

*Ysgol Gyfun Gymunedol Penweddig*

**School Strategic Equality Plan  
2016 - 2020**



**Strategic Equality Plan agreed by Governors:**

A handwritten signature in black ink, appearing to read 'C. Jones', with a horizontal line underneath it.

**(Signed by Chair)**

***10 January 2017***

**Scheme due for review: January 2018.**

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# 1. Our Distinctive Character, priorities and Aims

## 1.1 School values

At *Ysgol Gyfun Gymunedol Penweddig* 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 Gyfun Gymunedol Penweddig*, 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 Gyfun Penweddig is situated in the town of Aberystwyth, and serves the town and surrounding areas. There are 591 pupils in the school including 126 pupils in the sixth form. The School attracts pupils from a wide area, from Machynlleth in the North to Tregaron in the East and Aberaeron in the South. Penweddig is a Welsh Medium designated school. The School belongs to the 2a category according to Welsh Government definitions. All subjects are offered through the medium of Welsh.

There is provision through to A level for pupils who choose to study Mathematics and Science through the medium of English. The School increasingly attracts pupils from non-Welsh medium schools. The school intends to re-establish the immersion centre on its campus to meet this growing need.

The School has good resources in terms of standards of buildings, sporting facilities and ICT and teaching resources and its Disabled Access Plan.

The school is consistently in group 1 in relation to FSM; the number has fluctuated from a minimum of 2.8% in 2012 to a maximum of 5.4% in 2016. There has been a fall in the number of pupils on the additional needs register over the last three years. The number now on the ALN register is below the county average.

### General statement of policy

The school aims to ensure that every pupil fulfil his/her potential irrespective of his/her ability, background or language spoken at home.

The school opposes all prejudice and discrimination and recognizes that pupils have different needs, requirements and objectives. We promote good relationships and mutual respect among and between our pupils, staff, governors and parents, our pupils' carers and guardians, irrespective of their ethnic origins, gender, age, marital status, disability, sexual orientation, religion or non-belief, nationality, responsibility for any dependants or any other valid reason that cannot be justified.

The school recognises that there diverse communities in Wales and the UK, which include individuals from many different backgrounds. It's important that all children and young people are sufficiently prepared to live in such a multicultural and diverse society.

Our aim in this school is to combat discrimination and promote equal opportunities and good relationships across all aspects of school life.

We do this in the following ways:

- create an ethos in which every individual child and young person feel that they are valued and that they are safe;
- create a sense of self-esteem and confidence in our children and young people, so that they can use these qualities to influence their relationship with others;
- have consistently high expectations of children and young people with regard to their behaviour and their learning;
- reduce obstacles to learning, so that all children and young individuals receive the same opportunities to achieve;
- consider in an appropriate and balanced way the learning needs of all children and young individuals in our schemes of work and lesson plans;
- identify clear procedures for dealing swiftly with instances of discriminatory behaviour;
- create confidence among children, young people and staff to challenge prejudicial and threatening behaviour;
- challenge stereotypes and promote positive images;

We encourage all children and young people to understand, respect and value individuals and the identity, cultures and beliefs of people with which they are unfamiliar in order to prepare them for life in a diverse society.

### **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 (SLT)**

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
- ensuring that all staff are aware of

### **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.

This policy has been developed in consultation with the following:

Staff

Children and Young People

Parents

Members of the Governing Body

Community Groups

The draft plan is published in Welsh and English on the website and is available as a hard copy to ensure that the Plan is accessible.

## 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. Following analysis of attainment by the school's pupils, we build on plans to narrow the gap between the attainment of the boys and girls. This is one of the whole school priorities.
2. Ensure that pupils who receive free school meals fulfil their potential in all aspects of the school's work.
3. The School develops and promotes the pupils' understanding of protected characteristic and the importance of Equality in PSHE lessons, School Assemblies, statutory Religion and Ethics, and the morning Moment for Reflection.
4. We encourage all children and young people to consider the full range of subject options and work experience which will be available in future and further education options to ensure that individuals or specific groups are not stereotyped.

....

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 the School Improvement Plan and the School Self-evaluation which ensure 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.



Ysgol Gyfun Gymunedol Penweddig

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**

# APPENDIX 1

## Regional Equality Objectives

### South West and Mid Wales Authorities Consortium (swamwac)

#### **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'.

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

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

#### **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.

# Ysgol Gyfun Gymunedol Penweddig

## Strategic Equality Plan 2017 – 2021 Equality Objectives and Action Plan

### **Equality Objective 1.**

1. Following analysis of attainment by the school's pupils, we build on plans to narrow the gap between the attainment of the boys and girls. This is one of the whole school priorities.
2. Ensure that pupils who receive free school meals fulfil their potential in all aspects of the school's work.
3. The School develops and promotes the pupils' understanding of protected characteristic and the importance of Equality in PSHE lessons, School Assemblies, statutory Religion and Ethics, and the morning Moment for Reflection.
4. We encourage all children and young people to consider the full range of subject options and work experience which will be available in future and further education options to ensure that individuals or specific groups are not stereotyped.

### **Our Research:**

*School Self-evaluation and School Improvement Plan*

### **Information from Engagement:**

This policy has been developed in consultation with the following:

Staff  
Children and Young People  
Parents  
Members of the Governing Body  
Community Groups

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

1. There is progress in boys' attainment.
2. The external examination results correlate with the target grades set for FSM pupils.
3. SMT to monitor resources, opportunities which challenge sexual stereotyping along with Questionnaires and feedback from pupils.
4. SMT to monitor the choice of subject options and work experience locations to ensure that they correspond to the pupils' aspirations.

### **Monitoring and Reporting**

The school will provide an annual report on the progress of these objectives and actions for the Governing Body, pupils, parents and staff.