



Ysgol Gymraeg Gwynllyw


Strategic Equality Plan





Table of Content

Rationale Equality Aims	Page 3
Equality Objectives The delivery of the school strategic equality plan_	Page 4
Responsibilities within school community	Page 5
Action or behavior that may constitute a discriminatory incident	Page 6
Report, Monitor and Review	Page 7
Report, Monitor and Review	Page 8





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Strategic Equality Plan

Rationale

The Equality Act 2010 legally protects people from discrimination in the workplace, in wider Society and schools. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations.

Ysgol Gymraeg Gwynllyw aims to provide equal opportunities for all pupils in all aspects of school life without discrimination on the basis of sex, race, religion, disability or social class. We aim for a School community based on mutual respect and acceptance and fair chance for everyone. Ysgol Gymraeg Gwynllyw is committed to providing the highest quality education possible for all and we will try to meet everyone's needs without any form of discrimination unfair. The aim is for all in our school community to be truly representative of all sections of society and for each person to feel respected and able to give their best.

Equality Aims

Ysgol Gymraeg Gwynllyw is committed to:

- valuing equally all members of the school community regardless of sex, race, ethnic or faith background, sexual orientation or social situation
- giving all pupils equal access to quality services so that all can participate fully in the life of the school and all can succeed
- recognising the educational and social benefits of a community which is diverse and celebrates its diversity
- eliminating discrimination and harassment

- promoting social cohesion and preparing pupils to live in a diverse world
- challenging stereotype thinking based on ignorance
- giving staff equal access to opportunities for personal, professional or academic development and opportunities for career progression

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 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:

- 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
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The delivery of the school strategic equality plan

As a school we are commitment to:

- raise standards
- narrow the attainment gap in outcomes for children and young people
- improve outcomes for all pupils
- promote community cohesion

Objective 1 - To further raise Awareness of Equality and Diversity issues among pupils, staff and Governors.

Objective 2 - Reduce gaps in attainment and attendance between pupils in protected groups with a specific emphasis on FSM and Vulnerable pupils.

Objective 3 - Attempt to ensure that all pupils will leave school with qualification and therefore reduce the number of NEETs.

Objective 4 - Ensure a safe and positive learning environment for our LGBTQ+ community that allows them to be themselves and thrive individually and academically.

Objective 5 – Continued development and adaptation of accessibility plan to improve the physical access to the school and other learning settings for pupils, parents and staff. (Specific focus on visually impaired students)

Responsibilities within school community

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher and Senior Staff	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the School in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the School and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the School community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the School community and in informing the Headteacher of actions that can be taken to eradicate these. Take an active role in supporting and challenging the School to achieve the commitment given to the School community in tackling inequality and achieving equality of opportunity for all.

Pupils	Supporting the School to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the School community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the School to achieve the commitment made to the School community in tackling inequality and achieving equality of opportunity for all.

Action or behavior that may constitute a discriminatory incident

All discriminatory incidents need to be recognised and dealt with. Any occurrence of such an incident must not be ignored. A firm but supportive initial response to an incident may prevent escalation.

- Incitement of others to behave in a discriminatory way
- Physical assault against a person or group
- Derogatory name-calling, insults, jokes and language including racist and homophobic language, graffiti
- Provocative behaviour such as wearing offensive badges or insignia
- Bringing discriminatory materials such as leaflet, comics, magazines or computer software into school
- Using any electronic systems to threaten, harass and discriminate
- Verbal abuse and threats
- Discriminatory comments in the course of discussions in lessons
- Attempts to recruit other pupils and students to discriminatory organisations and groups
- Ridicule of an individual for perceived differences
- Refusal to co-operate with other pupils because of their perceived difference
- Discrimination by association
- Sexual harassment
- Discrimination in connection with recruitment, employment and performance review of staff; and discrimination in connection with the recruitment of governors.

Report, Monitor and Review

How an incident is dealt with will depend on the seriousness of the situation, the age and understanding of the children involved, and the context. All incidents need to be acknowledged, investigated and talked through, whatever the age of the children. Very young children may not understand the terms they use but may recognise their power to provoke or upset. It is important to explain to young children why the language is hurtful and why it should not be used. Staff should not downplay the feelings of victims by stating that the perpetrator 'did not mean it', the perpetrator

must take responsibility for the outcomes of their behaviour.

The processes should incorporate the following steps:

1. Alleged incident Initial response
2. Investigation Record Take Action
3. Follow up action
4. Termly report to LA
5. Annual report to governing body.

Initial response

Responding to these incidents is the responsibility of all members of staff. Possible responses to an incident include:


- acknowledgement of the incident
- treat incident seriously
- respond immediately
- reinforce the school's policy
- support for the victim and express understanding and concern for what happened to them
- explain both to the child/children responsible and to any onlookers what is unacceptable about the incident
- report incident to Headteacher and/or nominated person.

With the perpetrator(s)

- Contact the parents of those involved to explain what happened, what you are doing about it and how it relates to our school policy
- Consider what the most appropriate action should be. In the case of first offences or of young children, encouraging the perpetrator to acknowledge and apologise for what has happened is often the most effective way to mend relationships and prevent reoccurrence
- Repeat offences or more serious actions will require further sanctions in line with the School's Anti-bullying/Behaviour Policy
- Correct any misconceptions that may be revealed

Record

- A note of what happened, the outcome of the investigation and what actions were taken should all be kept on record. This record enables the School to monitor incidents and is vital should an incident need to be followed up at a later date
- The summary report form must be completed and sent to the local authority at the end of each term
- Contact the Senior Leaders or Headteacher immediately if you need further advice or support.




In the case of serious incidents, advice and support can be co-ordinated quickly in order to prevent reoccurrence

- Depending on the severity of the issue in an assault situation, consideration should be given to contacting the Police
- Report annually to governing body in the autumn term. Advise of incidents in previous academic year; include details of actions taken.

An allegation of discriminatory behaviour on the part of any member of staff is a serious disciplinary matter and will be a matter for consideration in line with the Grievance Procedure.

Monitor

As part of our responsibility to monitor, we commit to:

- Revisiting and analysing the information and data used to identify priorities for action plans. This incorporates use of the overview of outcomes
 - All future planning and policies make reference to and comply with the impact assessments linked to the SEP. The promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively
 - The review of the policy informs its revision, the setting of new priorities and action plans.
 - This process continues to:
 - o involve the participation of a full range of stakeholders;
 - o be evidenced based - using information and data that the school has gathered and analysed;
 - o use the evidence to do accurate impact assessments which inform priorities. We will undertake a full review of our SEP annually. A report will be given to the Governing Body.
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Objective 1 - To further raise Awareness of Equality and Diversity issues among pupils, staff and Governors.				
Actions - What is it we want to do?	Responsibility- Who is meant to be doing it?	External support/ Professional Learning	Resources	Monitoring / Timescale Who is monitoring the action? When? How?
Continue to update and train staff, as and when required. Including <ul style="list-style-type: none"> • Child Protection updates • Mental Health updates e.g. whole staff CP training update. • VAWADASV 	SLT Lead Safeguarding officer	Torfaen EAS	SLT Time LSO Time	Training records CPD evaluations
Equality update training for Governors	SLT	LEA EAS	Time	Training evaluations Governor feedback
Further equality update training for pupils via form tutor time, assemblies and wellbeing lessons on equality and diversity issues including Bullying, Transgender, LGBT, religious differences etc...	SLT PL Form tutors	School nurse Police liaison officer	Assembly resources Form tutor time resources	Learning walks Pupil voice Class chart analysis
Update and review annually the school strategic equality plan. Share with staff, pupils and Governors.	SLT	None	Inset time	Training records CPD evaluations
Ensure that all members of the school community are committed to fulfilling the school's	SLT PL Form tutors Class teachers	None	Class materials Assembly materials	Class charts data LA bullying returns Assembly rota and materials

duties under the Equality Act 2010			Learner survey	
Cwricwlwm i Gymru implementation of the new curriculum and the four purposes	SLT HOD Classroom Teachers	LEA EAS		Schemes of work Learner Walks Lesson Observation
Professor Charlotte Williams 'habitat' benefits on school research	SLT	Ysgol Y Preseli	Inset Time	Training and evaluation

Objective 2 - Reduce gaps in attainment and attendance between pupils in protected groups with a specific emphasis on FSM and Venerable pupils.

Actions - What is it we want to do?	Responsibility- Who is meant to be doing it?	External support/ Professional Learning	Resources	Monitoring / Timescale Who is monitoring the action? When? How?
Identify and record pupils within the protected groups. Inform teachers of the pupils that are in the protected group.	PL/SLT/HOD	None	PL/HOD Time	Target groups
Identify what skills require developing and what interventions need to be put in place.	HOD/CT	None	HOD Teaching Staff	Book scrutiny
Interventions- Consistent, regular and meaningful interventions in- Numeracy Literacy Subject specific intervention	SLT/PL	EAS	Accelerated reader Intervention TA Time	Intervention timetable
Ensure well-being support to protected groups	SLT/ALENCO/Hafan	EAS	Materials used by Hafan Well-being dog	Hafan activities

Progress Leads to monitor progress and set targets	PL	None	PL Time	Monitoring and target sheets
Heads of department to discuss progress of protected groups during departmental meetings	HOD	None	HOD Time	Departmental minutes
Parental engagement	SLT/PL/ALENCO	None	PL/SLT Time Cost of recourses	Parental meetings Open evenings
Attendance- target group pupils to meet school target	AO/PL/EWO/SLT	EWO	AO Time PL Time SLT Time	ROC SIMS
SLT to monitor progress of protected groups during line management meeting	SLT/HOD/PL	None	SLT meeting time	Minutes of meeting

Objective 3 - Attempt to ensure that all pupils will leave school with qualification and therefore reduce the number of NEETs.

Actions - What is it we want to do?	Responsibility- Who is meant to be doing it?	External support/ Professional Learning	Resources	Monitoring / Timescale Who is monitoring the action? When? How?
Early identification of pupils that might pose a risk of becoming NEET's	PL/ALENCO/SLT/EBSNA	None	PL/SLT/ALENCO Time	Attendance EBSNA Notes Pupil Tracking meetings
Strategic planning to support pupils well-being and academic needs	PL/ALENCO/SLT	None	SLT Time	Pupil Well-being plan Curriculum development
Develop curriculum to cater for pupil needs	SLT	Collaboration with other schools	SLT Time	Increase in additional courses offered to pupils

Access to external agencies for additional support and qualifications	SLT/PL/Inspire to Achieve, Torfaen Youth Service, Outreach, TASS, Careers Wales	Inspire to Achieve TYS Outreach TASS Careers Wales	Courses and qualifications provided by external agencies	Additional courses provided Pupils achieving qualifications
Attendance support from EBSNA	EBSNA	None	Funding for EBSNA EBSNA Time	ROC SIMS

Objective 4 - Ensure a safe and positive learning environment for our LGBTQ+ community that allows them to be themselves and thrive individually and academically.

Actions - What is it we want to do?	Responsibility- Who is meant to be doing it?	External support/ Professional Learning	Resources	Monitoring / Timescale Who is monitoring the action? When? How?
Continue to update and train staff in regards to the latest guidance and training materials to create a positive learning environment for our LGBTQ+ community	SLT	External courses provided by external agencies EAS	Time allocation during courses Resources provided during training	Staff training timetable
PSE program that covers Diversity, Equality, Cultural Festivals and discrimination	PSE co-ordinator	None	PSE co-ordinator time	Learning Walks Lesson Observation Pupil Voice
Assembly program that not only incorporates whole school values but also addresses Diversity, Equality, Cultural Festivals and discrimination	PL/SLT	None	PL Time SLT Time Assembly recourses	Assembly Rota a materials
A corridor display promoting LGBTQ+ community	PSE co-ordinator SLT	None	Display materials	School environment

Whole school participation during LGBTQ+ awareness days. School pride.	SLT Year 12/13	None	Teacher Time Display materials	School Calendar Timetable of day Pupil Voice
LGQBT+ Club 'Clwb Cydraddoldeb' to be held on a weekly basis lead by year 12/13	HJH Year 12/13	None	Teacher time supervising	Minutes of meeting
School to implement Welsh Government guidance in regards to adaptations to toilets and changing areas for Transgender pupils	SLT	Welsh Government Torfaen	SLT Materials if change is required	Implementation of change
Cwricwlwm i Gymru implementation of the new curriculum and the four purposes	All subject area in KS3	None	Class recourses	Curriculum design Learning walks Lesson observation

Objective 5 – Continued development and adaptation of accessibility plan to improve the physical access to the school and other learning settings for pupils, parents and staff. (Specific focus on visually impaired students)				
Actions - What is it we want to do?	Responsibility- Who is meant to be doing it?	External support/ Professional Learning	Resources	Monitoring / Timescale Who is monitoring the action? When? How?
Carry out an updated risk assessment and respond to any suggestions made in the Disability Access Plan, as appropriate	SLT Site Manager	LEA	Cost of any modification adaptations	Site deemed to be fully accessible for all pupils, parents, Teachers, Governors and visitors.

