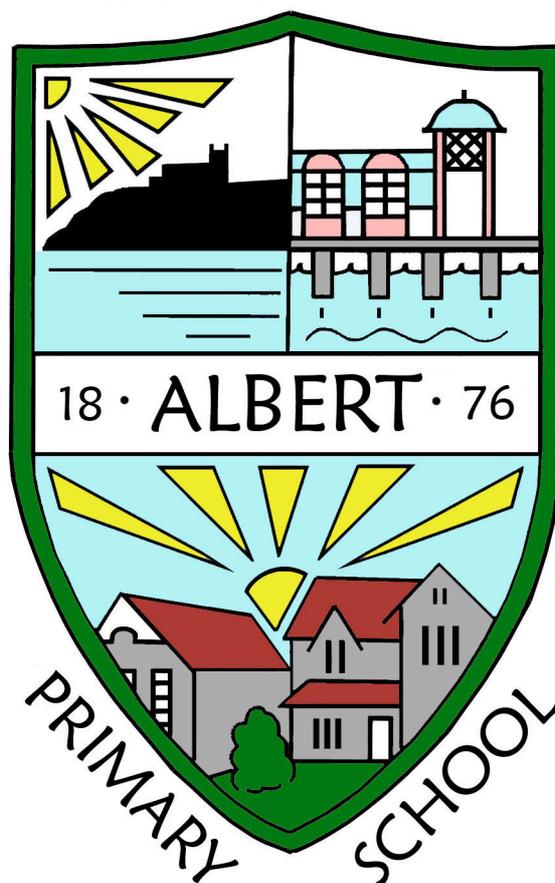


Albert Primary School

YSGOL GYNRADD



Annual Equality Report for
April 2015

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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 2013-14 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.

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 if and where we have used equality data and information in planning our equality objectives and if and where 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 2013-14 academic year.

Section one contains an introduction and background to the development of our Strategic Equality Plan for the previous academic year. This section includes information relating how we collect equality data in school. This section describes how useful we feel our equality data and information has been in developing objectives and assessing the impact of our policies and practice.

Section two describes some of the work done to promote Equality and tackle discrimination during the 2013/14 period

Section three is a statutory report containing certain staff equality data relating to recruitment and selection, including salaries.

Section 1 – Introduction

Our Strategic Equality Plan (SEP) for the 2013/14 period was based around ensuring compliance with the Equality Act 2010. It was based on guidance from the Local Education Authority and contains actions relating to various protected characteristics as defined in the Equality Act as they might relate to the world of education. As we have developed our practice in the years since the Act has been in force we realise that our SEP can go further to be fully mindful of both the letter and spirit of the legislation.

Therefore the objectives and tasks in our current Strategic Equality Plan are driven where possible by robust equality data. When equality data is not available we have created objectives are to improve our collection and use of equality data. Additionally we have objectives relating purely to the teaching of equality within the curriculum – these are specific and measurable targets across the full range of protected characteristics.

However because this report covers the 2013-14 period we will be referring to our previous SEP.

In terms of data held within the school, our equality information was robust for some protected characteristics but we have very little data relating to other protected characteristics. For example, we have lots of data relating to **pupils** Genders, Ethnicities. We also collect information on pupils' language. However, we rely on SEN/ALN data of pupils rather than Disability.

Although we have this equality information as it applies to pupils we found that we have very little data on **parents** relating to these protected characteristics, as we have not previously been required to collect this data for purposes of PLASC or through admissions forms. Additionally we have very little information relating to the protected characteristics as they apply to **staff** because equality monitoring of application forms has not historically collected this information.

Our monitoring of incidents in schools has historically only been undertaken in terms of racist incidents. Although we have an excellent staff who would of course challenge other types of incidents such as homophobic and disablist incidents, and although we have a truly inclusive ethos at the school, we did not hold data on other types of incidents in the same way as with racist incidents. This has historically been due to the fact that we comply with the LEA incident monitoring system but we have recognised the need to develop this in our current SEP.

Another challenge we have faced in terms of equality information is that we have historically shredded the application forms of unsuccessful applicants for jobs along with the equality monitoring form. Therefore in this report we are unable to report on this aspect of our employment.

Section 2 – Progress of Our Objectives

We recognise that many of our objectives or tasks for our current SEP generally including for the 2013-14 period are fairly generic or passive. For instance many of our objectives include terms such as 'liaise with', 'review', 'arrange' or 'plan'. In other instances the targets related to whole year groups rather than pupils from protected characteristics. We realise in hindsight that terms such as these are not particularly useful when drafting a plan the aim of which is to detail exactly how we are going to promote equality and tackle discrimination. They are too general in nature.

We have reviewed and redrafted our SEP and we have addressed this to include clear, specific targets and tasks detailing exactly how we will implement the Equality Duties in our current SEP.

For the purposes of this report however all generic 'review' and 'liaise' type objectives have been completed.

Although they were not detailed in our SEP there has in fact been a wealth of teaching and learning as well as management practice in regards equality and diversity in the school during 2013/14 such as participation Race Equality First poster competition as well as workshops from Race Equality First and the school has begun to undertake various access improvements to the fabric of the building such as relocating the main entrance which is now more accessible for Disabled people.

We look forward to reporting more fully on a wider range of equality objectives with actions realting to all of the protected characteristics defined in the Equality Act in our next Annual Equality Report a year from now.

Section 3 - Employment Data

We do not currently hold any equality data as regards the protected characteristics on our staff although this is recognised and an objective has been set to carry out equality monitoring of staff during AutumnTerm 2016.

We also therefore do not hold data on job applicants or successful/unsuccessful applicant.

We do know that 38 of our current staff are female and 7 of them are male.

We do however hold salary data broken down by gender. See below.

	Men	Women	Total
£13-20K	3	20	23
£20-30K	1	8	
9			
£30-45k	1	12	13
£45-60k	0	1	1
£60k +	1	0	1