



## Ysgol Bryn Castell School

### Strategic Equality Plan 2016-2020

#### 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;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include 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 and 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.

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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 the 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.
- Views expressed by stakeholders.
- Issues arising as a result of our analysis of our SEP questionnaires.

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.



## Ysgol Bryn Castell School

### Strategic Equality Plan 2016-2020 Equality Objectives and Action Plan

**Objective 1:** Raise awareness of equality and diversity issues among pupils, staff and governors.

#### Our Research:

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, parents/carers and Governors.

It is believed that Ysgol Bryn Castell School staff and governors last received equality training prior to the introduction of the Equality Act in 2010-2011.

#### Information from Engagement:

It was evident from the survey that the majority of stakeholders wished for the objective to remain in place as it should always be an important part of school life. It was felt that equality and diversity are addressed well in the school and the objective didn't need updating but needed to be retained.

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

- All staff and governors receive updated Equality training.
- Equality is raised on a regular basis and remains an important part of school life.
- All stakeholders know who to speak to with regards to Equality issues.

#### Actions

Objective	Description	Action Owner	Start Date	End Date
1.1	Assess teachers training needs in professional development/personal review meetings	HT/DH/	2016-17	On-going

1.2	Work with the local authority to identify providers and organise a programme of staff/Governor training workshops	DHT	2016-17	On-going
1.3	Ensure equality and diversity remains a focus within school life eg. PSE curriculum	All staff	2016-17	On-going

**Objective 2:** Implement new Welsh Government Anti-bullying Guidance and Reduce Identity Based Bullying in Schools

**Data Development:**

We currently report to the local authority any incidents of race related bullying by informing the Safeguarding Team.

**Information from Engagement:**

Nearly all stakeholders felt that the objective should remain although there are policies in place in school. It was felt that anti-bullying should always be a priority and awareness should continue to be raised.

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

- Systems are in place to ensure that all anti-bullying procedures are effective.
- There is evidence that work to educate and engage with pupils has reduced the prevalence of unacceptable behaviour towards others.
- The parents are aware of school policies and procedures for anti-bullying.

**Actions**

Objective Number	Description	Action Owner	Start Date	End Date
2.1	Update anti-bullying policy and practices in light of Welsh Government guidance Embedding anti-bullying work in schools in Wales	School Council/Parents	2016-17	On-going
2.2	Include discussion of discriminatory language in PSE sessions.	All Staff – PSE Corodinator	2016-17	On-going
2.3	Arrange a programme of speakers from a range of protected groups to address school assemblies/individual classes. Continue the link with Show Racism the Red Card and	DHT – PSE Coordinator	2016-17	On-going

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	other outside providers such as Paul Hannaford			
2.4	Liaise with the local authority to establish a standard way to gather and record identity based bullying incidents	DHT	2016-17	On-going
<b>Objective 3:</b>				
To ensure there are equal opportunities for boys, girls and protected groups in accessing the curriculum and the school building.				
<b>Data Development:</b>				
See school Accessibility Plan				
<b>Information from Engagement:</b>				
Information from stakeholder questionnaires evidenced that the majority of stakeholders wished for the target to remain the same although they felt that there are no issues within the school.				
<b>This objective will be judged to be successful if...</b>				
<ul style="list-style-type: none"> <li>We can demonstrate that disabled children and visitors have the same opportunity to access all areas of the building safely and that communication methods meet their needs.</li> <li>All pupils have access to the curriculum.</li> </ul>				
<b>Actions</b>				
<b>Objective Number</b>	<b>Description</b>	<b>Action Owner</b>	<b>Start Date</b>	<b>End Date</b>
3.1	Access to disabled toilets (awareness) Disabled car parking spaces for staff visitors and parents.	HT/DHT	2016-17	On-going
3.2	Disabled access to all areas of the school available.	HT/DHT		
3.3	Review processes of communication to ensure that protected groups are not disadvantaged in any way (e.g. large print newsletters, both sets of parents, where families are separated, receive reports etc if required) Learn key words relevant for any particular group or individual that can't speak English.	HT/DHT	2016-17	On-going

