



**St Peter's Church in Wales Primary  
School, Rossett**

**Strategic Equality Plan**

**2020 – 2024**

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### Foreword

This document sets our equality objectives, a summary of what we hope to achieve and the steps we will take to deliver those objectives as an employer, as an educational establishment and as a part of our local community.

Mrs H Pritchard, Headteacher and Mr R Huxley, Chair of Governors

### 1. Introduction

#### 1.1 Background

The Equality Act 2010 brings together and **replaces** the previous anti-discriminatory laws, such as the Disability Discrimination, Race Relations and Equal Pay Acts with a **single act**.

Further information can be found in the following Fact File produced by Governors Wales:

<http://www.governorswales.org.uk/publications/2011/09/20/03-11-equality-act-2010/>

#### Description of our school

*St Peter's is a Church in Wales Voluntary Controlled Primary School serving the village of Rossett and the hamlets around the village on both sides of the Welsh-English border. We have 220 pupils aged from 3 to 11 on roll in January 2020.*

#### Pupil Profile

*54.5% of our pupils are girls and 45.5% are boys, 13.8% are eligible for free school meals and 6.8% are on the SEN Register (4% of boys and 9.2% of girls). The school has a stable population. Pupils are from a range of ethnic backgrounds, including: White British (92.5%), Italian(1.7%), Romanian(2.8%), Polish (1.2%) and British Gypsy (.6%). Different Religions or Beliefs represented in our school include: Christianity, Hinduism and Islam; 50% identify as Christians whilst 47% of pupils are admitted with 'no religion. 3 % of pupils follow religions other than Christianity. (5.2%) of our pupils currently speak English as an additional language. Whilst we do not currently have pupils with a range of disabilities on our roll we do aim to be a fully inclusive school.*

#### Staff Profile

*We have 27 teaching and non-teaching staff in our school; 100% of teaching and non-teaching staff are White British. 93% of our staff are female and 7% of our*

*staff are male. 4% of our staff speak Welsh as a first language.*

### **Governor Profile**

*Our framework of responsibility establishes roles for 15 governors, although we currently have two vacancies. The school governing body is made up of 23% men and 77% women. 23% are Welsh speaking, 100% are White British with no one from a Black, Asian or minority ethnic background at present.*

### **Additional information**

To support working parents we operate before and after school club on a daily basis. Childcare is also available for most school holidays.

## **1.2 Purpose of the Strategic Equality Plan**

The Strategic Equality Plan has been developed so that the School can set out how it aims to meet its commitment to equality and how it will meet its legal obligations contained within the Equality Act 2010 and the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

## **2. Public Sector Equality Duties**

### **2.1 The General Duties**

The Governors Guide to the Law (Autumn 2013) states that:

Section 149 of the 2010 Act imposes a general duty on the governing body of a school to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it ('Protected Characteristics' are explained in 2.4 below);
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having 'due regard' means consciously thinking about the three aims of the general duty as part of the process of decision making. This means that consideration of equality issues must influence the decision reached by governing bodies.

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take 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;
- Encourage 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.

The steps involved in meeting the needs of disabled persons that are different from the need of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and those who do not share it involves having due regard, in particular, to the need to tackle prejudice and to promote understanding.

The 2010 Act expressly states that this duty may involve treating some persons more favourably than others, but that is not to be taken as permitting conduct that would otherwise be prohibited under the Act.

## **2.2 The Specific Duties**

The Equality Act provides a power to make regulations imposing duties on public bodies to support better performance of the general duty; these are known as the Specific Public Sector Equality Duties and are different in England, Scotland and Wales.

The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 (S. I. 2011/1064) (“the 2011 Regulations”) imposes specific duties on governing bodies to enable better performance of the general duty.

The 2011 Regulations place the following requirements upon governing bodies:

- To publish its “equality objectives” no later than 2 April 2012. The objectives must be designed to enable the governing body to better perform the general duty. If an equality objective is not published in respect of one or more of the protected characteristics, the governing body must publish its decision not to do so. The governing body must review its equality objectives within four years of their initial publication and at least once every four years subsequently. The equality objectives may be revised or remade by the governing body at any time. If the governing body revises an objective without remaking it, then the revision must be published as soon as possible;
- To publish a statement which sets out the steps it has taken or intends to take in order to achieve each equality objective and the anticipated timescales involved. If an equality objective is revised or remade by the governing body, it must either amend the statement or publish a new one;
- To make appropriate arrangements to monitor its progress in order to fulfil each objective and to monitor the effectiveness of the steps it has taken to fulfil each objective;
- To give due regard to relevant information that it holds when considering and designing its equality objectives;
- To seek the involvement of those persons that it considers represents the interests of persons who share one or more protected characteristics and who have an interest in the way the governing body carries out its functions. The requirement applies to the following activities:
  - Considering and designing equality objectives;
  - Carrying out an assessment of whether there are things or that could be done that contribute or would be likely to contribute to a governing body’s compliance with the general duty;
  - Carrying out an assessment of the likely impact of the proposed policies and practices, of policies or practices that it has decided to review and any proposed

revisions to those policies and practices on compliance with the general duty;  
and

- Publishing or reviewing a Strategic Equality Plan);

The governing body may also involve or consult such other persons as it considers appropriate.

- To take all reasonable steps to ensure that any documents or information that the governing body is required to publish are accessible by persons who share one or more of the protected characteristics. This means that a governing body must take into account all of a person's protected characteristics, and if there are a range of steps that it would be reasonable for the governing body to take to make the documents or information accessible then it must take all of those steps;
- To make appropriate arrangements to ensure that it identifies the relevant information that it holds and identifies and subsequently collects the relevant information that it does not hold;
- To carry out an assessment in order to identify relevant information which identifies whether there are things being done by the governing body that contribute to its compliance (or otherwise) with the general duty and things that could be done to contribute to its compliance. In carrying out such an assessment, the governing body must have due regard to any relevant information that it has already identified, or collected and holds. The governing body should look for evidence (relevant information) both internally and externally which may be used, for example, in equality impact assessments;
- To make arrangements in order to assess the likely impact of proposed policies and practices on its ability to comply with the general duty, as well as the impact of any policy or practice that it has decided to review or any proposed revision to a policy or practice. There must be arrangements in place for the publication of reports regarding these assessments where they demonstrate that there is likely to be a substantial impact on an authority's ability to comply with the general duty. Also, the governing body must monitor the impact of its policies and practices on its ability to comply with the general duty;
- In each year, to collect specified employment information related to the school's employees and publish that information. This information may be set out in the governing body's annual report;

- To make such arrangements as it considers appropriate for promoting amongst the school's employees knowledge and understanding of the general duties and the additional duties which flow from it;
  
- When considering what its equality objectives should be, the governing body must have due regard to the needs in respect of the school's employees to have equality objectives which address the causes of any pay differences. Those pay differences are between those that do share a protected characteristic and those that do not;
  
- To publish an action plan which sets out any policy it has relating to the need to address the causes of any gender pay difference and any gender pay equality objective that has been published by the governing body;
  
- To make a Strategic Action Plan ("SEP") no later than 2 April 2012. The SEP is intended to be a central vehicle for the various matters required by the 2011 Regulations so that there can be a single point of access for the public. The SEP must contain a statement setting out a description of the governing body, its equality objectives, details of the steps it has taken or intends to take in order to fulfil those objectives, the timescale for the fulfilment of the objectives, and details of arrangements it has made or intends to make to comply with the 2011 Regulations. The SEP can be revised or remade at any time, though it must be published as soon as possible after it has been made or remade. If the SEP has been revised but not remade, the governing body must publish its revisions. The SEP itself may form part of another published document. The governing body is under an obligation to keep its SEP under review;
  
- To publish a report in respect of each reporting period (1 April to 31 March except for the period ending 31 March 2012, when the reporting period will commence on 6 April 2011). The report must not be published later than 31 March in the reporting period in question. This report may form part of another published document.

### **2.3 Who has to comply with the Public Sector Equality Duties?**

The Equality Act imposes obligations on everyone concerned with the provision of services to the public, however the Public Sector Equality Duty only applies to organisations that have been identified as 'public authorities' under the act this includes Schools, local Councils, Fire and Rescue Authorities and the National Parks in Wales.



## **2.4 Who is protected under the Public Sector Equality Duties?**

Everyone is protected under the Equality Act however the general and specific public sector equality duties refer to people who have particular 'protected characteristics'. This is the term used in the Equality Act to identify the types of things that affect how people are treated and can mean people may experience discrimination. The law is designed to protect them. There are nine protected characteristics, they are:

1. Gender – male or female
2. Disability – all disabled people
3. Gender Reassignment – people who were born in the wrong gender
4. Race – people of any colour, nationality or ethnic or national origins
5. Religion or Belief – includes any religion / belief or lack of belief
6. Sex and Sexual Orientation – how people feel as well as act in respect of people of same sex, opposite sex or either sex
7. Pregnancy and Maternity – from the time the woman becomes pregnant
8. Age – young and old
9. Marriage and Civil Partnership

## **3. Information Gathering and Engagement Process**

Wrexham County Borough Council, the Lifelong Learning Department and the Human Resources department have clear plans for improving data gathering, analysis and reporting. We will review the current arrangements for equality monitoring and action plan accordingly.

**Currently we gather the following equality monitoring information in our school:**

### **Staff Profile**

- **Gender; Ethnicity; Religion; Language**

### **Governor Profile**

- **Gender; Ethnicity; Religion; Language**

### **Pupil Profile and attainment levels**

- **Gender; Ethnicity; Religion; Language; eFSM**

We have adopted the recruitment and selection policies and procedures of Wrexham County Borough Council and work closely with them when recruiting new staff.

Wrexham County Borough Council also support a number of our functions such as our allocation policies and procedures. We will work with the relevant departments of Wrexham County Borough Council to review our equality monitoring arrangements.

Governors, parents, pupils and staff are all part of the engagement processes used to identify our equality objectives. Information will be shared by posting the plan on the school website. We gather and maintain data from a variety of sources including:

- Admissions
- Attendance
- Discipline
- Exclusion
- Attainment, progress and assessment
- Feedback from staff (surveys, meetings, INSET days)
- Complaints statistics
- Bullying statistics
- Analysis of parent/carer questionnaires, consultation evenings etc
- Governing Body reports to parents
- School Council feedback
- Pupil survey results e.g. Pupil Attitudes to Self and School Survey [PASS]
- Issues raised during annual reviews
- School Inspection reports

**Data Protection note:** The collection and use of data is in line with our Data Protection policy and the Data Protection Act.

#### **4. Relevant Information**

The school has a variety of available information that assists it to meet the General Duty and has helped identify the equality objectives.

We have a range of information available to us which assists us to meet the General Duty and identify equality objectives. We use the following information:

- Admissions data
- Attendance
- Behaviour Monitoring Records and Exclusions
- Attainment and Pupil Progress Data
- Feedback from staff e.g. meetings, appraisal
- Complaints statistics
- Analysis of parent / carer questionnaires, consultation evening responses, etc

- Governing Body reports to parents
- School Council feedback
- Pupil questionnaires
- GwE Monitoring and School Inspection Reports

Relevant information is published on the school website and app and in the annual Strategic Equality Plan Report.

## 5. Equality Impact Assessments

Equality Impact Assessments based on the LA model will be completed for any changes in relevant policy and practice. The results will be published via the school website or newsletters if a 'substantial' impact has been identified.

The Council has an EIA tool in place which is available at the following link:

<http://www.internal.wrexham.gov.uk/wordpress/?s=eia+toolkit>

The following document is a useful resource for assessing impact in schools / local authorities and describes some common circumstances where there is a risk of negative impact occurring in education:

<http://www.wlga.gov.uk/equalities-publications/common-equality-risks-in-education/>

## 6. Staff Awareness

All staff and governors are aware of the Strategic Equality Plan. Staff and governors have opportunities to attend equality and diversity training provided by Wrexham County Borough Council when available.

## 7. Equality Objectives

We have identified four equality objectives based on our previous plan and in response to consultation and monitoring exercises e.g. Summer term parental questionnaires, discussion with School Council, analysis of data, H&S monitoring, etc.

Our objectives are to:

- Improve the health and wellbeing of all our pupils
- Reduce inequalities in educational outcomes to maximize individual potential

- Ensure that staff and pupils feel confident to report issues of concern

Our action plan outlines how we will deliver and monitor these objectives (see Appendix 1)

A further objective directly links and forms our Accessibility Plan (see Appendix 2):

- To ensure our school is accessible, inclusive and welcoming to pupils, parents / guardians

## **8. Gender Pay Objective**

Staff in St Peter's School are all paid in accordance with the STPCD or NJC guidelines. Any information relevant to schools from the Council strategy will be applied appropriately. The staff group at our school is too small to make statistical analysis appropriate whilst ensuring anonymity.

## **9. Employment Information**

Employment information is collected annually as part of PLASC (Pupil Level Annual School Census). The School Workforce Annual Census (SWAC) introduced in Autumn 2019 also gathers information about employees.

WCBC collate information on employment during the recruitment process.

Information about employment is published in our annual Strategic Equality Plan Report.

Due consideration is given to data protection laws when publishing information.

WCBC produce an annual report which makes reference to school staff.

## **10. Publishing and Monitoring Results**

The Strategic Equality Plan and the annual report is published on the school website. Parents are informed of where they can find the SEP, the annual report and other school policies.

## **11. Contact Details**

For further information about our plan or to request a copy of this document in an accessible format, or to obtain a copy of the documents listed here please contact:

Mrs H Pritchard (Headteacher)

Telephone: 01244 570594

Email: mailbox@stpeters-pri.wrexham.sch.uk

## **12. Appendices**