



STRATEGIC EQUALITY PLAN

April 2024 to March 2028

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YSGOL PENRHYN DEWI
STRATEGIC EQUALITY PLAN
2024-2023

1. Our Distinctive Character, values, priorities and aims

1.1. Our vision is to prepare each pupil to develop the skills, attributes and character to be a successful member of Society and to fulfil their chosen goals; Our mission is to be an open and inclusive school, achieving more together by nurturing young lives through faith, learning and friendship. Offering the very best education and opportunities within a supportive Christian Community where every pupil achieves their full potential. We fully celebrate all forms of diversity as we firmly believe this enriches our school and strengthens the bonds between us. We believe that each member of our community is on a path of self-discovery, growing to know themselves. We provide a forgiving and loving environment for all our pupils, where everyone is respected and treated equally. Our core purpose is to enable all our pupils to know themselves and to do good in our world by living out our gospel values of 'love', 'acceptance', 'responsibility' and 'forgiveness'. This environment encourages each pupil to reach their full potential and nurture God-given talents.

1.2. Ysgol Penrhyn Dewi is a Church in Wales VA 3-16 School with over 600 pupils on roll. The school is based over three campus sites on the St David's Peninsula, and it provides a faith-based education to families across the county of Pembrokeshire. Each year group is predominantly made up of pupils from a Christian background, however pupils are welcomed to the school from all world faiths. The school currently has 69 members of teaching and support staff. There ratio of boys to girls is about 1:1, 11.87% of the school pupils are eligible for free school meals and 23.7% are provided with ALN support. Approximately 89% of our pupils have identified themselves as being white British, 3% have not provided ethnicity information and 8% have indicated other ethnic backgrounds. 2.68% of pupils have English as their second language. Nearly all teaching and support staff are white British. Approximately 19% of our staff are fluent Welsh speakers with a further 30% at foundation or intermediate level. The majority of staff are female (approximately 75%).

1.3. The school equally values people of all faith backgrounds and those with no faith commitment; those from different cultures, communities and those who speak different languages.

1.4. We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. 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.

1.5. Through the equality improvement actions and strategically planned tasks detailed in this document, we aim to

- a) Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited under the Equality Act 2010;

- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic,
- d) Take 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) Encourage persons who share a relevant protected characteristic to participate fully in school life, and
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

1.6. We have based our Strategic Equality Objectives on local, regional and national priorities within Education as well as feedback from engagement with our school community and our own school data.

2. Our Strategic Equality Objectives

Our chosen Strategic Equality Objectives are set in consideration 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's data, for example attainment data regarding boys in comparison to girls.

The delivery of the 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 appropriate children and young people plans;
- promote community cohesion.

Our School Equality Objectives are:

2.1. Monitor and analyse pupil achievement by protected characteristic and act on any trends or patterns in the data that require additional support for pupils.

2.2. Ensure all pupils are given the opportunity to make a positive contribution to the life of the school through the Senedd elections, assemblies, school sporting activities etc.

2.3. Identify, respond and report incidents related to protected characteristics as outlined in the Plan. Report the figures to the GB/ Local Authority on a termly basis.

2.4. Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity

3. Roles and Responsibilities

3.1. The Role of Governors

As a Voluntary Aided School the Governors have increased governance responsibilities compared to community maintained schools. These include employment and admissions. They are the employers of all teaching and non-teaching staff and the admissions authority for all mainstream 3 to 16 pupils in the school.

- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school; they will corporately ensure that there is neither discrimination nor harassment in the school's employment practice and will actively promote equality across all groups within the workforce;
- The Governing Body welcomes all applications to join the school Governors will follow the WG Admissions Code and work in partnership with the Local Authority Admissions Forum to ensure best practice arrangements which are fair and transparent.
- The Governing Body sets out its commitment to equal opportunities in this Strategic Equality Plan and will continue to do all it can to ensure that the school is fully inclusive to all members of the school community, and responsive to the needs based on the various protected characteristics;
- The Governing Body will take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make school communications as inclusive as possible for parents/carers and pupils;
- The Governing Body will ensure that no child is discriminated against whilst in our school

In order to meet its reporting responsibility, the GB will report on the progress of the SEP annually, as part of its Annual Report to parents/carers.

3.2. The Role of the School Improvement Team (SIT)

The SIT promotes equality and eliminates discrimination by:

- implementing the school's SEP (supported by the Governing Body)
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of the 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 designing and implementing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and incidents of bullying or discrimination, including racist incidents according to the Authority and school's policies.

3.3 The Role of Teaching and Support 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 information which 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. 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 create accurate impact assessments and identify which of the school's aims have been achieved and what we need to do better.

4.2. 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/carers 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.

4.3. The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

The annual report to governors on examination success including an appendix relating to minority group attainment. This information will not be made available to the public, because the small number of pupils representing the different protected groups would make it possible for these pupils to be identified and this would be in breach of the Data-Protection Act and extant GDPR regulations.

In the annual target setting exercise, the Performance Committee of the Governing Body may set separate targets for different protected characteristics if this is considered necessary and appropriate, basing the targets on current attainment and the attainment of similar pupils nationally where this is known.

If the Governing Body considers it necessary a sample of pupils including pupils from varied racial groups will be given a questionnaire on an annual basis to enquire about instances of abuse or bullying related to protected characteristics. Victims of assault or bullying will be asked if this relates to a protected characteristic. This information will be reported to the Governor Pupil Discipline Committee in its final meeting of any academic year.

All disciplinary data on pupils with protected characteristics will be collected and made available to the Headteacher when required.

4.4 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 taken into account when priorities are set; these are informed by;

- Feedback from parent voice;
- Input from staff voice or through staff meetings/INSET;
- Feedback from the school Senedd, PSE lessons, pupil voice
- Issues raised in Standards Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support

5. 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 the school's compliance with 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.

6. Publication and reporting

6.1. The school publishes the Strategic Equality Plan on our website. It is available in large print and other formats on request.

6.2. 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 to parents/carers.

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. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

APPENDIX 1

Regional Equality Objectives

ERW region

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 learners 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 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 learners had been 'bullied in a homophobic way'; 7% of year 7 learners had been 'bullied in some way due to learning difficulties' and 3% of year 10 learners 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 learners 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 learners, parents/carers and staff. Head teachers and Governors need to be confident that all learners 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. 6. Raise awareness of equality and diversity issues among learners/learners, Staff and Governors. 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 learners and Governors

APPENDIX 2

**Ysgol Penrhyn Dewi VA
STRATEGIC EQUALITY PLAN – OBJECTIVES & ACTION PLAN**

Objective One: Monitor and analyse pupil achievement by protected characteristic and act on any trends or patterns in the data that require additional support for pupils.

How will the impact of the action be monitored?

- SMID progress tracking data
- GCSE outcomes
- Attendance data
- Participation data
- Classcharts

Success Criteria

- Parity of outcomes across all pupil groups including those with protected characteristics.

Responsibility	Time scale
SIT	Annually

Objective Two: Ensure all pupils are given the opportunity to make a positive contribution to the life of the school through the Senedd elections, assemblies, school sporting activities etc.

How will the impact of the action be monitored?

- Participation data

Success Criteria

- All members of the community have a deeper understanding of equality and its impact on maintaining a harmonious society.

Responsibility	Time scale
SIT	Annually

APPENDIX 2 cont

**Ysgol Penrhyn Dewi VA
STRATEGIC EQUALITY PLAN – OBJECTIVES & ACTION PLAN**

Objective Three: Identify, respond and report incidents related to protected characteristics as outlined in the Plan. Report the figures to the GB/ Local Authority on a termly basis.	
How will the impact of the action be monitored?	
<ul style="list-style-type: none"> • Classcharts data • Headteacher Reports to Governing Body 	
Success Criteria	
<ul style="list-style-type: none"> • Teaching staff are aware of and respond to racist incidents • Consistent reporting to the Governing Body 	
SIT/ GB	Termly

Objective Four: Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	
How will the impact of the action be monitored?	
<ul style="list-style-type: none"> • Pupil Voice • Participation rates • PSE Feedback 	
Success Criteria	
<ul style="list-style-type: none"> • Increased diversity of protected characteristics in school displays. 	
Responsibility	Time scale
Headteacher/ Business Manager	Ongoing