

Ysgol Betws

**Strategic Equality Plan
2019-2022**



Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

.....*Date*

Scheme due for review:.....(date)

1. Our Distinctive Character, priorities and Aims

1.1 School values

At *Ysgol Betws*, 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 Betws*, 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

Ysgol Betws is situated within the Flying Start catchment area, a designated deprived area. At the time of writing this policy, 19% of pupils receive free school meals. The majority of our pupils are described as British/ Welsh, with most of our pupils from homes where English is the pre-dominant language.

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;
- 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

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 The Head teacher:

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

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

Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination are included on our data map.

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.

5. Objectives and Action Plans

Our chosen Equality Objectives are

- **To raise awareness of equality and diversity issues among Pupils, Staff**
- **Eliminate unlawful discrimination, harassment, victimisation**
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

6. Publication and reporting

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.

7. Monitor and Review

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.

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Equality Objectives and Action Plan

Equality Objective 1. Eliminate unlawful discrimination, harassment, victimisation				
Our Research: <i>In the world around us discrimination persists</i>				
Information from Engagement: <ul style="list-style-type: none">To secure all policies are in placeGovernors and staff following policies				
Data Development: <i>We will need to study the data provided on the school admission forms, so that we can prepare for any new intake.</i>				
This objective will be judged to be successful if: <ul style="list-style-type: none">A climate of equality exists in the school.				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Review policies	C. James	March 2019	
1.2	Policies to be made available			
1.3	Policies to be followed			

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Equality Objective 2. To raise awareness of equality and diversity issues among pupils and staff				
Our Research: <i>New pupils from different nationalities, cultures and religions are attending our school.</i>				
Information from Engagement: <i>Lessons on world citizenship, school council, staff meetings and training. Respecting different cultures and religions.</i>				
Data Development: <ul style="list-style-type: none"> • <i>Staff and governors to be made aware of ethnicity and disability data</i> 				
This objective will be judged to be successful if... <i>Awareness has been raised.</i>				
Actions:				
	Description	Responsibility	Start date	End date
1.1	To increase the awareness of World Citizenship at the school and diversity	Class teachers	April 2019	
1.2	To raise awareness amongst pupils	“	“	
1.3	Head teacher to monitor.	Head teacher	“	

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Equality Objective 1.

Foster good relations between people who share a protected characteristic and people who do not share it.

Our Research:

WAG information has raised awareness of domestic abuse in our communities

Information from Engagement:

To follow LEA and school policies.

To hold lessons/ workshops to encourage good relationships

Data Development:

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

- Pupils are aware of the attributes of good relationships

Actions:

	Description	Responsibility	Start date	End date
1.1	To work with local providers such as Sparrow.	Head/ staff	Autumn 2018	On going
1.2	To provide lessons on forming good relations	staff	Ongoing	Ongoing
1.3	Head teacher to monitor.	Head teacher		