



STRATEGIC EQUALITY PLAN 2018/2020

Adopted by the Governing Body

on September 19th 2018

Signed David B. Hake Chair of Governors

Date October 16th 2018

Contents of our Strategic Equality Plan (SEP)

- 1. Our distinctive character, values, priorities and aims**
 - 1.1 School values**
 - 1.2 Characteristics of our school**
 - 1.3 Mainstreaming equality into policy and practice**
 - 1.4 Setting our equality objectives**

- 2. Responsibilities**
 - 2.1 Governing Body**
 - 2.2 Strategic Improvement Team**
 - 2.3 Staff – teaching and support staff**

- 3. Information gathering and Engagement**
 - 3.1 Purpose and process**
 - 3.2 Types of information gathered**
 - 3.3 Engagement**

- 4. Equality Impact assessment**

- 5. Objectives and Action Plans**

- 6. Publication and reporting**

- 7. Monitoring and Review**

Appendices

- App 1. Regional Equality Objectives**

- App 2. School Equality Objectives and Action Plans**

- App 3. School Access Plan**

1. Our Distinctive Character, priorities and Aims

1.1 School values

Mission Statement – Do the little things (St David)

At Ysgol Penrhyn Dewi, 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, gender, race, religion or belief, sexual orientation or socio-economic background. 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 Penrhyn Dewi, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The aim of the school is that there are zero incidences of bullying recorded.

1.2 Characteristics of our school

Ysgol Penrhyn Dewi is a Church in Wales VA 3 to 16 school based over three campuses on the St. David's peninsula. The school reflects the School Trust Deed by providing Religious Education and Worship distinctive to the teaching and practices of the Church in Wales. We aim to serve the peninsula community by providing an education of the highest quality within the context of the Christian belief and practice; encouraging an understanding of the meaning and significance of faith, and promote lifelong Christian values through the experience it provides to all pupils.

Ysgol Penrhyn Dewi ensures that every child achieves their full potential academically whilst also developing their skills to be successful in our ever changing world; to promote and understand a sense of morality guided by the gospel values of respect, care, compassion and love. This is achieved through a strong pastoral system, a commitment to providing high quality teaching and learning and extensive range of sporting, cultural and extra-curricular activities.

The school continues to develop very close links with the clergy of the Cathedral. The clergy lead school worship at whole school celebrations of Holy Eucharist and at all important festivals. They also visit the school to support the work of the Religious Education curriculum area and provide greater knowledge and insight into church activities and the sacraments. Religious Education and Collective Worship is a cornerstone of the life and work of the school

The school operates on a principle of distributed leadership which is underpinned by an effective performance management system. Staff are encouraged to take on additional responsibility and accountability for their roles. Development posts reflect the main priorities identified in the school improvement plan and allow staff to experience whole school issues and develop a wide array of skills.

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 priorities 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 pupil data e.g. attainment data of boys v girls

Our priorities are:

Children and young people

- narrowing the attainment gap between different groups of children and young people in the school e.g. children using alternative forms of communication and Looked After Children (LAC);
- raise standards
- promote community cohesion

Our school community

- improving the involvement of disabled children and young people, staff and parents and carers;
- tackling bullying based on race, religion, gender, disability, sexuality or poverty;
- considering objectives to address the causes of any gender gap or differences between groups;
- promoting positive attitudes toward diversity.

Our community

- improving the involvement of children and young people, parents and carers from minority ethnic backgrounds e.g. Gypsy Travellers;
- improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an Additional Language;

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equal opportunities 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 Strategic Improvement Team (SIT)

The Strategic Improvement Team (SIT) 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 the SEP, and that staff apply these guidelines fairly in all situations;
- 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

2.3 Staff – teaching and support staff

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

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 annual school performance booklet outlines the range of information gathered on different groups of learners. This is widely made available to all staff, governors and the wider community. 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. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and adhere to the principles of the GDPR, 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;
- **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. Outcomes

Of all the information we collect, the most important indicators of how successful we are in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. We record our outcomes using a wide range of criteria, both academic and experiential, for the various protected characteristics and other vulnerable groups, mindful of the principles of proportionality, relevance and potential impacts (whether positive or adverse).

5. 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.

We undertake our impact assessment in a relevant, proportionate and systematic way. In addition to using the **Overview of Outcomes** as a focused starting point, impact assessments are incorporated into the school's planned review and revision of every policy.

Every new plan and policy is drawn up with regard to the school's duties as described in this SEP and the appendices, and is subject to the process of impact assessment in relation to potential positive or adverse impacts.

6. Action Plans

1	Monitor and analyse pupil achievement by protected characteristic and act on any trends or patterns in the data that require additional support for pupils.
2	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.
3	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Year/School Council by election or co-option), class assemblies, fund raising etc.
4	Identify, respond and report incidents related to protected characteristics as outlined in the Plan. Report the figures to the Governing Body/Local Authority on a termly basis.

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.

Our SEP relates to a range of other policies and plans, and will be implemented through them and the procedures and practices that relate to them. These policies are listed in the appendices and significantly include our Accessibility Plan and Safeguarding Policy.

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

7. 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 will be revised to include 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.

8. 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.

Ysgol Dewi Sant

Strategic Equality Plan 2015 – 2019

Appendices

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

Appendix 1 – Relevant school plans and policies

Regional Equality Objectives

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.

Appendix 2 – Strategic Equality Plan 2015 – 2019

Equality Objectives and Action Plan

App 2 Impact Assessment (Becomes Part C of the SEP)

Why do equality impact assessment (EIA)?

- Allows us to give thought to the effect or potential effect of what we do on all members of our school community, including children, young people, parents/carers, our staff and others;
- Enables us to fulfil the requirements of anti-discrimination and equalities legislation and to promote equality of opportunity for all as we establish a school that is just and fair, where all can flourish;
- Helps us understand why there are different outcomes for various groups or individuals and to plan for change;

Principles:

- No new policy or policy amendment is applied without having been impact assessed;
- Proportionality and Relevance – identifying and prioritising key plans and policies;
- Ensuring effective participation through the work of the working party;
- Based on evidence – summary/professional judgement/team based at screening stage with more comprehensive evidence drawn into full impact assessment process;
- Managing the process in a systematic and planned way but allowing flexibility to be responsive;
- Using impact assessment to inform change and development in plans and policies;
- Screening based on identifying existing or potential positive or adverse impacts = the two basic questions;

The process:

- We analyse information drawn together in the Overview of Outcomes to identify the plans and policies relevant to the pattern of outcomes;
- All plans and policies noted above are impact assessed enabling us to identify priorities for full impact assessment and action;
- We use an EIA planning and review schedule of screening and full impact assessment taking into account further identified criteria in addition to the Overview of Outcomes;
- Throughout the year the schedule is used to screen identified PCPs and to do full impact assessments where indicated;
- The results of our impact assessments are recorded very briefly on the schedule and more fully in our reporting on, and publication of EIAs. This also acts as evidence for our school self evaluation.

EQUALITY IMPACT ASSESSMENT FOR YSGOL PENRHYN DEWI POLICY

Identify the aims of the policy, plan or practice and how it is implemented.

Equality Impact Assessment: Does this policy, plan or practice impact on any of the following groups? If YES, state negative, positive or negative impact? Where a positive or negative impact occurs, complete the assessment of the impact and consideration of alternative measures or adjustments

Protected characteristics:	Disability	Race	Gender	Age	Sexual Orientation	Religion or Belief	Gender Reassignment	Pregnancy & Maternity
Yes / No								
Positive } Neutral } impact? Negative }								

Assessment of impact (with regard to protected characteristics)

POSITIVE impact -

NEGATIVE impact –

Consideration of alternative measures or adjustments (in the case of a Negative Impact)

Reviewed by:

Date:

App. 3

