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pertaining to their own school or cluster group

VERSION [0.0]

[DATE]



CYNLLUN CYDRADDOLDEB STRATEGOL YSGOL SCHOOL STRATEGIC EQUALITY PLAN

ENW'R YSGOL / CLWSTWR - NAME OF SCHOOL/CLUSTER

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INTRODUCTION AND CONTEXT

This is a Strategic Equality Plan (SEP) template designed to enable schools to make a manageable start in developing their own SEPs.

Schools are required to develop and publish Equality Objectives and a Strategic Equality Plan by 2nd April 2012, with the purpose of the objectives and plans being to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities. SEPs must include equality objectives and demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their SEPs, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and are relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide, regional or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives, occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work and to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in schools' plans will emanate from issues identified as a result of consultation undertaken with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of your school's data will form the basis of the equality objectives within your SEP for the next four years.

Should a school choose not to publish an equality objective covering each of the protected characteristics, it is required to publish robust and justifiable reasons for this choice.

Head teachers, or any other staff member given responsibility for the preparation of this work are encouraged to consider the accompanying guidance. Similarly, schools are advised to work in their clusters or Families of Schools in the preparation of their SEPs, so as to minimise burden.

Please note that whilst schools' current responsibilities to prepare Disability Equality and Race Equality schemes are revoked, the requirement to prepare Disability Access Plans remains and should be included as an Appendix to your SEP. Similarly, the requirement to record, monitor and report on all racial incidents remains the same.

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OUR DISTINCTIVE CHARACTER, PRIORITIES AND AIMS

SCHOOL VALUES

Our School aims to promote achievement, excellence and responsibility in all we do. Our School aims to **(insert your own school aims here, e.g.);**

- Allow all students to achieve to best they can
 - We will promote excellence at all times
 - We will take responsibility for all our actions

To develop ourselves and others we will persevere until we succeed

(Example taken from SWAMWAC schools)

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 students will live and work.
- Work constructively with our family of primary schools to promote cooperation and continuity for the benefit of all our students.
- 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 **(Name of School)** 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 **(Name of School)** 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

(Edit) *Our School has a catchment area of nearly 50 square miles, based near the border of County x. There are currently no pupils who are not white, less than 1% whose first language is not English, 3.9%, less than 10% on the S.E.N. register. Pupils attend from a predominantly rural community, mainly based around small towns and villages.*

With a relatively small FSM of 5.1%, Our School serves no areas of significant deprivation. It works hard to provide opportunities in a rural area for young people who need to develop resilience to take part in activities both in and out of school.

Issues such as tenant accommodation, families being asset rich/cash poor, the effect of incomers to a rural area and the nature of seasonal employment from the tourist industry can affect the area. Many pupils do come from small primary schools with mixed age classes.

We have formed strong partnerships with local groups. We work in partnership with the School Nursing Service, Barnardos Counselling and the local LRSP, providing services for young people as and when needed. We are given information regarding the diverse group in our community as and when this arises

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:

- 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 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 MANAGEMENT TEAM

The SMT 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. 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.

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;

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 Year reps and the 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**
- **The use of [Kirkland Rowell](#) surveys to obtain the perceptions of stakeholders.**

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; (edit the following)

1. *The monitoring of achievement of groups of pupils, e.g. boys*
2. *The monitoring of bullying incidents in school*
3. *Monitor Attendance of groups of pupils*
4. *Reduce the number of NEETS*
5. *Review access to facilities with pupils and staff*
6. *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 every year 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. 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.

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. The first annual review will take place in autumn term 2014 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		[Date 1]	[Date 2]
Head Teacher		[Date 1]	[Date 2]
Other Stakeholders		[Date 1]	[Date 2]
		[Date 1]	[Date 2]
[Title]		[Date 1]	[Date 2]
[Title]		[Date 1]	[Date 2]

APPENDICES

- Appendix 1 Regional Equality Objectives
- Appendix 2 Schools Equality Objectives and Action Plan
- Appendix 3 Schools Access Plan

APPENDIX 1 REGIONAL EQUALITY OBJECTIVES

(Not too sure about including these here. I think they should be either our regional ones, Denbighshire ones or ones from GWE if they have any)?

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.

APPENDIX 2 EQUALITY OBJECTIVES AND ACTION PLAN

Strategic Equality Plan 2012 – 2016 Equality Objectives and Action Plan

We will undertake a full review of our SEP by September 2016. The first annual review will take place in July 2013 and any changes will be reflected following this date. A report will be given to the Governing Body.

Equality Objective 1. <i>Reduce gaps in attainment between Boys and Girls</i>				
Our Research: <i>Data analysis over last 5 years suggests the need to continue to focus on this issue. For example KS3 results 2011 suggests an issue of Boys needing to raise achievement</i>				
Information from Engagement: <i>PLC in GHS conducted research and from feedback to staff suggested review in curriculum, rewards and teaching strategies linked to school Literacy Policy</i>				
Data Development: <i>External results analysis at KS3, KS4 and Post 16</i>				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> • <i>Data shows the 'gap' between boys and girls has narrowed.</i> • <i>Both boys and girls improve performance in external examinations</i> 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Results analysis September each year	SMT	September	September
1.2	Completion of Subject Self Evaluation, leading to SSE	Subject Leaders / SMT	September	December
1.3	Implementation of support strategies	All staff	September	June
1.4	Monitor via school monitoring procedures, and set action plans as required	All	September	July

Example taken from SWAMWAC – Each Objective should have an action plan as illustrated above

APPENDIX 3 – SCHOOL ACCESS PLAN??