



YSGOL GYNRADD HYWEL DDA PRIMARY SCHOOL

**Annual Equality Report
2020**

Report Aims

This report is to describe the work that has been undertaken in our school to promote equality and tackle discrimination over the previous academic year. Due to academic years running differently to standard business/financial reporting periods we are unable to report on the current academic year – to do so would mean reporting on only four months' progress. Therefore, this report contains information relating to the 2018-2019 academic period. The only exception to this is the final section, a staff data report which is based on the most up to date staff data available.

We have mindful of both the General and Specific Duties of the Equality Act but have also worked with the spirit of the Act. As a school we are committed to the principles of Equality for All and the need to promote equality by planning to make equality happen over and above tackling discrimination when it arises.

This report is just a small part of demonstrating our dedication to ensuring our services to pupils and parents are equitable and that our staff are treated equally as well as working to promote equality themselves.

Over the coming pages we have attempted to report how we as a school have planned to

1. Tackle discrimination, harassment and victimisation against people from different protected characteristics
2. Promote equality of opportunity and outcome between people of different protected characteristics
3. Foster good relations between people of different protected characteristics

Our report also describes how we have used equality data and information in planning our equality objectives and how we have used that data to assess the impact of our policies and practice. It contains progress updates for the equality objectives from our Strategic Equality Plan year relating to teaching pupils, managing the school and training staff during the 2018-19 academic year.

Section 1 – Introduction and Background

Our Strategic Equality Plan (SEP) for the 2018-19 period was based around analysis of data from our Self Evaluation Report and School Improvement Plan as they relate to attainment/attendance/exclusions. We used this information to identify differences in attainment etc. and develop objectives and tasks to narrow any gaps.

In terms of data held within the school, our equality information was robust for some protected characteristics and progress has been made in terms of other protected characteristics. For example, we have always had lots of data relating to **pupils** Genders, Ethnicities and Disabilities collected through enrolment forms, but none as it applied to **parents** (and this remains the case currently). We have not yet attempted to collect information relating to the protected characteristics as they apply to **staff** but we intend to do so by the end of this academic year. We have put in place spreadsheets provided by an external equality consultant to be able to store and analyse this data as we move forward and have an admin system in place to manage this.

Our monitoring of incidents in schools had historically only been undertaken in terms of racist incidents but has now been extended to include all identity based incidents via the County SIMs system. Further we have carried out a twilight for all staff on how to recognise and respond to identity based incidents and our practice is developing in this area.

Section 2 – Progress of Our Objectives for 2018-19 Period



Completed



In Progress



Needs Attention



Abandoned



Amended

Tasks	Status
Data analysis is used effectively to identify more able boys who are or are at risk of underachieving	
Boys who have been identified are set up as a group to be tracked on INCERTS	
Audit reading resources in Foundation Phase, especially Nursery and Reception	
Purchase new 'boy friendly' reading resources. Years 5 and 6 purchase suitable resources for Accelerated Reading programme	
Organise regular reading support for identified boys via Families at Hywel Dda volunteers	
To introduce 'Buddy Boys', Y6 boys read with Y2 boys during a lunchtime club.	

Subject Leader to observe individual and GGR sessions involving identified boys. To analyse assessment data to identify progress made	
Devise a short questionnaire for girls in Year 2 – 6 to give their views about the teaching and learning of Maths. Analyse results to ascertain any pattern or area to be addressed to raise attainment at the higher level.	
Select maths resources and rich tasks that will, in particular, appeal to girls	
Implement the county Identity Based Incident and Bullying Monitoring System begin termly returns to County	
Arrange the Equality Impact Assessment of three policies	
Modify the county enrolment form to begin to collect Equality Information on Parents	
Carry out a retrospective exercise to update the equality information held on staff for all protected characteristics	
Head teacher to procure Equality coaching and mentoring service to further develop Equality policy and procedure across the school in line with statutory Duties in the Equality Act	
Purchase resources and books representative of and appealing to all protected characteristics <ul style="list-style-type: none"> ➤ disabled people ➤ different ethnicities ➤ boy-friendly books (see priority one) ➤ different families 	
Famous for More Than 5 Minutes” topic to look at famous BME, Disabled and Women Role Models e.g. Rosa Parks, Malala, Tammi Grey-Thomson	
What Makes a Family” topic to include discussion of a range of different families including same-sex parents’ families	

Section 3 – Employment Information

For the reasons outlined in section one we are currently unable to report on current staff. We had fewer than three applicants during 2017-18 so would be unable to produce applicant data without identifying individuals. We will hold this information in our secure database until such time that more than three staff have been recruited over cumulative year.

We are, however, able to report on salary data as per below.

Pay Scale	Male (percentage or figure)	Female (percentage or figure)
M Grade £27,018 - £37,320	1	2
U Grade £38,690 - £41,604	2	14
L Grade 1 to 11 £39,374 – £50,476		0
L Grade 16 + £61,166 plus		2