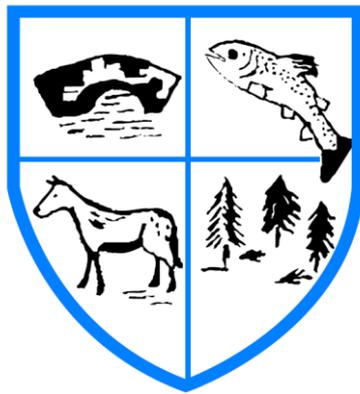


YSGOL LLANYBYDDER SCHOOL



EQUALITY POLICY

2016-19

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1. Our Distinctive Character, priorities and Aims

1.1 School values

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 LLANYBYDDER 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

Our school is a village school, and we deliver education through the medium of Welsh. However, the majority of the pupils come from English speaking homes and we also have a high percentage for whom Polish is their first language.

Please refer to school contextual data
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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**;
- any views that may be expressed by stakeholders of the school;
- any issues that may arise 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 the school's SEP

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:

- 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;
- 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 or Welsh 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. All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately*
- 2. To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff.*
- 3. To promote cultural development and understanding through a rich range of experiences both in and beyond the school*
- 4. Raise awareness of disability, diversity and cultural differences through a programme of assemblies.*

....

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.

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 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.

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 2019.

	Name	Signature	Date
Chair of Governors	Daryl Thomas		12/1/2016
Headteacher	Gareth Rhys Jones		12/1/2016

Review Date	12/1/2019
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YSGOL LLANYBYDDER

Strategic Equality Plan 2016 – 2019

Appendices

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

Regional Equality Objectives

ERW Region:

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, Pakistani, Gypsy Traveller pupils and School Action+ 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.
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 LLANYBYDDER

Strategic Equality Plan 2016 – 2019 Equality Objectives and Action Plan

Equality Objective 1.

All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately

Our Research:

Matters are addressed as a matter of school discipline but currently no specific recording is in place

Information from Engagement:

*Appraise all staff and Governors of their Safeguarding responsibilities in relation to EA matters
Identify a recording system that will ensure that the requirements of the EA are fulfilled*

Data Development:

Data on termly incidents to be reported on via the HT report to Governors

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

- *There is evidence to demonstrate a reduction in incidents*
- *There is evidence to demonstrate improvement in recording and monitoring of incidences*

Actions:

	Description	Responsibility	Start date	End date
1.1	Staff to be made aware of their responsibilities via staff meeting and a memo to support staff	HT	September 2016	Ongoing annually
1.2	Governors to be made aware of their responsibilities via the termly GB meeting	HT	Autumn Term GB meeting 2016	Ongoing annually
1.3	Include the reporting of incidents in the agenda of all GB meetings	HT	Autumn Term GB meeting 2016	Ongoing termly

Equality Objective 2.

To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff.

Our Research:

The school has adopted the LA's policy on the recruitment and retention of all staff.

Information from Engagement:

Identify appropriate training opportunities

Data Development:

Compliance with LA recruitment procedures

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

- *There is no incidence of litigation against the school for contravening the EA*

Actions:

	Description	Responsibility	Start date	End date
1.1	Contact HR and Governor support for information on appropriate training	HT	September 2016	October 2016
1.2	Identify Governors for training	Chair	Autumn term GB meeting	
1.3	Organise venue and date and time and facilitate training	HT	Spring term GB meeting	

Equality Objective 3.*To promote cultural development and understanding through a rich range of experiences both in and beyond the school***Our Research:***The school follows a rich and varied programme but there is a need to ensure that there are no gaps in provision to address cultural development.***Information from Engagement:***Identify a programme in the short term planning.***Data Development:***Monitoring of planning to ensure consistency of provision throughout all classes***This objective will be judged to be successful if...**

- *There is evidence to demonstrate improvement a comprehensive programme to promote cultural development*

Actions:

	Description	Responsibility	Start date	End date
1.1	Staff meeting to inform that short term planning must include opportunities for the promotion of cultural development	HT	September 2016	
1.2	Monitoring of planning to ensure consistency of provision	SMT	Summer term 2017	

Equality Objective 4.

Raise awareness of disability, diversity and cultural differences through a programme of assemblies.

Our Research:

Evaluation of the opportunities to raise awareness of disability, diversity and cultural differences are taking place throughout the academic year but there is no specific programme.

Information from Engagement:

Timetable of assemblies which address the above to be drawn up for the commencement of the academic year and to be followed on a timetabled basis.

Data Development:

Details of when the assemblies will take place and a brief outline of the content to ensure that all aspects are covered

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

- ***There is evidence to demonstrate improvement in the range of disability, diversity and cultural differences being introduced to the children***

Actions:

	Description	Responsibility	Start date	End date
1.1	Drafting of a timetable of assemblies for the year	HT	September 2016	July 2017
1.2	Facilitation of assemblies	All staff	Ongoing throughout 2016/17	
1.3	Record of the content introduced to pupils	HT	September 2016	July 2017