

HENDREFOILAN SCHOOL



STRATEGIC EQUALITY POLICY and PLAN

2025 – 2029

Date of approval by the governing body: 5.3.25

Date of annual review: Spring term 2026

Date of full review: Spring term 2029

CONTENTS

Section	Content	Page Number
	Foreword	3
1	Introduction	4
2	Our School Context	4
3	Integrating Equality into other Statutory and Non-Statutory Policies	5
4	Children's Rights	5
5	Equality Act 2010 Public Sector Equality Duty in Wales	6
6	Aim of the Strategic Equality Plan	7
7	Roles and Responsibilities	7
8	Data Analysis and Evaluation	9
9	Engagement	9
10	Equality Impact Assessments	10
11	Staff Professional Learning	10
12	Equality Objectives	10
13	Gender Pay Objective	11
14	Publishing and Monitoring Results	11
15	Strategic Leadership	11
Appendix 1	Strategic Equality Plan	12

FOREWORD

At Hendrefoilan School we fully recognise our duties and responsibilities to eliminate discrimination and promote equity for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation.

Our Strategic Equality Plan (SEP) has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and that equity and equality underpins everything that we do as an education provider and an employer. This Plan sets out our Equality Objectives for a four-year period and the actions we will take to reduce identified inequalities, improve outcomes and to foster good relations within school and beyond the school gates. Ensuring that everyone associated with the school is treated with care, respect and dignity is at the core of everything we do.

The school and governing body, will collect, analyse and publish information about our progress in achieving our Equality Objectives as outlined in our Plan, and against the three aims of the general duty of the Equality Act 2010. These will be shared and published so that there is transparency and accountability. We will engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals in our school and to members of our school community that experience greater disadvantage, discrimination, and inequalities.

NAME: Aimee Field
HEADTEACHER

NAME: Kathryn Novis
CHAIR OF GOVERNORS

1. INTRODUCTION

In Hendrefoilan School we recognise the value of diversity and are dedicated to fostering a sense of belonging and acceptance, which positively impacts on our learner's social and emotional development. We acknowledge that when learners feel valued and respected, they are more likely to engage in learning, build positive relationships, and develop a strong sense of self-worth and identity. We ensure that all learners, parents/carers, staff and members of the school and wider community are treated as an individual, with fairness, respect, and dignity regardless of their background or protected characteristics.

Our school mission: Hendrefoilan aligns with the principles of the Equality Act (2010). We recognise that society is diverse, and we are fully committed to preparing our learners to thrive in such a society. We do not tolerate any form of discrimination, bullying, or harassment. We strive to foster good relations and we champion equality of opportunity.

We value the principles of equality, equity, and social justice. We acknowledge and accept that systemic inequalities exist within our society and within our organisations, structures, and processes. Certain individuals and groups with specific protected characteristics face greater disadvantages, marginalisation, and discrimination, often compounded by intersectionality — the overlapping and interconnected nature of social categorisations such as race, class, and gender, which create interdependent systems of discrimination or disadvantage. We fully acknowledge the importance of the voices of those with lived experiences in shaping our Strategic Equality Plan.

We ensure that differences are viewed as the norm and that diversity enriches all of our lives and experiences. This permeates across our policies, actions and behaviours. As a school community we are dedicated to identifying and overcoming any barriers to learning and engagement, ensuring that all learners are able to make progress and to achieve their potential.

We are committed to making necessary adjustments to ensure the active participation of every learner and their family in the life of our school.

2. OUR SCHOOL CONTEXT

4

Hendrefoilan is an English-medium school in the area of Killay. There are 250 pupils on roll. Hendrefoilan primary school is situated in Killay, Swansea. There is pre-school childcare provision nursery 'wrap around' and after-school club and a holiday club, which are registered

with the care inspectorate Wales. The local authority (LA) pupil admission number (PAN) is 34. Five percent of pupils are eligible for free school meals (FSM). The school has 17 percent of pupils with additional learning needs (ALN). 15% of pupils have English as an additional language (EAL) and no pupils speak Welsh at home. There have been no fixed term exclusions or racial incidents recorded in the past three years.

3. INTEGRATING EQUALITY INTO STATUTORY AND NON-STATUTORY POLICIES

Our commitment to equality and equity underpins all of our school policies, processes and procedures. There are a number of key statutory and non-statutory policies that reflect the requirements of the Equality Act (2010) and where there is alignment with this Policy and our Strategic Equality Plan. These include:

- Admissions
- ALN
- Complaints
- Curriculum
- Equal Opportunities e.g. Race equality/Anti-racism
- Pupil Behaviour and Discipline
- Safeguarding

In addition, we pay due regard to the Welsh Governments Rights, Respect Equality Guidance.

4. CHILDREN'S RIGHTS

The United Nations Convention on the Rights of the Child (UNCRC) sets out the rights all children have to make sure they are healthy, happy and safe. We put children's rights at the heart of everything we do as a school. A number of the children's rights align with the Equality Act (2010), namely:

- **Article 2 (non-discrimination):** The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- **Article 3 (best interests of the child):** The best interests of the child must be a top priority in all decisions and actions that affect children.

- **Article 12 (respect for the views of the child):** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- **Article 13 (freedom of expression):** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 14 (freedom of thought, belief and religion):** Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.
- **Article 23 (children with a disability):** A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- **Article 29 (goals of education):** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- **Article 30 (children from minority or indigenous groups):** Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

5. EQUALITY ACT (2010) AND PUBLIC SECTOR EQUALITY DUTY IN WALES

All schools are required to have a detailed Strategic Equality Plan (SEP) as part of legal requirements of the Equality Act (2010) and the Public Sector Equality Duty (PSED) in Wales.

The PSED general duty sets out what schools need to consider when making decisions and developing policies that may affect learners with different protected characteristics. The protected characteristics that apply to learners are:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief

- sex, and
- sexual orientation

Under the general duty schools (as well as other public bodies in Wales) are required to have due regard to:

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

Having due regard means we must consciously consider the three aims of the Equality Duty, listed above. Setting a SEP is a statutory requirement to help us meet these aims.

To ensure compliance with the requirements of the Act, our school will:

- collect, analyse and publish information about the progress we have made in achieving the three aims of the 2010 Equality Act;
- self-evaluate effectively and decide on specific and measurable Equality Objectives that we publish and actively pursue over a four-year period to secure positive outcomes; and
- engage with key stakeholders, including learners, parents/carers, staff and the wider community to shape, inform and evaluate the effectiveness of our Strategic Equality Plan.

6. AIM OF THE STRATEGIC EQUALITY PLAN

The effective and consistent delivery of our SEP will enable our school to positively contribute to a fairer society by promoting equity, equality and positive relationships between all members of the school community irrespective of their individual characteristics. Furthermore, we will remove or minimise any disadvantage experienced by individuals due to their protected characteristics and ensure that appropriate steps are taken to overcome any barriers, particularly if participation in aspects of school life is disproportionately low. We will develop positive relations by tackling prejudice and discrimination, and by promoting understanding between individuals who share a particular protected characteristic and those who do not.

7. ROLES AND RESPONSIBILITIES

The following members of the school community will be responsible for ensuring the effective implementation of the SEP.

Governing Body

The governing body is committed to equality and will continue to do all it can to ensure that the school is fully inclusive of every learner, and responsive to their individual needs based on the various protected characteristics.

The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and learners; and
- ensures that no individual is discriminated against whilst in our school.

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to Parents/Carers.

Senior Leadership Team

Senior Leaders in our school promote equality and eliminate discrimination by:

- ensuring equality and equity are everyone's business.
- implementing the school's SEP, supported by the governing body.
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives.
- ensuring that all appointment panels give due regard to the SEP, so that no one is discriminated against when it comes to employment or training opportunities.
- designing a curriculum that incorporates opportunities for learners to celebrate diverse backgrounds, values and characteristics as well as to develop understanding of people with different beliefs and perspectives and to challenge stereotypes.
- promoting equal opportunities for learners to participate in all aspects of school life.
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to relevant policies.

Teaching Staff

All teachers contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all learners are treated fairly, equally and with respect, and maintaining an awareness of the Equality Act 2010 and the school's SEP.
- providing materials and resources that depict positive, non-stereotypical images of different protected characteristics.
- challenging any incidents of prejudice, racism, homophobia, transphobia, islamophobia, etc and reporting and recording any incidents as prescribed in relevant policies.
- supporting the work of teaching assistants and encouraging them to recognise discriminatory behaviours and to follow relevant processes.

Non-teaching Staff

All non-teaching staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all learners are treated fairly, equally and with respect, and maintaining an awareness of the Equality Act 2010 and the school's SEP;
- Recognising discriminatory behaviours and following relevant processes.

8. DATA ANALYSIS AND EVALUATION

The school's self-evaluation and school improvement planning processes have informed the SEP: Data analysis and evaluation that has been taken into consideration includes:

Reading, spelling and maths test data.

All data collected has been used for the purpose of analysing trends by protected characteristic whilst also being mindful of data protection requirements and legislation.

8. ENGAGEMENT

Engagement with stakeholders has been important in ensuring that we have a clear view of what actions are deemed important to tackle inequalities and discrimination in our school setting.

Meaningfully securing the voices of learners, and their families and carers, is critical to understanding the needs of our learners and families, particularly the most marginalised and disadvantaged.

A range of different activities have been undertaken to inform our plan. These include:

Learning walks, lesson observations, listening to learners, work scrutiny, health and safety audits and premises site walks.

10. EQUALITY IMPACT ASSESSMENTS

The school has Equality Impact Assessment (EIA) processes in place.

Equality Impact Assessments ensure that no person is disadvantaged or discriminated against by our school's activities, plans and policies. Equality Impact Assessments are undertaken to ensure that the school's key plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance with the specific duties of the Act, we will continue to undertake Equality Impact Assessment of statutory new policies and key strategic plans and decisions, prior to them being implemented.

11. STAFF PROFESSIONAL LEARNING

It is a statutory requirement to promote knowledge and understanding of the PSED general duty amongst staff and to identify and address training needs in this area through our performance management processes. As such, professional learning opportunities are factored into our training plans.

12. EQUALITY OBJECTIVES

Please see Appendix 1 for the details of our SEP for 2025 to 2029 and the equality objectives for our school as informed by our engagement activities, self-evaluation and local/national priorities. The SEP covers all the relevant protected characteristics as defined by the Equality Act (2010).

The actions detailed in the SEP are aligned with our School Development Plan and both plans are cross-referenced so that they are inextricably linked.

13. GENDER PAY OBJECTIVE

The legislation requires analysis of employment data by women and men on an annual basis and that a gender pay objective is developed where a gender pay difference is identified.

In our school we have not been able to identify a pay difference as the staff group is too small to make statistical analysis appropriate.

14. PUBLISHING AND MONITORING RESULTS

This plan will be monitored by the governing body and all new plans placed on the website and shared on request with the School Improvement Adviser.

The school annually provides a report detailing the evaluation of the SEP to the governing body. Information is then detailed in the Governors' Annual Report to Parents/Carers.

15. STRATEGIC LEADERSHIP

The lead for the SEP in Hendrefoilan is Aimee Field.

Appendix 1:

HENDREFOILAN SCHOOL STRATEGIC EQUALITY PLAN FOR 2025 - 2029

EQUALITY OBJECTIVE: Improve attendance to 95%				
Protected Characteristic/s: Disability <input checked="" type="checkbox"/> Gender Reassignment <input type="checkbox"/> Pregnancy and Maternity <input type="checkbox"/> Race <input type="checkbox"/> Religion or Belief <input type="checkbox"/> Sex <input type="checkbox"/> Sexual Orientation <input type="checkbox"/>				
RATIONALE: <ul style="list-style-type: none"> • 55 pupils are under 90% attendance over the last three years. • Five percent of pupils are accessing Free School Meals (FSM). • There is one LAC children at the school at present. • When LAC children are on roll, they and their families receive appropriate support and school always attend the LAC meetings and are mindful of any issues raised. • There are no traveller pupils on roll. • There are no families under Social Services. • No children are on the Child Protection register at the moment. • A few families were open to EHH support last academic year. • Several pupils were referred to the exchange last academic year. • 23 pupils have an Independent Development Plan (IDP). 				
Intended Impact/Success Criteria	Key Actions	Lead Person	Timeline	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
<ul style="list-style-type: none"> • Attendance percentages improve to over 90% for all of the school's most vulnerable learners. 	<ul style="list-style-type: none"> • A highly effective attendance/pastoral/office team. • Class attendance is mentioned weekly in assembly. • Pupils rewarded with termly prizes for attendance. • There is visible presence in the yard at the start and end of every day encouraging parents and children to be on time, and staff are available to speak with parents at the start and end of the day to discuss any issues that arise during the day. • First day of absence calls are made by Office Staff. • Absence recording on SIMS is accurate and efficient enabling the school to monitor and track attendance and identify families causing concern. 	Aimee Field HT Supported by: Claire Davies, ALNCo Nadelle Davies, EWO, Julie McCreadie, Family Liaison Caroline Lingard, School Secretary	Ongoing	<ul style="list-style-type: none"> • Monitored and reported as part of the school's attendance action plan. • Reported to governors termly as a section in the HTs report.

	<ul style="list-style-type: none"> • The office telephone system has a dedicated absence reporting line with answerphone facility for parents to report their child's absence. • Attendance and punctuality are featured on newsletter sent out by the school. • School attendance policy is available on the school website for parents. • School staff support families and are pro-active if they identify that there are issues. • Claire Davies ALNCo will refer pupils and families to relevant agencies if they feel the families are in need of extra support or if there are any safeguarding concerns. . • Parent coffee mornings engage parents from Nursery to Y6. • Active PTA • Breakfast club every morning to support parents with attendance. • Wrap around care is available daily for children that over two years + to support parents with attendance. • After school club to support parents with attendance • A range of extra-curricular clubs are available for children from reception age. 			<ul style="list-style-type: none"> • Termly attendance figures uploaded to WG.
Evaluation (Continuous) Click or tap here to enter text.				

EQUALITY OBJECTIVE: To improve inclusive values and beliefs and encourage diversity.	
Protected Characteristic/s: Disability <input checked="" type="checkbox"/> Gender Reassignment <input checked="" type="checkbox"/> Pregnancy and Maternity <input type="checkbox"/> Race <input checked="" type="checkbox"/> Religion or Belief <input checked="" type="checkbox"/> Sex <input checked="" type="checkbox"/> Sexual Orientation <input checked="" type="checkbox"/>	
RATIONALE: Over the last year there have been a few incidents of name calling using racist and transphobic language in the higher school. There have also been names called about the colour of pupil's hair and their size.	

Intended Impact/Success Criteria	Key Actions	Lead Person	Timeline	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
<ul style="list-style-type: none"> Hendrefoilan is a safe, respectful, and inclusive school environment where students understand the importance of kindness, respect, and inclusion, and where name-calling is actively discouraged. 	<ul style="list-style-type: none"> Establish clear school-wide expectations. Develop and communicate a clear behaviour policy against name-calling and all forms of verbal bullying. Incorporate expectations into the school's code of conduct. Display posters, banners, and visual reminders throughout the school that reinforce positive language and respect for others. Integrate lessons on kindness, respect, and empathy into the curriculum. Conduct classroom discussions about how name-calling affects others emotionally and socially. Use storytelling, videos, and role-playing exercises to illustrate the consequences of hurtful language. Embed the Peace Mala calendar and initiatives. For example, kindness Week" or "No Name-Calling Week" with activities focused on inclusivity and respect. Encourage students to participate in positive behaviour programs such as "Random Acts of Kindness" challenges. Create a peer mentorship program where older students model inclusive behaviour for younger ones. Use Diversity Role Models to teach student strategies for standing up against name-calling in a safe and respectful way. Encourage bystanders to support victims by showing kindness and reporting incidents. Reward students who demonstrate acts of inclusivity and courage in speaking up. Provide Teacher and Staff Training. Conduct professional development workshops on how to address name-calling effectively. Train staff on conflict resolution strategies and restorative practices. 	<p>Aimee Field HT</p> <p>Supported by: Diversity Role Models. Sian Thomas, Peace Mala. Katy De Vall, Health and Wellbeing.</p>	<p>Summer 2025</p>	<ul style="list-style-type: none"> Conduct regular surveys to assess the effectiveness of anti-name-calling initiatives. Gather feedback from students, staff, and parents to improve programs. Adjust strategies based on observations and feedback to ensure continuous improvement.

	<ul style="list-style-type: none"> Equip teachers with lesson plans and resources to facilitate conversations about respect and diversity. Provide newsletters, emails, or resources to help parents reinforce positive language and behaviour 			
Evaluation (Continuous) <ul style="list-style-type: none"> By implementing these strategies, the school can create a more inclusive and respectful environment where all students feel valued and safe. Consistency in enforcing policies, educating students, and involving the entire school community will help reduce name-calling and respect 				

EQUALITY OBJECTIVE: Update the school's behaviour policy to encompass ELSA training.				
Protected Characteristic/s: Disability <input checked="" type="checkbox"/> Gender Reassignment <input checked="" type="checkbox"/> Pregnancy and Maternity <input type="checkbox"/> Race <input checked="" type="checkbox"/> Religion or Belief <input checked="" type="checkbox"/> Sex <input checked="" type="checkbox"/> Sexual Orientation <input checked="" type="checkbox"/>				
RATIONALE: The school's behaviour policy is outdated and must incorporate up to date research findings and ELSA training objectives. This will ensure a structured and inclusive approach to embedding emotional literacy across the school, further promoting a positive and supportive learning environment.				
Intended Impact/Success Criteria	Key Actions	Lead Person	Timeline	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact/success
<ul style="list-style-type: none"> Emotional literacy is embedded in the behaviour policy A culture that values emotional literacy as part of everyday learning is embedded. Student-led initiatives and peer mentoring is embedded. Successes are celebrated through assemblies, newsletters, and awards 	<ul style="list-style-type: none"> Analyse the existing behaviour policy to identify gaps related to emotional literacy. Research best practices and case studies from other schools. Gather feedback from staff, students, and parents on current behaviour challenges and support needs Define what emotional literacy means for the school community. Establish key components such as self-awareness, empathy, emotional regulation, and positive communication. 	Aimee Field HT Sam Black ELSA	Draft the policy by Autumn 2025. Finalise and Implement the Policy embed by Summer Autumn 2026. Embed Summer 2027.	<ul style="list-style-type: none"> Implement the updated policy on a trial basis. Monitor its impact through observations, surveys, and discussions. Adjust strategies based on feedback from teachers, students, and parents. Make necessary revisions based on pilot feedback. Officially adopt the updated it to the school community.

	<p>appropriate strategies for teaching emotional literacy.</p> <ul style="list-style-type: none"> • Develop clear guidelines on how emotional literacy supports behaviour expectations. • Include strategies for conflict resolution and restorative practices. • Outline intervention methods for pupils requiring additional emotional support. • Organise professional development sessions for staff on emotional literacy strategies. • Provide teaching materials and resources to support implementation in the classroom. • Offer workshops for parents to encourage home-school collaboration. 			<ul style="list-style-type: none"> • Ensure the policy is accessible to all stakeholders through handbooks, school websites, and meetings. • Establish ongoing monitoring and review procedures. • Conduct termly reviews to assess the effectiveness of the policy. • Adapt and refine the approach based on new research, feedback, and school needs.
<p>Evaluation (Continuous) Click or tap here to enter text.</p>				