



RESPECT ACHIEVEMENT ACHIEVE RESPECT

Ysgol Owen Jones

Strategic Equality Plan 2016 – 2018

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Signed (Head teacher)	
Signed (Chair of Governing Body)	

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1. Our Distinctive Character, priorities and aims

1.1 School values

At Ysgol Owen Jones 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 and 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 Owen Jones we believe that diversity is a strength, which links with the school's strong RESPECT ethos and should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristic of our school

Ysgol Owen Jones is a community primary School situated in Northop, in North West Flintshire. There are currently 131 pupils on roll 117 full-time and 14 part-time. There are currently no EAL pupils in the school. They represent the full range of ability.

- There are currently 8 pupils who receive free school meals.
- There are 23 pupils on the SEN register, 19 on school action, 4 on school action plus and two statemented.
- 100% of the school population is white or white British.
- Gender balance: the school learner population is 50% female and 50% male. There are presently no travellers, refugee or asylum seekers in the school community.
- The predominant religion of the parents and carers is Christianity.
- The school has good community links with the parents and external agencies e.g. school nurse service, SALT, ESW and Police liaison officer.

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 for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy and maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010 and the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfill 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 quality 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:
 - removing or minimizing disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - 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.
 - 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 and tracking systems, 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 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 Management Team (SMT)

The SMT 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 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 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
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head teacher.

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, parent/carers, 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 groups
- 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 will 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.

We have achieved this by using the following to shape the plan:

- feedback from the annual parent questionnaire, parents' evening and the governors report to parents
- input from staffing at staff meetings, SMT and INSET
- feedback from the school council and Eco council.

- Issues raised in annual reviews or reviews of progress on Individual Education Plans & Individual Behaviour Plans, Personal Education Plans and Looked After Children's reviews, mentoring and support
- feedback at Governing body 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:

- Promoting positive attitudes to each other
- Promoting Attainment
- Promoting Pupil voice
- Promoting a Growth Mind-set

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.

The action plans show:

- objectives and specific actions
- expected impact and indicators of achievements (success criteria)
- clear timescales

- who has lead responsibility
- resource implications

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 will report 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 analysing 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.

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 in September 2016

Ysgol Owen Jones CP

STRATEGIC EQUALITY PLAN 2016 – 2018

APPENDICES

- Appendix 1 : Regional Equality Objectives
- Appendix 2 : School Equality Objectives and Action Plan
- Appendix 3 : Current school Access Plan

APPENDIX 1

REGIONAL EQUALITY OBJECTIVES

North Wales

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'.

Ysgol Owen Jones
Strategic Equality Plan 2016-018
Equality objectives and Action plan

Equality objective	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
1. Promoting positive attitudes toward each other	a) Publish and promote the Equality Plan through the school newsletter and staff meetings.	a) Question about parent awareness of Equality Scheme to be added to the annual questionnaire. All stakeholders will continue to be involved in the future development of the Equality plan through input and feedback from questionnaires, staff meetings, school council meetings, parent's evenings etc.	Head teacher	January 2015 - July 2016	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Plan
	b) Promote positive images which reflect the diversity of communities in terms of race, gender and disability e.g. in assemblies, books, learning and teaching	b) Increase in pupil participation, confidence and positive identity – monitor through PSE lessons.	All staff	Ongoing	More lessons and displays on diversity reflected in school displays

Equality objective	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	materials and in classroom/corridor displays.				across all year groups.
2. Attainment	<p>a) Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</p> <p>b) To continue to provide additional support for pupils who are under-achieving, in order to make progress in their learning and their personal wellbeing</p>	<p>Achievement data analysed by race, gender and disability</p> <p>When reviewing IEPs/IBPs, at planning meetings and annual reviews. In discussion with staff during the termly review of intervention. Parents evenings and reporting to parents. Use of term on term tracking and mid year tests to assess progress of all learners.</p>	<p>Headteacher/Governing body/ Senior Teacher</p> <p>ALNCo</p>	<p>Annually in Autumn Term.</p> <p>Termly</p>	<p>Analysis of teacher assessments/ annual data demonstrates the gap is narrowing for equality groups.</p> <p>Increased access and support from external providers e.g. visual/hearing support services. Increased support and resources from unlocking potential.</p>
3. Developing a Growth mindset	To enable children to develop a Growth Mindset, with a particular focus on peer assessment and talking partners. During this they will develop	The Headteacher/Governing body will monitor the effectiveness of the Growth mindset.	Headteacher/Governing body	Reporting: termly	Teaching and non-teaching staff use Growth language and praise the

Equality objective	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	<p>strategies for coping with failure and realising that it is part of the learning process.</p> <p>Staff to develop their language to introduce growth language that praises the process and not the product and to encourage the children to also use.</p>	<p>Questionnaires for children before and after.</p>			<p>process not the product with all pupils.</p>
<p>4. Pupil voice</p>	<p>a) Inclusive approach to ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option, class assemblies, fund raising etc.</p> <p>b) To promote shared values, awareness of Children's rights and how to apply and defend them.</p>	<p>School council, Eco committee representation</p> <p>Increase in pupils awareness, understanding and application of their rights – monitor through PSE lessons. Have a UNHRC week in February as part of Fairtrade.</p>	<p>Headteacher and Deputy</p> <p>Head teacher PSE coordinator</p>	<p>Ongoing</p> <p>From April 2016</p>	<p>More diversity in school council and Eco committee</p>



