



STRATEGIC EQUALITY PLAN 2025-2029

1. Our Distinctive Character, Priorities and Aims

1.1 School Values

Mission Statement

Mission Statement

All children will be given full opportunity to work together to maximize their true potential through becoming:

- ambitious, capable learners who are ready to learn throughout their lives,
- enterprising, creative contributors who are ready to play a full part in life and work,
- ethical, informed citizens who are ready to be citizens of Wales and the world,
- healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

This will be delivered within a safe, caring and stimulating environment that provides education of a high quality reflecting national and local needs.

1.2 Characteristics of our school

The school has approximately 185 children from Nursery to Year 6. We are a Values school, enhancing our well-being provision for everyone within Team Llandough.

This is the school's revised Strategic Equalities Plan (SEP) - it builds upon the school's previous Disability Policy, Race Equality Scheme and Equality Policies. It sits above the school's Inclusion Policy etc. This policy belongs to everybody and is relevant to all pupils, teaching and administrative staff, parents, carers, supporters and the local community.

The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy.

1 Equality vision and equality objectives

The Equality Act 2010 requires all schools to have equality objectives in place by April 2012. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. Actions to achieve

these objectives are in the action plan at the end of this document and have been included as an initiative or action in School Improvement Plan.

To choose objectives for Llandough Primary School we:

- Listened to equality experts and Heads of schools in the Vale of Glamorgan about their choice of equality objectives
- Discussed objectives at school council
- Drew up a long list with associated actions
- Involved stakeholders
- Approved at Governors

Equality and diversity issues are built into these plans as a result of whole school self-evaluation that includes consultation of staff, pupils, parents and governors.

These are the equality objectives we chose.

- To make reasonable adjustments/adaptations in order to improve accessibility;
- To improve access to school information so that the Strategic Equality Plan is an integral component of the School Improvement Plan.

2 School strategies and equalities

Implementing the Strategic Equality Plan is one of the key objectives of the School Improvement Plan. Equalities implications will be identified in each school improvement objective. Progress on this plan is reported to the Governors annually and included in the School's Self Evaluation.

The Plan will be reviewed within 4 years of setting the equality objectives in 2020.

3 The National Equality Agenda

The following pieces of legislation are at the heart of the equality agenda.

3.1 The Equality Act 2010

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:-

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

3.2 The Human Rights Act 1998

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Education Scheme was approved by Vale of Glamorgan Council in 2009 and applies to all schools. The principles of the Scheme and this Plan are similar- in promoting equality of opportunity and good relations and we will take the Welsh language into account alongside all the protected characteristics.

4 Pupils

4.1 A school for everyone

Our school is open to everyone We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

We will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- and the Welsh language in Wales.

Age is the 9th protected characteristic. In a school context it applies to everybody except pupils.

Opportunities in our school will be of equally high standard for everyone.

The school's duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs,

sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school has a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory. The school will ask disabled pupils whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases a disabled pupil may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993.

4.2 How we deliver equality

We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the school's equality commitments
- Can access all the benefits of being at the school
- Know how to ask for help
- Are offered suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage
- on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is
- reasonable

4.3 What support can you expect?

The school can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However this can only apply to particular and unforeseen circumstances.

4.4 Positive Action

The school can take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an under represented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

4.5 Communication

The school will communicate with people in a way that is suitable for them. We will:

- Design materials that are easy to read- clear language and clear layout
- Use images that reflect the school and our local community
- Ask people of their preferred method of communication, where we can record it and use it
- e.g. email or SeeSaw rather than letters to parents and carers
- Provide information in a variety of formats including large print, Braille, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication as and when appropriate

4.6 Curriculum, resources and involvement

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people examine their lives and personal identity in the light of people's experiences which are both similar and different to them.

The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

4.7 Buying goods and services and working in partnership

The school will pass on its equalities duties to any person or body who:

- works for us or with us,
- whether they are paid, voluntary or partners.

All school contracts will state that they have to meet the equalities standards as set out in this Plan. The impact of this is that school related activities will be fair and equal for all employees, pupils and parents.

4.8 Engagement

The school involves all the school's stakeholders on matters that concern them, including this Plan and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.

The school has procedures for finding out how pupils think and feel about the school.

4.9 Training

We'll make sure that all people involved with the school know our equality commitments and their personal duty under it. We'll provide suitable training for all staff and pupils. Where there are issues or potential issues e.g. social tensions, we'll continue to address matters through the curriculum and where it's needed use targeted external interventions, for example Show Racism the Red Card.

We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

4.10 Complaints and comments

We like getting feedback about the school. We need people to tell us how we are doing. If you have a concern or complaint please let us know. You can tell a teacher or school employee, telephone, write or email us. If you'd like to make an appointment with a relevant person, we'll arrange it and feel free to bring along a friend or colleague for support.

When we deal with a concern or complaint we will do our best to keep people involved informed of what's happening and check that everyone is happy with the process. Advocacy and personal support is available for children and young people who need it.

5. Discrimination, victimisation and harassment

5.1 Discrimination

The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kind of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

Combined direct (dual) discrimination

1. Direct discrimination– where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.

2. Combined direct (dual) discrimination - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a pupil because they are black and male.

Discrimination based on association is now illegal. Direct discrimination occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

Discrimination based on perception is now illegal. Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they're not.

3. Indirect discrimination – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid school dress code which does not account for items of clothing linked to religion.

4. Discrimination arising from disability – where a person is treated less favourably because of something related to their impairment e.g. a pupil with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the sign.

5.2 Harassment including bullying

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes harassment based on association i.e. a friend of a disabled person, or perception i.e. mistakenly believed to be a Muslim.

Where there are instances of bullying in and associated with the school we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

5.3 Victimisation

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

A 'protected act' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith- that is they thought they were being honest.

5.4 Discrimination

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults are treated differently to those involving children and young people.

All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals' because of their actions.

We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

6 Performance/ standards - how we deliver the policy

6.1 Leadership and Management

The Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. A member of the Governing Body has a watching brief for equalities matters. With assistance from the Headteacher, the Governing Body will ensure that this Plan is implemented.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Mr Ellis Head teacher.

The school will make sure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded in a register. The register will be shared with the local

authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

The Equality Coordinator is a member of staff with special responsibility for implementing and promoting equalities matters and this Plan.

6.2 Taking decisions and Equality Impact Assessments

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.

6.3 Identifying and publishing equality information

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For pupils and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh
- Composition broken down by types of disability and special educational needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints.

7 Employment

7.1 Employment

The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We'll create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.

We want our workforce to reflect society in the Vale of Glamorgan and Wales. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by the school's Pay Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels.

7.3 Requests in relation to a protected characteristic

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

7.4 Positive action in Employment

Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or underrepresentation exists before taking action.

7.5 Monitoring and publishing information on employment

We will monitor and publish equality information on our workforce in line with Vale of Glamorgan Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council's payroll service supports us in this. We will publish data in a way that does not identify individuals. Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we'll ask current and prospective employees their opinions and experiences.

Appendices

App. 1 School Equality Objectives and Action Plan 2020-2024

App. 2 Current School Access Plan

Llandough Primary School



Strategic Equality Plan 2025 – 2029

(Review Sept. 2027)

Equality Objectives and Action Plan

Equality Objective 1,2 & 3

Raising standards for all pupils

Identify attendance trends

Raise awareness of equality and diversity among pupils, staff and Governors

Our Research:

Analysis of internal assessments, attendance data & School council, staff, Governor meetings

Data Development:

All SLT and staff + Governors

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

Standards continue to be raised for all pupils and all groups of learners

If trends are identified via analysis, has intervention improved attendance rates

Knowledge & understanding actively promoted

Actions:

	Description	Responsibility	Start date	End date
1.1	<i>Raising standards for all pupils</i>	All SLT	Nov.2025(Reviewed September 2027)	November 2026
1.2	<i>Identify attendance trends</i>	All SLT	Nov.2025(Reviewed September 2027)	November 2026
1.3	<i>Raise awareness of equality and diversity among pupils staff and Governors</i>	All SLT	Nov.2025(Reviewed September 2027)	November 2026

APPENDIX 2

LLANDOUGH PRIMARY SCHOOL



School Access Plan 2020 – 2024 (Review September 2022)

Targets	Strategies	Outcome	Time Frame	Goals Achieved
Raise awareness of legislation and obligations regarding disabled pupils among staff and governors	Organise training sessions for staff and governors Refer to 'Index for Inclusion'	Staff and governors receive training	April 2026	Staff and governors aware and better informed of issues relating to disability School has an inclusive ethos
Ensure that school policies, schemes of work do not contain discriminatory phrases	Audit existing policies /procedures and schemes of work.	School policies / procedures re-written if necessary	Sept. 2025 – on going	All school documentation reflects equal opportunities for all
Ensure that the procedures for administration of medicines to pupils are in line with local guidelines	Audit current need of pupils and staff in line with authority document. Re-view 'Healthcare Needs Policy' as necessary	Health Care plans in place for all pupils who require medication in school Appropriate training provided to staff where necessary	Sept. 2025 – on going	Pupils, staff and parents / carers confident that correct procedures are followed

Improve physical access in line with LA Accessibility Strategy.	Audit current and future needs including info. from Building Services	Physical adaptations carried out when appropriate and necessary	Oct. 2025 – on going	
Targets	Strategies	Outcome	Time Frame	Goals Achieved
To ascertain the need among parents/carers whether information is required in alternative formats	Include a sentence in all correspondence sent to parents/carers asking if they require written materials available in different formats. Liaise with staff from LEA to ensure that parent/carer needs can be met	School able to provide written information in alternative formats when required Improved school / home links for disabled parents / carers and pupils	March 2026 – on going	Parental satisfaction.
To ascertain the need for reasonable adjustments to be made for visits to school by parents/carers e.g. concerts, consultation evenings	Include a question on all letters when inviting parents / carers to attend school functions. e.g. Do you have any special requirements which we need to consider?	The school able to make reasonable adjustments to enable disabled parents / carers to visit school	September 2025 - ongoing	Parents / carers with disabilities able to visit the school
To inform the LEA in advance with as much notice as possible when pupils with disabilities transfer to/from the school	Liaison with LA's Admissions Department	LAs capacity to prioritise physical adaptations if required following H&S Risk Assessments	Sept. 2025 – on going	Physical accessibility of school improved

To identify training needs of staff on differentiating the curriculum	Audit current training needs of staff and include findings in SDP	Teachers and teaching assistants able to fully meet the requirements of disabled children with regards to accessing the curriculum	Sept. 2025–on going	Increase in access to the revised National Curriculum
Targets	Strategies	Outcome	Time Frame	Goals Achieved
To ensure the safety of pupils and staff during school trips / extra curricular activities/ leisure sporting and cultural visits	Contact Health and Safety for advice. Provide training for staff to carry out risk assessments. Continued use of Evolve – Consortium approved Educational Visit Request System	Pupils with disabilities able to take part in all school activities	Sept. 2025 – on going	Increase in access to the whole curriculum
Develop the use of ICT to enable pupils with disabilities to access the curriculum when appropriate	Audit training needs of staff Explore suitable ICT software Request advice from ICT when necessary	Pupils with disabilities able to access the curriculum	Annually as requested	Increase in access to the whole curriculum
During refurbishment of school building ensure that works carried out comply with Disability requirements	Consult with appropriate staff – including premises management officer, staff from L.A.	Work on improving the environment for disabled pupils carried out as appropriate	Sept. 2025–on going	School environment improved for disabled pupils

Ensure that the learning needs of disabled pupils are met within the classroom	Classroom observations, tracking pupil progress, consulting with pupils and parents/carers as and when appropriate	Progress and achievements of disabled pupils in line with that of all pupils	Sept. 2025–on going	Equality of opportunity.
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