

Ysgol Hafan y Môr

Strategic Equality Plan 2017 – 2021

PART A



Strategic Equality Plan agreed by Governors:

J Jones (Signed by Chair)

19th June 2017 (date)

Scheme due for review: June 2018 (date)



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1. Our Distinctive Character, priorities and Aims

1.1 School values

At **Ysgol Hafan y Môr**, 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 Hafan y Môr**, 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 Hafan y Mor is the first Welsh Medium school in the Tenby area and has a capacity of 210 pupils + 60 Nursery pupils. The school is situated on the old Tenby Junior site and was refurbished in 2016 to accommodate Foundation Phase pupils & teaching. The school currently (2017-18) comprises of 6 classrooms, 1 year group allocated to each classroom within the F/P and 2 year groups in KS2. 90% of pupils are from non-Welsh speaking homes and 10% are from homes where at least one parents speaks Welsh. 2.6% of pupils are from homes where English is not the language of the home. We currently have 2.6% of pupils from mixed races backgrounds and the remaining 97.3% are white. Pupils attend from a predominantly rural community, mainly based around Tenby and outlying villages. With a relatively small FSM of 15.72%, 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 does affect the area. We have formed strong partnerships with local groups. We have an active PTFA who work hard to raise funds for the school and to support various activities.

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 Head teacher

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

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.

Listening to the voice of all stakeholders

In order to obtain an objective and broad view of the school we ensured that all stakeholder's voices were heard.

- ✓ *We held an open afternoon for parents to give their views and opinions of the school and it's direction when the school first opened.*
- ✓ *Pupils were asked their opinions during School Council and Eco Committee meetings*
- ✓ *Parent and pupil questionnaires have been circulated to collect views from these stakeholders and the data from parent questionnaires has been disseminated and shared with parents along with action plans for the way forward/ changes implemented.*
- ✓ *Staff and governors have been able to ask questions and give opinions during discussions in staff and governor meetings.*

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. *To increase staff's understanding of equality and its implications on a day to day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act'*
2. *To continue to increase social and emotional skills for pupils through the SEAL programme and for our pupils with BESD (Behavioral, emotional and social difficulties) timetabled sessions, with our trained ELSA*
3. *Gender difference*
4. *Translating key policies*

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 incorporated into 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 and with Estyn when the school is inspected.

6. 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 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. 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 on an annual basis.

Ysgol Hafan y Môr

Strategic Equality Plan 2017 – 2021



Appendices

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

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 Welsh Government Bullying Guidance and reduce Identity based bullying in schools

(Use LA or school based evidence from surveys)

3. Reduce gaps in levels of attendance between different protected groups as identified in local data

(Use LA or school based evidence from surveys)

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.

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Strategic Equality Plan 2017 – 2021 Equality Objectives and Action Plan

Equality Objective 1.

To increase staff's understanding of equality and its implications on a day to day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act'.

Our Research:

Staff questionnaires and discussion

Information from Engagement:

To increase staff understanding of the 'Equality Act'

Data Development:

Further questionnaires to be distributed every two years to ascertain the impact of the objective noted and data reviewed.

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

- There is evidence to demonstrate of awareness and understanding of equality issues.

Actions:

	Description	Responsibility	Start date	End date
1.1	Staff meeting to discuss responses to questionnaires by all stakeholders	Headteacher	September 2018	October 2018
1.2	Invite Head of Governance and Inclusion to a family of schools group staff meeting to discuss the implications of the Equality Act in respect of all schools within the Preseli Family.	Headteacher	September 2018	April 2019
1.3	Ongoing discussion on the basis of need	Headteacher and staff	ongoing	ongoing

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Equality Objectives and Action Plan

<p>Equality Objective 2. To continue to increase social and emotional skills for pupils through the SEAL programme and ELSA session for BESD pupils (Behavioral, emotional and social difficulties).</p>				
<p>Our Research: Questionnaires analysis and school records</p>				
<p>Information from Engagement: Use the SEAL programme to further increase social and emotional skills of pupils Timetable sessions for pupils with BESD with the ELSA Use outside agencies; Hafan Cymru & NSPCC to increase social and emotional skills</p>				
<p>Data Development: Further questionnaires to be distributed every two years Monitor school records and exclusion data</p>				
<p>This objective will be judged to be successful if...</p> <ul style="list-style-type: none"> • There is a reduction in anti-social behaviour at school. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Organise training for 1 TA to attend ELSA training	Headteacher	Spring 2017	Summer 2017
1.2	To develop the SEAL programme in school within specific lessons delivered by the HLTA	HLTA	Autumn 2017	Summer 2018
1.3	Ensure whole school approach in deployment of SEAL strategies	HLTA & Headteacher	Spring 2018	Autumn 2018
1.4	Timetable sessions for pupils to work with the ELSA to develop social and emotional skills through a specific programme.	ELSA	Autumn 2017	Summer 2018

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Equality Objectives and Action Plan

Equality Objective 3. Investigate data trends				
Our Research: <ul style="list-style-type: none"> • <i>Use data collected over a year period to ascertain if there are any differences between gender</i> • <i>Ensure that data is collected and collated twice a year</i> 				
Information from Engagement: <ul style="list-style-type: none"> • <i>Disseminate data from National tests held in May</i> • <i>Look at pupil assessments and targets</i> • <i>Consideration should be given to ALN pupils</i> • <i>Use Incerts tracking system to ensure that data can be scrutinised appropriately</i> 				
Data Development: <ul style="list-style-type: none"> • <i>Teacher assessments</i> • <i>National tests</i> • <i>Parents evening feed back</i> • <i>Data sets – Core data, FFT, Incerts</i> 				
This objective will be judged to be successful if... <ul style="list-style-type: none"> • <i>There are no significant differences between gender excluding those pupils who are registered ALN</i> 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Dissemination of National Test data & Teacher assessments [termly]	Data Co-ordinator	September 2017	September 2018
1.2	Grouping pupils & ensuring correct provision	ALNCo	September 2017	September 2017
1.3	Purchasing specific resources / Activities to improve experiences & academic learning	ALNCo / Head teacher	October 2017	Summer 2018

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Equality Objectives and Action Plan

Equality Objective 4. Translating Key Policies				
Our Research:				
<ul style="list-style-type: none"> • <i>Non welsh stakeholders of the school would have difficulty having free access to policies due to a language barrier</i> 				
Information from Engagement:				
<ul style="list-style-type: none"> • Following discussions with governors it was decided that key policies should be translated into English • New policies should be written in English to ensure open access to all stake holders in the future 				
Data Development:				
N/A				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> • <i>Key policies are translated and are freely accessible by all stakeholders.</i> 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Translation of key policies and documents	Head teacher + link Governor	2017	2019