

Ysgol Bro Famau
Llanarmon-yn-Ial Unit
Eryrys Road
Llanarmon-yn-Ial
CH7 5TB
Tel. (01824) 780722



Ysgol Bro Famau
Llanferres Unit
Ty'n Llan
Llanferres
CH7 5SP
Ffon. (01352) 810242

Statutory Policy

2.19S Strategic Equality Plan



Date Reviewed and Adopted

22/6/17

Date of Next Review

22/6/20

Signed

Rousa Roberts

Chair of Governors

Signed

Alun Jones

Headteacher

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Revision Log

Rev	Date	Reason
1.0	7/5/2017	Initial Issue
1.1	20/6/2017	Revised following Staff comments. Appendices added.

1. Our Distinctive Character, Priorities and Aims

1.1. School Values

At Ysgol Bro Famau 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 Bro Famau 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 Bro Famau is situated in a designated Area of Outstanding Natural Beauty in the Moel Famau mountain area. There are two school sites approximately 4 miles apart in the villages of Llanarmon-yn-Ial and Llanferres. The school caters for pupils aged three to eleven. There are 103 full time pupils on roll and 11 part-time Nursery pupils.

The area served by the school is neither advantaged nor disadvantaged socio-economically with a wide range of professions and rural occupations represented. The pupils come from a wide rural area including the neighbouring county of Flintshire. 0.8% of pupils are eligible for a free school meal. This is significantly below the LA and National level. English is the first language of nearly all of the pupils.

There are approximately 8% of the pupils identified as having additional learning needs (SEN). There are currently no pupils with a statement. 3 pupils are in the care of the local authority. The children start school with knowledge and skills which are average and above for those typical of their age. 0.8% of pupils are designated as being ethnic minority and 1.9% are designated as a nationality other than Welsh/British.

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;
- 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 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

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

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:

- 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;

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 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.

- Pupils, parents and other stakeholder's views have been sought through various questionnaires.
- The school council meets regularly and expresses its views and findings to the Governing Body on a regular basis.
- Parents are regularly consulted via newsletters, PTFA meetings etc regarding issues of equality .

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. Reduce gaps in attainment between Boys and Girls
2. Implement new Welsh Government bullying guidance and reduce identity based bullying in school (eg boys/girls, use of homophobic language etc)
3. Ensure that all resources ,activities etc promote equality and strengthen the children's understanding and tolerance within the local and wider community.

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 and incorporated into the School Improving Outcomes 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. Equality Impact Assessment

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 analyzing 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. Monitoring

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.

8. 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.

This policy will be reviewed every three years or sooner as appropriate. Earlier reviews will occur if there are any significant changes to the school circumstances.

Appendix 1 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'.

Appendix 2 Equality Objectives and Action Plan

Equality Objective 1.			
Reduce gaps in attainment between boys and girls			
Our Research:			
Currently girls out-perform boys in English at Key Stage Two			
Information from Engagement:			
In pupil questionnaires girls responded more positively to questions regarding enjoyment and challenge of work set			
Data Development:			
Results from termly assessments, including target setting, analysis of standardised scores in reading and spelling			
This objective will be judged to be successful if...			
<ul style="list-style-type: none"> • There is an increase in boys achieving the higher levels at end of key Stage 2 and Foundation Phase in English • There is evidence to demonstrate improvement in standardised scores on reading and spelling 			
Actions:			
	Description	Responsibility	Start date
1.1	Analysis of current performance of boys in each class (trends- termly Teacher assessments Standardised scores etc)	Class teachers+SLT	Spring 2012
1.2	Identification of underperformance in achievement –who and what?	Class teachers +SLT	Summer 2012
1.3	Input strategies to engage pupils displaying underperformance Catch-up, rapid Reading, TASC week activities etc	Class teachers +SLT	Autumn 2012
			Summer 2012

Equality Objective 2

Reduce Identity Based bullying

Our Research:

A number of incidents have occurred where children have used homophobic and sexist language towards other children.

Information from Engagement:

In questionnaires pupils most pupils expressed that they were happy in school but a few said they were not. When dealing with incidents between children, inappropriate use of language was often the cause of upset.

Data Development:

Recording of incidents involving identity based language .

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

- The incidents of inappropriate language use is reduced
- Results of pupil and parent questionnaires show nearly all children feel they are not bullied or upset at school and that any such incidents are dealt with fairly and efficiently.

Actions:

	Description	Responsibility	Start date	End date
1.1	Pupils to complete questionnaire to identify any issues with identity based bullying etc (might be some staff are unaware of) Involve school council in this	Class teachers+SLT	Spring 2012	Summer 2012
1.2	Implement SEAL into School PSE programme	Class teachers +SLT	Summer 2012	
1.3	Review SEAL and re-do pupil and parent questionnaires	Class teachers +SLT	Summer 2013	

Equality Objective 3.			
Ensure that resources, activities etc promote equality and represent the wider community			
Our Research:			
Due to the nature of the area the school serves , there is a need to ensure that children have access to experiences and resources that extend their tolerance and understanding of others.			
Information from Engagement:			
Our pupils are very tolerant of others and show and treat others with respect but we need to widen their knowledge and experiences, particularly of ethnic minority cultures.			
Data Development:			
Audit of resources- ensure up to date			
Book trawls to show children's understanding and empathy			
Teacher assessments/observations			
This objective will be judged to be successful if...			
<ul style="list-style-type: none"> • Children's work shows an understanding of the wider community • Teacher's planning ensures that appropriate experiences and resources are employed to extend pupil knowledge and empathy 			
Actions:			
	Description	Responsibility	Start date
1.1	Audit of current resources/planning	Class teachers	Summer 2012
1.2	Identify gaps and review planning of activities/schemes of work /purchase resources to enrich children's understanding	Class teachers	Summer 2012
1.3	Link work with PSE and SEAL	Class teachers Led by ANCO and PSE coordinators	Autumn 2012
			Autumn 2012
			End of Summer 2012

