in current cleaners' room (to be relocated next to boys' toilets) 1b) JK and MJ have liaised with Nia Jeremiah (surveyor) in order to complete internal works for new main entrance over summer holiday (2024). Everything is now complete for ramps to be installed as part of UFSM build project. Latest LA timeline sees works completed for September 2025. No plans/ funding available from LA yet for West Site ramps. 1c) West Site: integrative provision learning space completed and staffed. Outcomes of pupils' wellbeing, engagement and IDP achievement all greatly improved from soft-data. Hard data to follow end of Spring Term 2025. East Site: TBC						
2a) Develop an increasingly	Pupils of all ethnicities will	Anti-racism training and professional	James Knight (headteacher)	Termly INSET/ADDs	Cost of visiting speakers and	-ADDs minutes

decolonised curriculum, particularly in regards to Humanities	become increasingly ethical and informed through a curriculum designed to reduce racial bias. Analysis of reported racist incidents in the school community will provide supporting evidence.	dialogue will be planned for all staff and governors as part of INSET and ADDs CPD. - Headteacher/ Humanities leaders to liaise with local authority/ external agency specialists in anti-racism in order to amend current Humanities provision. - Teaching staff to work with external provider(s) to develop topic teaching that provides increasingly diverse and unbiased perspectives. Resources to be purchased as appropriate.	James Knight and Tara Beynon All teaching staff	opportunities until end of Summer 2026 End of Summer 2025 End of Summer 2026	external agency trainers TBC Approx 6 days supply to release TB (approx.£1200) Cost of school-to-school support partnerships (Three Bridges Primary School) and external agency pedagogy partners TBC	-INSET/ ADDs presentations -Pedagogy Handbook inserts -Headteacher's Reports
2b) Develop recruitment processes in order to ensure more inclusive and equal opportunities for	Staff appointments will be safeguarded from potential racial biases in order for pupils to work with high calibre staff from a diverse	Governors to work with the headteacher and administration staff in order to amend recruitment processes. This to	James Knight (headteacher) and Debbie Whyte (staffing committee)	End of Autumn '24	TBC- costs of additional features with eTeach subscription	-Minutes of staffing committee -Headteacher Reports

those of various racial identities	range of racial backgrounds.	include the removal of ethnic background/ racial identity/ related photographs as part of application processes. Governors to consider diversity of members of staffing committee and school-council when recruiting new staff.	James Knight (headteacher) and all of staffing committee	Ongoing during interview processes	NA	
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Evaluation (Continuous)

Autumn '24

2a) -Anti-racism governing body committee established Summer '24 has met half termly to audit anti-racism in the school; and compiled Strategic Equality Plan to trial new LA template and guidance (for Pam Cole, LA Senior Lead Minority Ethnic Learners and Equalities). Headteacher and Humanities Lead have attended RVE training from LA (Summer and Autumn '24). INSET/ADDs training- professional learning visit carried out in partnership with Sketty Primary School to Johannesburg focussing on anti-racism and Translanguaging pedagogies (presentation to be given to governors and staff of both schools Summer 2025). Follow up Teams call Q&A for governors and staff re diversity in INSET with colleagues in Pridwin Preparatory School (June '24). Sue James (lecturer in UWTSD) presented to staff on micro-aggressions in INSET (June '24). Headteacher led South Wales workshop on the school's anti-racism journey in Partneriaeth Anti-racism Conference led by Julian Nicholds (Oct '24). Initial DARPL online training carried out by all teaching staff (January '25). Local Area Coordinator, Ceri Goodfellow, has worked with JK to compile a list of contacts across the community to form a working party and joint approach to anti-racism with Educational Police can deliver in school and be reinforced across the local area by all community leaders.

-Anti-racism long term topic mapping to be completed.

-Dates for school-to-school support with teachers to be confirmed with Jeremy Hannay (Three Bridges Primary) and Karen Brooke (Oshun Education)

2b) -eTeach subscription using to amend and make adverts and application processes 'blind'. This successfully enabled the committee to undertake shortlisting processes freer from any potentially racial bias.

-School Council included in interview processes and brought ethnicities of the process that do not exist within the governing body. Pupils were extremely thorough and particularly interested in candidates' experiences of teaching abroad/ how they support pupils from diverse backgrounds.

3) Develop pupils' intra and interpersonal skills in reference to Religion, Values and Ethics.	Pupils become more ethical and informed, with better social skills when interacting with others who hold different worldviews.	- Humanities/ RVE leaders to map out progressive provision for RVE in-line with local authority SAC for RVE. - Humanities/ RVE leaders, governors and pupil-voice groups will monitor pupil progression through self-evaluative processes (for example: listening to learners, work scrutiny, learning walks, monitoring teachers' planning, reviewing learner profiles etc.)	Humanities Lead- Tara Beynon & RVE Lead- JK Humanities Lead- Tara Beynon, H&W Lead- Vikki Jones, RVE Lead- JK, Strategic Equality Committee and School Council/ Rights Committee members as appropriate	End of Summer '25 Begin in Autumn '25	NA Supply costs to release Humanities Lead as appropriate	-MERs from self-evaluation processes -RVE long term maps and year group knowledge organisers -Learner profiles from Humanities
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Evaluation (Continuous)

Autumn '24

3) -RVE long term map and resultant year group knowledge organisers (Nursery-Y4) completed. Y5 and Y6 knowledge organisers outstanding.

- Monitoring to start with baseline learning walks and work sampling using 'floor books' by governors with TB and JK in-line with anti-racism audit tool and RVE long-term mapping Autumn '25.

4a) Improve systems of data collection and analyses to monitor achievement of	Pupils of both sexes will achieve through appropriately designed curriculum provision.	Senior leaders to create data collection trackers for all AOLE that include analyses of	James Knight (headteacher) & Ben Curtin (deputy headteacher)	End of Summer '24	NA	-AOLE trackers and associated data analysers -School Council Minutes
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sexes across the curriculum		data grouped by sexes. • AOLE leads, governors and pupil-voice groups to analyse data annually in order to inform self-evaluations and improvement planning	Leadership team and y3-y6 school council members as appropriate	Begin by end of Summer '25	NA	-Leadership Team minutes -Standards Committee minutes -Learner Profiles
4b) Remove barriers to aspirations of both sexes from all cultural backgrounds	Pupils of both sexes from all cultural backgrounds will become ambitious and capable.	• AOLE leaders to work with teachers in order to create systems for all pupils to learn from role models of both sexes from a range of relevant cultural backgrounds across AOLEs. (Consideration to be given to using 'lighthouse' metaphor on medium term planning boards) • Teachers to ensure that visits, classroom teaching and visitors represent both sexes from a range of relevant cultural	Leadership Team as appropriate when sharing their topic briefs	System in place by end of Summer '25	NA	TBC

		backgrounds across AOLEs.				
Evaluation (Continuous) Autumn '24 4a) -AOLE trackers made and completed for end of Progression Step cohorts. Data collection includes sexes of pupils and collating of percentages of pupils in cohorts achieving at expected PS across the curriculum. - Analysis to take place in Spring Term as part of appraisal of SDP 4b) NA						
5) Remove barriers of discrimination to families or pupils based on sexual orientation	Pupils and families of all sexual orientations will experience inclusion and equal opportunities.	- Governors, senior leaders, staff and families to complete an online questionnaire in order to baseline any potential barriers to families/ pupils of different sexual orientations. - Strategic Equality governing body committee to analyse questionnaire feedback and create action plan as necessary.	Nicky Carol-Beale (Strategic Equality Governor and Parent Governor), James Knight (headteacher) and Ben Curtin (RSE Lead) Strategic Equality Committee, James Knight (headteacher) and Ben Curtin (RSE Lead)	End of Summer '25 End of Summer '25	NA NA	-Strategic Equality Committee minutes -MER re questionnaire data and associated data analysis -Sexual Orientation & RSE Action Plan
Evaluation (Continuous) Autumn '24 5) –NA						

-NA

Executive Evaluation (4 yearly summative assessment)

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