**Adamsdown Primary**

**Annual Equality Report**

**2020**

Published April 2020



Produced with support from

**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 2018-19 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.

We have 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, managing the school and training staff during the 2018-19 academic year.

**Section 1 – Introduction and Background**

We are currently in the middle of a redraft of our Strategic Equality Plan (SEP) which is being heavily impacted by the closures, absences and redirections of staff necessary to cope with the Covid-19 pandemic and it is hoped that the new SEP will be ready before the end of this academic year/beginning of next.

Our current SEP (ie the one that relates to the 2018/19 period relevant to this Annual Report) is based around improving use of data as it relates to pupils and focusing on inclusion generally and improving access for Disabled pupils with some general targets on the importance of teaching equality and diversity. On reflection, we have decided that the SEP can be updated to include more targeted attainment and attendance targets for pupils from the protected characteristics as well as specific teaching and learning activities relating to the promotion of equality and challenging of discrimination for people from the protected characteristics defined in the Act. We also intend to broaden our collection and use of data relating to adults as well as children within our school community (staff, parents etc) and include objectives in the updated SEP to reflect this.

For instance, in terms of data held within the school, our equality information was 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**. We have also have historically had no variable data relating to the protected characteristics as they apply to **staff**.

**Section 2 – Progress of Our Objectives for 2018-19 Period**

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**Completed**

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**In Progress**

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**Needs Attention**

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**Abandoned**

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**Amended**

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| ***Tasks*** | **Status** |
| To introduce ‘The United Nations Convention of Rights of the Child’ through a ‘Rights of the Child’ pupil committee in order to ensure inclusion of all protected groups |  |
| Ensure identification of pupil groupings is made on the basis of need which can be evidenced through data. |  |
| Ensure adequate support is provided to make extra-curricular activities and school trips accessible to pupils from all protected groups |  |
| Appropriate access is provided to lessons and assessment materials when needed eg enlarged / modified texts and test papers for visually impaired pupils |  |
| Ensure the school environment is adequately adapted to suit the needs of all stakeholders |  |
| Ensure the new ALNET bill is successfully embedded throughout the school |  |
| Implement systems to improve the level of equality data available to the school across the protected characteristics, for pupils, parents and staff |  |
| Train all staff to undertake equality impact assessments |  |
| Track groups of learners in order to support and improve levels of attendance for pupils from protected groups |  |
| Training on Equalities Act 2010 and the school’s policy and action plan. |  |

Some notes on the above.

* Only actions for the 2018/19 period from our current SEP are included above
* There are a number of abandoned tasks. These because either is has been identified that these tasks belong on the Access Plan rather than the SEP or because the task relates to ALN pupils rather than disabled pupils specifically.

**Section 3 – Employment Information**

**Due to the Covid-19 pandemic we were unable to complete tasks relating to the updating and reporting of staff and salaries.**