

Ysgol Gynradd Herbert Thompson Herbert Thompson Primary School



Annual Equalities Report

June 2022

REPORT AIMS

To ensure a fully inclusive environment for all, promote equality, embed fairness and eliminate discrimination.

Ordinarily reports describe the work that has been undertaken in our school to promote equality and tackle discrimination over the *previous* academic year. However, due to Covid the data for this report refers to 2019 until June 2022. Upon discussion and advice from Local Authority staff the staff data report is no longer included as an appendix as it would not allow all employees to remain fully anonymous due to the characteristics reported on. Such information is held confidentially within school.

We are 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 and managing the school.

OUR SCHOOL CONTEXT

Herbert Thompson Primary School is a large school on the west side of Cardiff, in one of the most socially and economically deprived areas of the city. We admit children from the age of 3-11 years. On site we have a Flying Start Nursery catering for children aged two to three and we also house a team of Flying Start Health Visitors. We are a Rights Respecting Silver School, a School of Sanctuary and a Thrive School of Excellence.

The vision of our school is that all pupils will develop the skills, values, aspirations and behaviours to live happy and successful lives in the future.

Our mission statement is:

“Find your talents and let them grow, be the person you’d like to know.”

We currently have 505 pupils on roll and 71 members of staff. There has been lots of changes over the last few years with a steady increase in the number of Minority Ethnic pupils (a variety of 37 different ethnicity groups). There are 25 different languages spoken across the school as a first language (other than English). The most common first languages other than English is Bengali (Sylheti), Arabic, Romanian, Chinese (Mandarin/Putonghua) and Bengali.

The school has become more diverse over time. Currently the school cohort has approximately 65% of pupils eligible for Free School Meals and there are 137 EAL pupils with over 28 languages spoken as a first language other than English. There are 16 NEWBES, 15 children who are asylum seekers and 4 who are refugees. Approximately 35% have Additional Learning Needs.

We are aware that there are pupils across the school who will grow up to be Lesbian, Gay or Bisexual. However, we do not monitor this robustly. The school values equally all people, their faiths, cultures, communities, genders, sexualities and languages. We comply with the Local Authority Online Recruitment Policy and Procedure which now monitors all the protected characteristics of applicants. However it does not yet provide adequate information to form a picture of our school. We are aware that we have disabled parents and parents in same sex relationships. However we do not monitor this robustly.

REVIEW OF THE STRATEGIC EQUALITY PLAN

Our Strategic Equality Plan (SEP) for the 2019/20 and 20/21 period was based around a combination of analysis of data from our Self Evaluation Report and School Improvement Plan as they relate to attainment/attendance/exclusions and general awareness of requirements of the Equality Act. We plan to refine our SEP as we move forward so that it links more closely to the School Improvement Plan as well as national priorities in relation to the ALN Code of Practice and New Curriculum.

In terms of data held within the school, our equality information was historically 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** (but steps are in place to address this and allow parents to disclose elements of their diversity if they wish). We have now collected information relating to the protected characteristics as they apply to **staff** and put in place spreadsheets but these are held confidentially and centrally.

In previous reports, monitoring of negative 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 My Concern System (from February 2022). We have also carried out a professional learning session for all staff on how to recognise and respond to identity based incidents and our practice is developing in this area.

EVALUATION OF PREVIOUS OBJECTIVES



Completed



In Progress



Needs Attention



Abandoned



Amended

Key Objectives	Status
To use our own and other local, regional and national data and research to build a full picture of differences in achievement between different characteristics as defined in the Equality Act 2010.	Cohort trackers exist and are used very well across the school.
Every class teacher to be given year group specific targets to improve achievement of defined gender specific groups.	In Performance Management action plans.
To increase monitoring of race related incidents to record and report a wider range of bullying including anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief (SLEUTH).	In place and used well but we do not use Sleuth we use My Concern.
To embed teaching about issues of equality across the curriculum.	Ongoing linked to the Values Curriculum.
Gather and record information relating to the diversity of our stakeholders e.g. pupils, parents, staff and governors.	Gathered as relevant and held confidentially.
To ensure the school community at all levels are committed to fulfilling the Equality Duties.	Ongoing