

Strategic Equality Plan

2021 - 2025



YSGOL BRYN HEDYDD

Dream it, achieve it, use the force

Strategic Equality Plan: 2021 - 2025

Ysgol Bryn Hedydd



Review Date	January 2025
Signed (head teacher)	G Evans
Signed (chair of governing body)	Mike Jones

Table of Contents

Introduction and Context	4
What does the duty say?	4
How does this affect schools?.....	4
Our Distinctive Character, priorities and Aims	5
School Values	5
Characteristics of our School	6
Mainstreaming equality into policy and practice	6
Setting our equality objectives	7
Our SEP and Equality Objectives are set in the light of:	7
Responsibilities	8
Governing Body.....	8
Senior Leadership Team.....	8
Staff – Teaching and NON-TEACHING.....	9
Information gathering and Engagement	9
Purpose and Process.....	9
Types of Information Gathered	9
Engagement	10
Equality Impact Assessment	10
Objectives and Plans	11
Our chosen Equality Objectives are;	11
Publication and Reporting	11
Monitor and Review	11
A report will be given to the Governing Body.....	12
Approval.....	12
Appendices	12
Appendix 1 Regional Equality Objectives.....	12
Appendix 2 Schools Equality Objectives and Action Plan (Template).....	12
Appendix 3 Schools Accessibility Plan.....	12
Appendix 4 SEP Annual report guidance.....	12
APPENDIX 5 Equality Impact Assessment [template]	12
Appendix 1 Regional Equality Objectives.....	12
Equality plan.....	12
Appendix 2 Schools Equality Objectives and Action Plan	13
Appendix 3 Schools Accessibility Plan	Error! Bookmark not defined.
Appendix 4 SEP Annual report guidance.....	16

Introduction and Context

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). The duty applies to public bodies such as Denbighshire County Council and includes any maintained schools. This duty was introduced to replace previous equality duties on race, disability and gender.

What does the duty say?

Public bodies (including schools), when carrying out functions, are required to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the act.
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Public bodies must publish information that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information must include equality information relating to people who share a relevant protected characteristic such as: age, gender, disability, ethnicity, religion and belief, sexual orientation, pregnancy and maternity, gender reassignment, marriage and civil partnerships who are:

- employees (for authorities with more than 150 staff)
- people affected by our policies (e.g. pupils, parents etc...)

Public bodies must publish this information, so that it is accessible to the public, on an annual basis. This is usually shown as an annual report.

How does this affect schools?

The specific duties under the PSED require schools to:

- Prepare and publish equality objectives (once every four years)
- Publish information to demonstrate how we are complying with the PSED

Schools should set as many objectives as it believes are appropriate to its size and circumstances. The objectives should fit the school's needs and they should be achievable. Schools do not have to write objectives for each protected characteristic.

Each school will carry out the required actions to deliver on the agreed equality and diversity targets.

Our Distinctive Character, priorities and Aims

School Values

Our school aims to promote courage, brilliance and kindness in all we do. Ysgol Bryn Hedydd aims to:

- **Allow all students to be resilient and achieve the best they can**
- **Promote harmony at all times**
- **Take responsibility for all our actions**

To develop ourselves and others we will persevere until we succeed

To support these aims the school will aim to:

- *Give equality of opportunity.*
- *Offer a curriculum that provides the knowledge, values and experiences and skills necessary for success in a complex, technological, global 21st Century society.*
- *Promote the skills of resilience and perseverance to allow young people to succeed.*
- *Provide a well-ordered and supportive environment.*
- *Promote the professional development of all who work at the school*
- *Work in partnership with parents, recognising their vital role in ensuring the welfare and success of their children and encouraging their active participation in the life of the school.*
- *Develop partnerships with employers, community groups and individuals, becoming an integral part of the local, national and global communities in which our pupils will live and work.*
- *Work constructively with our family of primary schools to promote co-operation and continuity for the benefit of all our pupils.*
- *Work with (other) High Schools, further and higher education and other training institutions to provide a breadth of learning opportunities.*
- *Encourage an ethos of continuous improvement.*

At Ysgol Bryn Hedydd we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ysgol Bryn Hedydd we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Characteristics of our School

We are a large primary school with traditional values and we believe children learn better when they are excited and engaged. What excites and engages children most is truly excellent teaching, which challenges them and promotes independence in learning.

The community of Ysgol Bryn Hedydd has a special 'feel' about it and many visitors comment on the positive ethos and friendly atmosphere they encounter as they come through our doors, coupled with the exciting and creative learning environment for all, found wherever they look.

Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education; encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning; including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our SEP and Equality Objectives are set in the light of:

We regularly involve stakeholders, including children, staff, parents/carers, governors, other users of the school and community representatives in relation to the development of policies as well as required by the equalities duties. We use a wide range of mechanisms including:

- Involving the School Council
- Circulating questionnaires to a variety of stakeholders, making them accessible as a means of communication
- Holding meetings and focus groups ensuring the timing and venue is accessible and inclusive for stakeholders

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Wellbeing Plan
- promote community cohesion

Our School Equality Objectives are set out in **Section 5**.

Responsibilities

Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their 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 strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child 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.

Senior Leadership Team

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- 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 appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities 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 the Authority's and school's policies
- ensuring that all staff are aware of the SEP

Staff – Teaching and NON-TEACHING

- The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:
- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Information gathering and Engagement

Purpose and Process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties.

Engagement is based on the information gained about representation of different groups.

We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

Types of Information Gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;

- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties.

We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

- **Pupil views are actively sought via pupil voice and the Jedi School Council**
- **Parents views are actively encouraged via verbal, written and formal responses e.g. Parents surveys at Consultation Evenings and response to pupil reports, Parent Evening etc.**
- Pupils express their views on school life through biannual PASS assessments which are analysed by class teachers

Equality Impact Assessment

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.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

Objectives and Plans

Our chosen Equality Objectives are;

1. *Ensuring children who are vulnerable have opportunities to succeed.*
2. *Monitor Attendance of groups of pupils*
3. *Review access to facilities with pupils and staff*
4. *Raise awareness of equality issues with pupils and staff*

We have action plans covering all relevant protected characteristics ([Appendix 2](#)). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis through the governing body and with Estyn when the school is inspected.

Publication and Reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats (according to the needs of the pupils/parents/stakeholders) and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;

- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.
- The review of the SEP informs its revision, the setting of new priorities and action plans.
- This process continues to:
 - involve the participation of a full range of stakeholders;
 - be evidenced based - using information and data that the school has gathered and analysed;
 - use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2024. The first annual review will take place in autumn term 2021 and any changes will be reflected following this date.

A report will be given to the Governing Body. Approval

Title	Name	Date 1	Date 2
Chair of Governors	Sue Roberts	9/28/21	9/28/21
Head Teacher	John Cannon (HT)	9/28/21	9/28/21
Other Stakeholders	Scott Roberts (DHT)	9/28/21	9/28/21

Appendices

[Appendix 1 Regional Equality Objectives](#)

[Appendix 2 Schools Equality Objectives and Action Plan \(Template\)](#)

[Appendix 3 Schools Accessibility Plan \(Template\)](#)

[Appendix 4 SEP Annual report guidance](#)

[APPENDIX 5 Equality Impact Assessment \[template\]](#)

Appendix 1 Regional Equality Objectives

Equality plan

Our Corporate Plan (2017 – 2022) also serves as our Wellbeing Plan and our Equality Plan.

As part of our duty, we are required to produce a Strategic Equality Plan for a four-year term and report annually against progress. This does not necessarily have to be a single standing document, thus we have opted to incorporate it within our Corporate Plan 2017 – 2022 which strengthens the value of our diversity and equality work and underpins the goal within the Wellbeing of Future Generations (Wales) Act 2015. We believe we are able to take this integrated approach because the Plan equips the Council to deliver significant progress for all, by addressing current inequalities. The principles of equality are embedded throughout the council's functions and services.

The integrated plan is intended to ensure fair treatment for all, and to eradicate the risk of unfair or unequal treatment, such as harassment, victimisation or unlawful discrimination, in our work and service delivery. This includes our internal processes and treatment of employees, as well as services delivered to the public, and treatment of the public. We aim to foster good relations and equality of opportunity, and contribute to positive outcomes for all the people of Denbighshire.

During the lifetime of the Corporate Plan and beyond, we will ensure that all new projects and areas of work will:

- Engage, where appropriate, with groups that represent people with protected characteristics.
- Consider limitations to physical access, in particular with new builds, but also with regard to access to information and services.
- Consider the appropriateness of the facilities that we have available within the council’s estate for use by those people with protected characteristics.
- Engage, challenge and, where possible, remove barriers to opportunities (including work) for those with protected characteristics.
- Condemn hate related bullying and harassment

Appendix 2 Schools Equality Objectives and Action Plan

We will undertake a full review of our SEP by September 2024. The first annual review will take place in the Autumn term 2021 and any changes will be reflected following this date. A report will be given to the Governing Body.

Strategic Equality Plan 2020-2024 Equality Objectives & Action Plan
Equality Objective 1: <i>Ensuring children who are vulnerable have opportunities to succeed</i>
Our research: <i>Due to funds being allocated from the WG to ensure that the gap between eFSM and non-FSM, we have found that the gap has begun reducing in the last few years.</i>

Significant work has been completed by the school in order to do this, based on the work completed by the PDG Focus Group.

Information from engagement:

Feedback from staff suggested the best way to track and monitor pupil progress was to ensure that all staff were aware of the vulnerable pupils in each class/year group. Once these were discussed, it was clear to see which pupils required additional interventions/resources etc.

Data development:

PDG analysis of data each academic year, looking into the gap in achievement of eFSM and non-FSM pupils. PDG file.

This objective will be judged to be successful if:

- Data shows the 'gap' between eFSM and non-FSM has narrowed.
- Vulnerable pupils are shown to have equal opportunities to 'shine' and achieve.

Actions:

	Description	Responsibility	Start date	End date
1.1	Review data on progress of eFSM and non-FSM pupils. Identify pupils are need of further intervention	RP (Assessment Lead); Class Teachers	Sept 21	July 24
1.2	Provide and implement appropriate intervention for identified pupils to help narrow the gap	MA (ALN Lead); Class Teachers	Sept 21	July 24

**Strategic Equality Plan 2020-2024
Equality Objectives & Action Plan**

Equality Objective 2: Monitor Attendance of groups of learners throughout the school.

Data development:

Attendance Data, FPN/FPW, Meeting records with parents/Carers

This objective will be judged to be successful if:

- The number of pupils absent from school will decrease. (The number of pupils meeting school attendance target will increase).
- The number of Parents/Carers who have had attendance meetings will increase.

Actions:

	Description	Responsibility	Start date	End date
1.1	Regular monitoring of persistent absence and those who are arriving late. Pupils to be identified and highlighted to CT and SLT.	Office Staff; Class Teachers; SLT	Sept 21	Jul 24

1.2	Initial contact to be made to parents and discuss ways in which the school can help improve the attendance and punctuality of the identified pupil	Class Teacher	Sept 21	Jul 24
1.3	Those pupils who still have poor attendance, a follow-up discuss from team member or SLT with the family	Team Leader; SLT	Sept 21	Jul 24

Strategic Equality Plan 2020-2024
Equality Objectives & Action Plan

Equality Objective 4: *Review access to facilities with parents, pupils and staff*

Data development:

Completion of elements of the PIP to ensure all pupils can access areas around school.

This objective will be judged to be successful if:

- The school has taken into account the needs of the pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments i.e. improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings
- Personalised risk assessments are in place for individual pupils

Actions:

	Description	Responsibility	Start date	End date
1.1	Re-levelling of the artificial grass in the Foundation Phase setting and the Foundation Phase playgroup	JC	Sept 21	Jul 24
1.2	Review of any pupils and staff who need PIP to ensure equal access around the school	SRO and Class Teachers	Sept 21	Jul 24

Strategic Equality Plan 2020-2024
Equality Objectives & Action Plan

Equality Objective 5: *Raise awareness of equality issues with parents, pupils and staff*

Our research:

Non-statutory guidance on the Public Sector Equality Duties states that ‘a listed body in Wales (including all Schools) must make appropriate arrangements to promote

knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.				
Data development: <i>Survey results from Parent/Carer survey each academic year.</i>				
This objective will be judged to be successful if:				
<ul style="list-style-type: none"> The delivery of information to pupils, staff, Parents/Carers and other members of the school community has improved and highlights equality issues for all. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Class teachers to consider aspect of equality during the planning process in light of the Curriculum for Wales 2022.	Class Teachers/Curriculum Lead	Sept 2021	Sept 24
1.2	Ensure a range of books across school reflect variety of different groups and promotes equality	English Lead	Sept 2021	Sept 24
1.3	Monitor extra-curricular activities to ensure inclusive and all pupils can engage and participate	SLT/Class Teachers	Sept 2021	Sept 24

Appendix 3 SEP Annual report guidance



Strategic-Equality-Plans-Annual-Report

Appendix 4 Equality Impact Assessment



Example_of_an_Equality_Impact_Assessment