



# Working together for a fairer future

Holton Primary School

Strategic Equality Plan 2024 – 2026

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# **Working together for a fairer future**

## **Holton Primary**

### **Strategic Equality Plan 2024 – 2026**

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## Introduction

Holton Primary school in Barry was built as an educational provision for over 2000 pupils back in 1892 as a result of significant investment in the town's dock area. Thousands of families came from across Wales and further to work at the docks. Holton Primary school is situated in the centre of town and currently provides education for children in the Pencoedre Learning community. As a cluster we work to support and provide education for the children in one of the most deprived areas of the county.

We aim to provide the highest possible standards of education and support for all our Learners. We offer a curriculum that is broad and balanced, dedicating the majority of professional learning and development time in developing our *understanding of and use of* the Curriculum for Wales framework. We have made strides in developing our school level curriculum, both as an individual school and across the Pencoedre Learning Community. Our curriculum development is based upon ensuring that all our learning and teaching is to be driven by the four purposes and progression of learning. Ultimately, providing the necessary authentic learning experiences, a balance of knowledge and skills with children's wellbeing at the heart of all we do. We began planning and delivering Curriculum for Wales, in part, from September 2020. However, the challenges of the past two years have meant that we aren't as advanced along our timeline as we would like to be. For us, curriculum development is an ongoing process of professional learning, monitoring, evaluating and refining.

We believe it is an imperative to develop strong relationships between home, school and the wider community. Community engagement is something that we are continually looking to develop and improve. We must now build upon the relationships, support and community engagement established during the pandemic period. We want to work together in an atmosphere of mutual respect and support, in order to provide the best experiences for our children and celebrate their successes.

It is with a great deal of pride that we are introducing the School's Strategic Equality Plan for 2024 – 2026 – **'Working together for a fairer future'**. Equalities is best taught in the context of UK law, where all protected characteristics of the Equality Act 2010 are included in a curriculum that accepts difference. So not only people of different sexual

orientations are welcome in our school, people of different ethnicities, genders, gender identities, religions, ages, and abilities are also most welcome.

Schools play an important role in ensuring an education for every child and young person, considering a range of needs. Schools support the well-being in their pupils and develop an ethos where learners feel everyone is included. This Plan sets out the equality agenda for our school for the next two years. We must consider how our actions and decisions will affect future generations.

Under the Equality Act 2010, schools demonstrate how they are tackling homophobic bullying, teaching about different families, and promoting positive values to create global citizens. Schools must deliver a curriculum that enables learners to understand the benefits that exist in society where diversity and difference is accepted. All schools aim to support the well-being in their pupils and developing an ethos where learners feel everyone is included will support this.

It is only by working together, listening, and respecting each other that we can successfully meet the many challenges facing our communities and public services today. To achieve this Plan and to meet the diverse needs of our communities, we will need to work in partnership.

We need to think about what and how we deliver educational provision. We must consider the diverse needs of our school population whether that be due to their protected characteristics and/ or their financial circumstances.

We are an ambitious and forward-thinking school. I am confident that pupils, parents, carers, staff, our Governing Body, the community, and all those with a stake in our school can continue 'working together for a fairer future'. All people, regardless of race, religion, sex, gender assignment, sexual orientation, age must feel welcome in our school, with our clear ethos that spells out acceptance.

**Glenda Dudley**

**Chair of Governing Body**

**Ty Golding**

**Headteacher**



## Purpose of the Strategic Equality Plan

The [Equality Act 2010](#) makes it clear that discrimination is not to be tolerated in society. The purpose of this Strategic Equality Plan is to describe what the school is doing to fulfil our duties under the Equality Act 2010, including the [public sector Equality Duty](#) (the 'general duty') and the [specific duties for Wales](#).

The public sector equality duty covers eight protected characteristics:

Age	Race
Disability	Religion or Belief
Gender Reassignment	Sex
Pregnancy and Maternity	Sexual Orientation

The duty applies to marriage and civil partnership, but only for having due regard to the need to eliminate discrimination. The Equality Act lists schools as public authorities with certain duties. This means that when we carry out our public function, we must have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a relevant protected characteristic and those who do not.

Having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people

- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

To identify the priorities, we work in partnership with:

- Pupils
- School Council
- Parents and carers
- Headteachers of schools in the Vale of Glamorgan
- Governing Body
- Local Authority and Regional Consortia

We plan to use this information to help us improve the way we provide educational services and employ people.

Our School's Strategic Equality Plan 2024–2026 has been written to integrate with the Council's [Corporate Plan 2020-2025](#) and [Corporate Strategic Equality Plan 2020 – 2024](#).

The Corporate Plan sets out the Council's vision for the Vale of Glamorgan, its values, and main priorities. The priorities of the Corporate Plan will help make communities in the Vale of Glamorgan more equal. The equality objectives in the Corporate Strategic Equality Plan will support this work and it is for this reason that the objectives of both plans have been aligned. Our own Strategic Equality Plan aligns with these documents where relevant and appropriate.

## Holton Primary School Vision and values

The world in which we live is constantly changing. We must provide education opportunities and experiences that, whilst based upon high expectations of behaviour and learning, meet the needs of children in our care and fully prepare them for a changing world. Learning must be inclusive, purposeful, thoughtful, authentic and engaging.

## Our Mission Statement...

### Nurture, Inspire & Flourish Together

## Our Vision...

Holton Primary School has three vision principles that are the foundation for our strategic purpose and aspirations for the future. We are committed to:

- ❖ Nurturing relationships through wellbeing and learning
- ❖ Inspiring a love of learning
- ❖ Creating the conditions for learners to flourish

## Our Principles into Practice...

1. To provide an inspirational and meaningful curriculum, providing challenge and meeting the needs of all learners
2. To encourage curiosity, interest and a sense of wonder in the world around us
3. To teach children how to become increasingly independent and reflective learners
4. To ensure learner voice and positive engagement underpin our needs and aspirations
5. To nurture our school and wider community, ensuring everyone is safe, valued and treated with respect
6. To support each other and challenge ourselves to take risks, have self-belief and develop a passion for learning
7. To create experiences and opportunities that develop children socially, emotionally, culturally and foster a sense of belonging
8. To celebrate the achievements of children, staff and families, proud of our place in Holton, in Barry and Wales
9. To value our unique differences, celebrate diversity and individuality



These Principles into Practice are at the heart of our daily life and are represented in our school mission statement and our three overarching school rules: -

Be Safe - Be Responsible- Be Respectful

At Holton Primary we offer a dynamic and inclusive curriculum fit for the 21<sup>st</sup> century and beyond that inspires everyone to become:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical and informed citizens
- Healthy, confident individuals

Our values are consistent with the five ways of working central to the [Well-being of Future Generations Act](#). They are long term, they work together, and involve working with others. Our values will support a greater focus on prevention as we work to deliver our vision. Our equality priorities consider the Wellbeing of Future Generations Act and will help us to contribute to the Welsh Government's well-being goals, including creating a more equal Wales.

## Equality objectives – what we will do

### **Strategic Equality Objective**

- Improve how we involve, engage, and communicate with protected groups about our work and decisions.

### **Protected characteristics**

This benefits all protected groups, but we will focus on disabled, people from ethnic minorities, women and those who are socio-economically disadvantaged.

### **Expected outcomes**

Stakeholders have information about the improvements and the opportunity for input to support progress.

### **Actions**

As a school we will:

1. Promote and facilitate termly school council meetings.
2. Take steps to ensure that school council is representative of the school's learners across protected characteristics.
3. Use an innovative range of 'pupil voice groups' which focus on shared rights and responsibilities.
4. Ensure communications to parents and carers are delivered in plain, easy to understand language.
5. Progress against actions identified within the school's accessibility strategy will be included within this strategy's annual report.
6. Ensure our staff and the Governing Body receive equality and diversity training, which will include Equality Impact Assessment training and awareness.

**How we will know how we are doing**

1. Information and data on how engagement has been used to improve outcomes for protected groups and socio-economic disadvantaged groups.
2. Information and data on the number of school staff who have received equality, race, and disability training.

## **Strategic Equality Objective**

Develop and implement plans throughout the life of this plan to address attainment gaps for children and young people and provide support to overcome barriers to them reaching their full potential.

### **Protected characteristics**

This benefits all protected groups.

'Is Wales Fairer 2018' reports that attainment gaps persist for pupils in receipt of free school meals and children with additional learning needs. (Education)

Is Wales Fairer 2018' reports that young women and girls, lesbian, gay, bisexual, and transgender children, and children with additional learning needs are more likely to be at risk of experiencing identity-based bullying. (Education)

Is Wales Fairer 2018' reports that poorer children, children with additional learning needs, White children, and children of mixed ethnicity have higher than average exclusion rates. (Education)

Is Wales Fairer 2018' reports that subject choices remain highly gendered, with girls being much less likely to continue studying science and mathematics after school. (Education)

### **Expected outcomes**

Reduction in attainment gaps.

Programmes in place to tackle identity-based bullying.

Reduced exclusion rates for children with certain protected characteristics, including disabled children and mixed ethnicity children.

### **Actions**

As a school we will:

1. Deliver and evaluate programmes and interventions aimed at addressing attainment gaps to make sure they have a positive impact on socio-economic disadvantage, disability, sex, race, other protected characteristics, and young carers.
2. Seek to minimise exclusion rates for children with certain protected characteristics, including socio-economic disadvantage, ethnicity, and disability.
3. Analyse bullying data gathered by schools, including racist bullying, to identify trends and review anti-bullying strategies so that there are effective solutions in place.
4. Provide opportunities to explore equality, diversity, and community cohesion within a curriculum throughout the year e.g., equality related stimuli, using texts which explore both historical and present day local, national, and international equality, diversity, and community cohesion.
5. Use inclusive resources which are actively inclusive, including anti-racist and promote multilingual resources, such as 'Giglets'.
6. Work with partners to deliver programmes which support people to prepare for employment.

#### **How we will know how we are doing**

1. Information and data on how programmes and interventions have affected attainment gaps on children and young people with protected characteristics and who are socio-economically disadvantaged.
2. Information and data on number of children excluded by protected characteristic and socio-economic disadvantage.
3. Analysis of school bullying data showing trends and review of anti-bullying strategies to address findings.
4. Information and data on outcomes of programmes supporting people to prepare for employment.

## Monitoring Progress & Publishing Results

Our School will continue to check on progress towards meeting our equality objectives and report on this each year to the Governing Body in our annual equality monitoring report. This is published on our website and includes an assessment of the effectiveness of the steps we are taking to meet the equality objectives.

This may be complemented by other equality and employment information each year that is published annually.

## For More Information

### Visit our website

[www.holtonprimary.com](http://www.holtonprimary.com)

### Social Media

Keep up to date with all the latest news, events, and information from our School, follow:

@HoltonPrimary on Twitter or Facebook.

If you have a query, please contact us:

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- 01446 734844