



Strategic Equality Plan 2016-2020

Contents of our Strategic Equality Plan (SEP)

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1. Our Distinctive Character, priorities and Aims

1.1 School values

At Ysgol Penrhyncoch ac Ysgol Penllwyn, 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 Penrhyncoch ac Ysgol Penllwyn, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Penrhyn-coch School and Penllwyn School our intention is to breed an atmosphere within the school where every child can develop a lively, curious at a pace that is appropriate to their experience and ability. Pupils develop skills Literacy, Numeracy and Competence Digital confidently and intelligently across curriculum areas.

We believe strongly in education and lifelong learning we appreciate the experiences of our peers, their experiences and celebrate the opportunities to gain knowledge and understanding together.

Our team of friendly and dedicated staff will support the development of the whole child, and challenged to reach their full potential through high expectations and hard work. They understand and are experienced in supporting pupils with various needs eg physical, medical, cognitive, emotional, in accordance with the needs of each child. We want our pupils to experience success and feel proud of their own.

We hope that pupils develop individuals intelligent, polite and responsible society; they have self respect and respect for others, though his creed or culture.

In school and Ysgol Penrhyn-coch Penllwyn every child is important. We hope to every child realize every dream and every ambition.

1.3 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

1.4 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:

- The regional equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

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 Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.10) and Appendix 2**.

2. Responsibilities

2.1 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.

2.2 Senior Leadership Team (SLT)

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

2.3 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

3. Information gathering and Engagement

3.1 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. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

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.

3.2 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;
- data on the recruitment, development and retention of employees;
- 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;

3.3 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.

4. 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.

5. Objectives and Action Plans

Our chosen Equality Objectives are

1. Reduce the gap between outcomes for boys and girls.
2. Codi awareness of pupils, staff, parents and governors of the diversity of cultures and world religions.
- 3, To develop pupils' awareness of the "Rights of the Child" of the United Nations.
4. To enhance the involvement of pupils with behavioral needs of their education.

....

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 Improvement 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.

6. 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 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. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analyzing 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.

7. 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 2016.

Ysgol Penrhyn-coch ac Ysgol Penllwyn

Strategic Equality Plan 2012 – 2016

Appendices

- App. 1** **Regional Equality Objectives**
- App. 2** **School Equality Objectives and Action Plan**
- App. 3** **Current school Access Plan**

Regional Equality Objectives

South West and Mid Wales Authorities Consortium (swamwac)

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

3. Reduce gaps in levels of attendance between different protected groups as identified in local data

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. Reduce the number of NEETs

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.

None 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.

Ysgol Penrhyn-coch ac Ysgol Penllwyn

Strategic Equality Plan 2012 – 2016 Equality Objectives and Action Plan

Equality Objective 1.

Lessen the gap between the attainment of boys and girls.

Our Research:

3 years data shows that girls perform better than boys in achieving higher levels in both FP and KS2.

Information from Engagement:

Boys suggest that we need to offer themes that appeal more to them and are of interest to them. Parents feel that the school needs to offer a higher challenge and have higher expectations of more able pupils. Pupils feel that there aren't enough books that appeal to boys (Summer 2016)

Data Development:

End of key stage data. INCERTS data.

This objective will be judged to be successful if...

- *Increase in the number of boys achieving outcome 6+ and level 5+ at the end of key stage.*
- *Evidence from book scrutiny of the appropriate level of challenge and themes that appeal to boys.*
- *Boys attitude and interest in learning improved.*

Actions:

| | Description | Responsibility | Start date | End date |
|-----|---|----------------|----------------|----------|
| 1.1 | Thorough self evaluation of data | Head | September 2016 | On going |
| 1.2 | Careful planning in form of SIP | Head | September 2016 | On going |
| 1.3 | Implement plan, revise and evaluate practice. | Staff | September 2016 | On going |

| <p>Equality Objective 2. <i>Increase awareness of all stakeholders of the variety in culture and religion.</i></p> | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|----------------|-----------|--|-------------|----------------|------------|----------|-----|--|------|----------------|----------|-----|---|-----------------------|----------------|-----------|
| <p>Our Research: <i>A non-statutory guide on the Public Sector’s Equality Duties notes the need to make adequate arrangements to promote awareness amongst employees.</i></p> | | | | | | | | | | | | | | | | | | | |
| <p>Information from Engagement: <i>School improvement processes reveal that there are not enough regular opportunities mapped in the schools’ provision to raise awareness amongst all stakeholders.</i></p> | | | | | | | | | | | | | | | | | | | |
| <p>Data Development:</p> | | | | | | | | | | | | | | | | | | | |
| <p>This objective will be judged to be successful if...</p> <ul style="list-style-type: none"> • <i>Increase in understanding amongst stakeholders of matters promoting equality.</i> • <i>Improvement in attitudes of stakeholders.</i> | | | | | | | | | | | | | | | | | | | |
| <p>Actions:</p> <table border="1"> <thead> <tr> <th></th> <th>Description</th> <th>Responsibility</th> <th>Start date</th> <th>End date</th> </tr> </thead> <tbody> <tr> <td>2.1</td> <td>Create an Equality Plan to share with staff and governors.</td> <td>Head</td> <td>September 2016</td> <td>On going</td> </tr> <tr> <td>2.2</td> <td>Mapping equality aspects across the curriculum.</td> <td>Head and school staff</td> <td>September 2016</td> <td>July 2018</td> </tr> </tbody> </table> | | | | | | Description | Responsibility | Start date | End date | 2.1 | Create an Equality Plan to share with staff and governors. | Head | September 2016 | On going | 2.2 | Mapping equality aspects across the curriculum. | Head and school staff | September 2016 | July 2018 |
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| 2.1 | Create an Equality Plan to share with staff and governors. | Head | September 2016 | On going | | | | | | | | | | | | | | | |
| 2.2 | Mapping equality aspects across the curriculum. | Head and school staff | September 2016 | July 2018 | | | | | | | | | | | | | | | |

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|--|--|--|--|--|
| <p>Equality Objective 3. <i>Developing pupil’s understanding of the United Nations “Rights of the Child”</i></p> | | | | |
| <p>Our Research: <i>Not every child is aware of the rights of the child. We meet some aspects through our PSE curriculum appropriate to the child’s age and ability.</i></p> | | | | |
| <p>Information from Engagement: <i>The school provides good opportunities for pupils to gain knowledge of a wide range of moral, social, cultural and PSE aspect. Pupils are encouraged to express an opinion and to contribute effectively to the wider community. Pupils need to be more aware of their responsibilities towards other people as</i></p> | | | | |

well as their own rights.

Data Development:

Concentrate on 2 rights every half term in KS2 and 1 every half term in FP.

This objective will be judged to be successful if...

- *Increase in pupils understanding of their rights and responsibilities.*
- *Evidence of pupils explaining what their responsibilities are in assemblies, PSE, and school council.*
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Actions:

| | Description | Responsibility | Start date | End date |
|-----|---|-----------------------|-------------------|-----------------|
| 3.1 | Discuss the rights of the child that influence behaviour when discussing school rules at the beginning of the term. | Deputy Head | September 2017 | On going |
| 3.2 | Introduce 2 rights every half term in KS2 and 1 in FP. | Deputy Head | September 2017 | On going |
| 3.3 | Create a display of the rights of the child. | Deputy Head | September 2017 | On going |

Equality Objective 4.

To improve pupils with behavioural needs attitudes to school.

Our Research:

Improving pupils attitudes and enjoyment of learning in school has proven to be successful in improving the behaviour of individual, which has provided wider access to the curriculum.

Information from Engagement:

Pupils at the school benefit from an alternative curriculum offering them opportunities to achieve in non-academic areas. The behaviour of individuals has improved because of this.

Data Development:

PASS results.

This objective will be judged to be successful if...

- *Increase in pupils PASS scores*
- *Evidence of pupils enjoying their time in the school and enjoying opportunities.*

Actions:

| | Description | Responsibility | Start date | End date |
|-----|--|----------------|--------------|----------|
| 4.1 | Recognise individuals to target as a result of PASS. | Head | October 2016 | On going |
| 4.2 | Establish Sulp intervention groups and an alternative curriculum | Head | January 2016 | On going |
| 4.3 | Revise progress. | Staff | July 2016 | On going |

Current School Access Plan

| | Objectives | Strategies | Milestones | Time table | Evaluate |
|-------------------|--|--------------------|--|------------|----------|
| Short Term | Continue to train staff in effective differentiation. Continue to train governors | Training from LEAY | <ul style="list-style-type: none"> • Staff can meet the needs of disabled pupils and ensure access to the curriculum. | Every Year | |

| | | | | | |
|-----------------|---|--|--|--------------|--|
| Mid Term | Prioritise improvement, considering pupils needs and the needs of the public. | Revise the resources and the budget available for the school | <ul style="list-style-type: none"> • Review the school's Accessibility Plan and to address any issues following stakeholder consultation disabled. • Ensure involvement and contact with current pupils and parents. • Ensure that the building is accessible to individual needs. • Ensure that disabled toilet is fit for purpose. • Ensure appropriate access to the curriculum in | As is needed | |
|-----------------|---|--|--|--------------|--|

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|--|--|--|---|--|--|
| | | | accordance with pupils' needs and can include access to services and offered the external agencies. | | |
|--|--|--|---|--|--|

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|------------------|---|--|---|-------------|--|
| Long Term | Improve attitudes and culture within the school | Map opportunities to raise awareness in PSE curriculum | <ul style="list-style-type: none"> • PSE Coordinator resources to investigate and gather ideas for promotion within the school. • Ensure that staff understand equality scheme by learning. • Continue to develop positive attitudes towards disabled people. • To improve pupils' understanding of the needs of disabled people. | Second Year | |
|------------------|---|--|---|-------------|--|