



# **STRATEGIC EQUALITY PLAN**

## **Ysgol Bryn Deva**

**2019-2023**

**Policy adopted by Governing Body on: 30/03/19**

**To be reviewed by: 30/03/23**

### **Accessible Formats**

This document is available in English and Welsh in Microsoft Word and PDF formats in Arial font size 12 as standard.

Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

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## **1. Introduction**

At the Ysgol Bryn Deva we recognise our duty and responsibility to eliminate discrimination and promote equality for pupils, employees, other members of the school community and service users regardless of their race, gender, disability, gender identity, sexual orientation, pregnancy and maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

We have developed our Strategic Equality Plan (SEP) to ensure equality is at the heart of everything that we do as an education provider and as an employer. The SEP sets out our priorities for equality for 2019 - 2023 and the actions we will take to reduce identified inequalities, improve outcomes in education and employment and foster good community relations.

The Plan will also help us to meet the general duty of the Equality Act (2010):-

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, (definition of protected characteristics in Diversity and Equality policy)
  - 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.

## **2. Our School and Community**

### **2.1 Our Motto**

Our school motto is 'learning together forever'.

### **2.2 Core Principles**

#### **Core Principles**

At Ysgol Bryn Deva we strive to become the best version of ourselves, not a clone of somewhere else. Therefore everything we do is linked to our own core principles, which are simple, clear and purposeful:

### **Commit**

We are committed to self-improvement, forward-thinking and continuously innovate and constantly reflect to improve our best practice;

### **Create**

Through our exciting, challenging, stimulating and relevant curriculum we foster resilience, confidence, courtesy, independence and creativity, where our children are able to take supported risks;

### **Cohesive**

We are a unified organisation and treat others as we would wish to be treated ourselves with significance, respect, responsibility and unity;

### **Cherish**

We nurture each individual child for who they are, and through our ambitious expectations we aim to release their magic and talents, in our successful 'state of the art' learning environment, whilst always keeping them safe;

### **Community**

We are an inclusive institute of development and learning, and welcome our parents, wider teams of professionals and local community as partners in 'learning together, forever'.

## **2.3 Profile**

A description of our school and its community is set out in our Diversity and Equality Policy which is included in **Appendix 3**. This also describes our commitment and approach to promoting equality in education and employment. All school Governors, employees and pupils have responsibility for promoting equality and adhering to the policy.

## **2.4 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.

## **3. Responsibilities**

### **3.1 Governing Body:**

The Governing Body has set out its commitment to equality and diversity in the SEP 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;

- take 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;
- Ensure that no child is discriminated against whilst in our school.

The governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

### **3.2 Leadership Group**

The Leadership Group 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 identity based bullying including racist, homophobic, transphobic and disability related incidents, according to Flintshire County Council and school policies.

### **3.3 All Staff**

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.

## **4. Information Gathering and Engagement**

### **4.1 Information**

Data and information is reviewed and analysed to measure our performance and identify areas for improvement; subsequent actions are included in the School Improvement Plan (SIP). All data collected is used solely for the purpose of analysing trends by protected characteristic. (See **Appendix 3** - Diversity and Equality Policy for definitions of these characteristics).

It is stored separately from personal information which identifies the individual and we ensure it meets the requirements of the Data Protection Act. To protect the identity of individuals published information contains data which has been aggregated. The Welsh Government and Local Education Authority collate and publish pupil data provided by schools. Flintshire County Council publish profile of the workforce.

The wide range of information gathered to identify equality objectives may include 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;
- profile of the local community;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate;
- pupil attainment and progress data relating to different groups;
- school exclusions and expulsions by protected characteristic
- Free School Meals (FSM) uptake;
- incidents of identity based bullying and harassment
- reviewing hate incidents for Flintshire,
- research undertaken by Welsh Local Government Association
- sports and activities choices of all groups;
- data on the recruitment, development and retention of employees;
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.



## 4.2 Engagement

We regularly involve stakeholders, including children and young people, staff, parents/carers, governors, other users of the school and community representatives in relation to the development of policies and as required by the equalities duties. We use a wide range of mechanisms including:-

- Involving the School Council
- Circulating questionnaires in a variety of formats and languages to ensure the questionnaire is accessible and meets the communication needs of consultees,
- Holding meetings and focus groups ensuring the timing and venue is accessible and inclusive for stakeholders;
- Working with the Council's Equality and Cohesion Officer to engage with groups who are "seldom heard".

### Specifically for the SEP, we:-

- Involved members the Governing Body which included Parent Governors  
Have shared it with members of the School Council.

## 5. Equality Impact Assessment (EIA)

Equality 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. Equality 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. Please refer to **Appendix 5** for the EIA template used.

At the Ysgol Bryn Deva we undertake Equality Impact Assessments upon new and revised policies and plans to identify potential and actual inequalities and to promote equality and good community relations. This ensures we develop inclusive policies.

## 6. Our Equality Objectives

The overall objective of the Strategic Equality Plan is to provide a framework for the school to pursue its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Our objectives relate to all of the relevant protected characteristics and contribute to meeting the General and Specific Duties of the Equality Act (2010).

### **Our chosen Equality Objectives are:**

**Action area 1.1:** Reduce the educational attainment gap between boys and girls

**Action Area: 3.1.and 3.3:** To work with the EAL team to improve the education of pupils with EAL and provide access to extra-curricular clubs and to improve the attendance of pupils with EAL

We have action plans covering all relevant protected characteristics, see **Appendix 1**. These describe how we are taking action to fulfil both the general and specific duties. Our action plans are incorporated into part of the School Development Plan (SDP) which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- the action we will take to meet the objectives;
- how we will measure improvement;
- who has responsibility for action;
- resource implications;
- clear time scales;

The school evaluates the effectiveness of the SEP on a regular basis, through the Governing Body and with Estyn when the school is inspected.

We developed our Equality Objectives through:

- Reviewing Flintshire County Council's Equality Objectives as identified in **Appendix 2**;
- 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 compared with girls; up take of Free School Meals

Our Equality Objectives are set out in **Appendix 1**.

## **7. Monitoring, Review and Publication**

A copy of our Strategic Equality Plan (SEP) will be published in English on our website and will be made available in a range of formats on request. The SEP will be monitored on a termly basis by the Governing Body and as part of our School Improvement Plan (SIP). We will publish an annual report on our progress, which will form part of the Governors' Annual Report to Parents. A full review of the SEP will be undertaken and republished by April 2022 or earlier, if as a result of monitoring or new evidence, we need to alter any of our equality objectives or include new objectives.

Appendix 1:

**Action Plan**

<b>School Equality Objective: 1</b>	<b>Reduce Unequal Outcomes in Education to maximise individual potential</b> <b>Action area 1.1:</b> Reduce the educational attainment gap between boys and girls				
<b>Evidence / Research</b>	1.1 Data on educational attainment by boys and girls is held by the school.				
<b>Measure Ref: 1.1</b>	Reduce attainment gap between boys and girls by <b>15%</b> by the end of KS2.				
<b>Measures</b>	<b>Direction of Improvement</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20 Aspirational Target</b>
<b>1.1 Gap in attainment levels</b>	lower	<b>1%</b>	<b>30%</b>	<b>23%</b>	<b>8%</b>
<b>Action</b>			<b>Lead Officer / Partner</b>	<b>Time frame</b>	<b>Related measure</b>
<b>A1.1</b> Review teaching strategies in light of Estyn Report 'Closing the Gap Between Boys and Girls Attainment in Schools'			Headteachers of consortium	1 year, then review	<b>Fynnon Core Data Pack</b>
<b>A1.2</b> Liaise with the Connah's Quay Federation consortium to establish a standard way to gather and record attainment information for groups of pupils who share protected characteristics.			Headteachers of consortium	1 year, then review	<b>Fynnon Core Data Pack</b>
<b>A1.3</b> Following analysis of data, identify initiatives to reduce gaps in attainment and improve attendance			Headteachers of consortium	1 year, then review	<b>Fynnon Core Data Pack</b>

<b>School Equality Objective: 2</b>	<b>To work with the EAL team to improve the education of pupils with EAL and provide access to extra-curricular clubs.</b> <b>Action Area: 3.1.and 3.3</b>				
<b>Evidence /Research</b>	<b>3.1 and 3.3:</b> attainment data for pupils with EAL				
<b>Measure Ref: 3.1 and 3.3</b>	By the end of KS2, most pupils with EAL to attain national expectations or above; KS2 pupils with EAL will all attained Homework Club				
<b>Measures</b>	<b>Direction of Improvement</b>	<b>2016/17 Aspirational Target</b>	<b>2017/18 Aspirational Target</b>	<b>2018/19 Aspirational Target</b>	<b>2019/20 Aspirational Target</b>
		<b>50% (2 children)</b>	<b>100%</b>	<b>100% (2 children)</b>	<b>100% (5 children)</b>

<b>The vast majority of pupils with EAL are in the Foundation Phase</b>			
<b>Action</b>	<b>Lead Officer / Partner</b>	<b>Time frame</b>	<b>Related measure</b>
<b>A2.1</b> Review monitoring and improvement strategies as a consortium	Headteachers of consortium	1 year, then review	<b>Attainment figures</b>
<b>A2.2</b> Collect and analyse data half-termly in line with the LA strategy	Headteachers of consortium	1 year, then review	<b>Attainment figures</b>
<b>A2.3</b> Collect attendance data from Homework Club	Headteachers of consortium	1 year then review	<b>Attendance figures</b>
<b>A2.4</b> Following analysis of data, identify initiatives to reduce gaps in attainment and improve attendance	Headteachers of consortium	1 year, then review	<b>Attendance figures</b>

<b>School Equality Objective: 3</b>	<b>To work with the EAL and IWO team to improve the attendance of pupils with EAL. Action Area: 3.1.and 3.3</b>				
<b>Evidence /Research</b>	<b>3.1 and 3.3:</b> attendance data for pupils with EAL				
<b>Measure Ref: 3.1 and 3.3</b>	By the end of KS2, most pupils with EAL to attain national expectations or above; KS2 pupils with EAL will all attained Homework Club				
<b>Measures</b>	<b>Direction of Improvement</b>	<b>2016/17 Aspirational Target</b>	<b>2017/18 Aspirational Target</b>	<b>2018/19 Aspirational Target</b>	<b>2019/20 Aspirational Target</b>
		90%	92%	94%	94.5%

<b>The vast majority of pupils with EAL are in the Foundation Phase</b>			
<b>Action</b>	<b>Lead Officer / Partner</b>	<b>Time frame</b>	<b>Related measure</b>
<b>A3.1</b> Review monitoring and improvement strategies as a consortium and develop a shared policy and procedures	Headteachers of consortium	1 year, then review	<b>Attendance figures</b>
<b>A3.2</b> Collect and analyse data half-termly in line with the LA strategy	Headteachers of consortium	1 year, then review	<b>Attendance figures</b>
<b>A3.3</b> Collect attendance data for EAL pupils	Headteachers of consortium	1 year then review	<b>Attendance figures</b>
<b>A3.4</b> Following analysis of data, identify initiatives to reduce gaps in attainment and improve attendance	Headteachers of consortium	1 year, then review	<b>Attendance figures</b>



**Flintshire County Council  
Equality Objectives 2019 / 2023**

- 1 Reduce health inequalities
2. Reduce unequal outcomes in Education to maximise individual potential
- 3. Reduce inequalities in employment**
4. Reduce inequalities in Personal Safety
5. Reduce inequalities in Representation and Voice
6. Reduce inequalities in access to information and services, buildings and the environment