

# YSGOL EIRIAS



## **STRATEGIC EQUALITY PLAN –** **(2021-24)**

**POLICY DOCUMENT NO: 73**

**ISSUE NO: 4**

**THIS POLICY HAS BEEN REVIEWED, APPROVED AND ADOPTED BY THE GOVERNING BODY**

**Annual Impact Assessment Summary - Updated JUNE 2024**

**Signed:**

**Date:**

**June 2024**



## STRATEGIC EQUALITY PLAN

### **1. Introduction**

At Ysgol Eirias we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. We recognise our duty and responsibility under the Equality Act 2010, to establish equality for all learners, staff, other members of the school community and service users. The purpose of our Strategic Equality Plan (SEP) is to fulfil our duties to promote equality for all people especially those 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.

Protected characteristics are classified within the Equality Act 2010 as:

- Age (except students)
- Race,
- Gender,
- Sexual orientation,
- Religion or belief,
- Disability,
- Gender reassignment,
- Pregnancy and maternity,
- Marriage/Civil Partnership (except students)

### **2. Putting policy into practice**

At Ysgol Eirias we aim to provide members of our school community with the opportunity to succeed and reach their highest level of personal achievement. Ysgol Eirias operates equality of opportunity and access for all stakeholders in its day-to-day practice in the following ways:

1. Making our school environment as accessible as possible to all users of the building;
2. Supporting learners, staff, governors, and visitors according to their needs, whether those needs are academic, physical or emotional in nature;
3. Use contextual data to improve the ways in which we provide support to individuals and groups of learners;
4. Monitor achievement data according to the various protected characteristics and action any gaps;
5. Ensure equality of access to appropriate courses and qualifications for all learners and prepare them for life in a diverse society;
6. Making the appropriate adjustments for any learner who requires extra support to enable them to access examinations/assessments, including making the relevant applications for adjustment as required by the Joint Council for Qualifications;

7. Use materials during teaching that reflect the diversity of the school, in terms of the various protected characteristics, without stereotyping;
8. Use school based activities that are inclusive, appropriate and that reflect the diversity of the school, population and local community;
9. Provide opportunities for learners to appreciate their own culture and celebrate the diversity of other cultures;
10. Seeking to involve all parents and carers in supporting their child's education;
11. Encourage classroom and staff discussion on equality issues which reflect on social stereotypes, expectations, prejudice and the impact on teaching and learning;
12. Promote attitudes and values that will challenge racism and other discriminatory behaviour or prejudice, such as hate crime;
13. Look to elect new members of Student Voice from the groups of learners with 'protected characteristics', so to hear their voices and share their thoughts and concerns;
14. Inclusion for all – help to identify the students of the 'protected characteristics' groups by encouraging the conversations with their trusted adults and respecting their privacy;
15. Endeavour to provide access to appropriate courses for all learners, giving equal access to learners regardless of their ability, gender or disability making reasonable adjustments to the services we provide to disabled candidates wherever possible.
16. Recognise our duties towards disabled candidates seeking employment (as defined under the terms of the Equality Act 2010) as well as all other learners, staff and adults within our community.

At Ysgol Eirias we believe in Equity for All.

### **3. Responsibilities**

#### **3.1 The Governing Body**

The governing body has shown its commitment to equality and diversity in endorsing this plan. It will continue to do all it can to ensure that the school is fully inclusive towards, and responsive to, the needs of the groups described as having protected characteristics. The governing body will also:

- seek to ensure that people are not discriminated against when applying for jobs at Ysgol Eirias;
- take all reasonable steps to ensure that the school curriculum and environment gives access to people with disabilities;
- strive to make communications as inclusive as possible for parents, carers and learners;
- ensure 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 Strategic Equality Plan 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 Strategic Equality Plan, 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 Strategic Equality Plan and equality objectives;
- ensuring that appointment 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 and respect for other people when developing the curriculum, and opportunity 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 school's policies

### 3.3 Staff – teaching and non-teaching

All members of staff have a responsibility to ensure that our school is a fair, just and cohesive community by:

- Maintaining an awareness of the school's Strategic Equality Plan;
- Ensuring that all learners, colleagues and visitors are treated fairly, equally and with respect;
- Providing teaching materials that give positive images of those having the protected characteristics and that challenge stereotypical images;
- Challenging and record any incidents of prejudice against different protected groups including racism, homophobia or prejudice targeted at disabled learners.

## 4. Information gathering and engagement

To help us develop and monitor the scheme we will, if possible and appropriate, collect the following types of information:

- Identify the children and young people, parents, carers, staff and other users of the school who represent the different protected characteristics;
- Learner attainment and progress data relating to different groups;
- Young people's views will be actively sought and incorporated in a way that values their contribution;
- Details of how different groups access the whole curriculum and how they make choices between subject options, the sports and activities choices of all groups and the uptake of enrichment activities by group;
- Exclusions data;
- 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.

### 4.1 Engagement

The school will involve its stakeholders i.e. 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 eg translated materials or interpretation facilities for people with communication impairments or ~~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 the school sets priorities.

### 4.2 Involvement

The development of this policy will involve all of our school community as follows:

- Representatives of the staff, parents and learners have been consulted on our Equality Objectives;
- Our Governing body have been consulted and approved this policy;
- Learners views will be included through the Eirias Student Voice;
- The Strategic Equality Plan is made available to staff via the school website;
- Governors will be consulted on this Strategic Equality Plan and report annually on the progress made;
-

- Parents and carers can access the SEP via the school website or by contacting the school. They are welcome to offer comments and feedback;
- Minority, marginalised and potentially vulnerable groups will be consulted and offered the opportunity to contribute to the Strategic Equality Plan;
- Asking our partners in the community eg our feeder Primary feeder schools to give feedback regarding the school Strategic Equality Plan.
- Ongoing monitoring will be undertaken through the school Website and dialogue with the Student Voice

## **5. Equality Impact Assessment**

As part of our compliance with the specific duties of the Equality Act 2010, we will undertake impact assessment of all new policies and plans (including budgetary decisions) prior to them being implemented. Similarly, we will impact assess our existing policies when they are reviewed.

## **6. Objectives and Action Plans**

Our chosen Equality Objectives are:

### **Equality Objective 1**

**Improve attendance to school and specifically narrow the gap between the attendance of nFSM learners and FSM learners.**

### **Equality Objective 2**

**Improve achievement outcomes of all learner groups with specific reference to FSM and race.**

### **Equality Objective 3**

**Embed the KiVa Anti-Bullying programme and accompanying systems to tackle bullying, with specific reference to the protected characteristics and in particular, race, gender and sexual orientation.**

### **Equality Objective 4**

**Embed a whole school approach to Well-Being and Mental Health.**

These four objectives all have: specific actions, expected impact and indicators of achievement (success criteria), clear timescales, lead responsibility, specified dates for impact assessment and review, and resource implications catered for.

## **7 Publication and reporting**

Ysgol Eirias' Strategic Equality Plan (and its action plan) is available to parents/carers and others via the School's website and upon request. The school reports annually on the progress made on the action plans and the impact of the Strategic Equality Plan 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 the trends in performance, subject take up and the degree of satisfaction with the services offered by the school or local authority by protected characteristic. In order to protect the identity of individuals information collected will be stored separately from any personal information.

## **8. Monitor and review**

As part of our responsibility to monitor the Strategic Equality Plan, we commit to:

- revisiting and analysing the information used to identify our priorities for the Strategic Equality Plan annually;
- 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 Strategic Equality Plan 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 evidence based - using data that the school has gathered and analysed;
- use the evidence to undertake an impact assessments which then informs the school's priorities
- We will undertake an impact assessment of our Strategic Equality Plan objectives in June annually.

**Annual Review Cycle:**

**Annual Impact Assessment Summary - JUNE 2022**

Year	EQUALITY OBJECTIVE				Signed																																																																								
	No.1	No. 2		No. 3		No. 4																																																																							
	ATTENDANCE	ACHIEVEMENT		ANTI-BULLYING	WELLBEING																																																																								
Term 3B 2022	<p>Attendance data:</p> <table border="1"> <thead> <tr> <th>21/22</th> <th>FSM</th> <th>WS</th> </tr> </thead> <tbody> <tr> <td>Y 7</td> <td>81.7</td> <td>86.7</td> </tr> <tr> <td>Y 8</td> <td>76.3</td> <td>86.4</td> </tr> <tr> <td>Y 9</td> <td>78.7</td> <td>85.6</td> </tr> <tr> <td>Y 10</td> <td>72.2</td> <td>84.1</td> </tr> <tr> <td>Y 11</td> <td>66.2</td> <td>72.1</td> </tr> <tr> <td>Statutory</td> <td>75.6</td> <td>82.9</td> </tr> <tr> <td>WS</td> <td></td> <td></td> </tr> </tbody> </table> <p>Scrutiny of data would suggest that our attendance is in line with Welsh Government statistics.</p> <p>YE has taken a supportive and flexible approach with attendance interventions.</p> <p>There is evidence that attendance of certain learners has improved accordingly, though the overall picture remains largely static. There are several significant pandemic related issues that continue to challenge engagement with school (and society).</p> <p>The key focus has been on engagement and wellbeing – a pandemic recovery strategy for students to want to come back to school and want to stay in school.</p> <p>Personalized pathways have been successful – welfare checks with home-</p>	21/22	FSM	WS	Y 7	81.7	86.7	Y 8	76.3	86.4	Y 9	78.7	85.6	Y 10	72.2	84.1	Y 11	66.2	72.1	Statutory	75.6	82.9	WS			<p>Yr 11 GCSE data:</p> <table border="1"> <thead> <tr> <th>21/22</th> <th>5 A*-G % (L1)</th> <th>5 A*-C % (L2)</th> <th>Ave Cap 9 Pts</th> </tr> </thead> <tbody> <tr> <td>WS</td> <td>92.8</td> <td>72.6</td> <td>370</td> </tr> <tr> <td>Ethnic</td> <td>100</td> <td>95.8</td> <td>446</td> </tr> <tr> <td>FSM</td> <td>79.6</td> <td>24.5</td> <td>293</td> </tr> <tr> <td>ALN: SA</td> <td>75</td> <td>62.5</td> <td>268</td> </tr> <tr> <td>ALN: SA+</td> <td>71</td> <td>35.7</td> <td>255</td> </tr> <tr> <td>ALN Statement</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Traveller</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>EAL</td> <td>100</td> <td>94.7</td> <td>442</td> </tr> <tr> <td>LAC</td> <td>66.7</td> <td>0</td> <td>203</td> </tr> <tr> <td>Boys</td> <td>93.6</td> <td>77.4</td> <td>385</td> </tr> <tr> <td>Girls</td> <td>92.2</td> <td>68.7</td> <td>357</td> </tr> </tbody> </table> <p>Boys have performed better than Girls with a positive gender gap of 1.4% for 5 A*-G and 8.7% for 5 A*-C. FSM performance continues to be below expectation with L2 statistics showing a variance of 48.1% relative to whole school data. Ethnic and EAL learners continue to achieve high standards with Capped 9 and L2 statistics far higher than that of the whole school. ALN performance shows a decrease of 2.4% re. 5 A*-G and 4.3% for 5 A*-C relative to last year (16 fewer ALN pupils compared to 2020/21). 3 pupils were LAC. L1 performance was 7% higher than 2020/21. No pupils achieved 5 A*-C this year. National statistics show the performance gap of vulnerable learner groups to be widening relative to whole school.</p> <p>As part of SIP's, Faculties set subject targets at the start of the year for different learner groups. These are tracked as part of Autumn, Spring and Summer SEF's with evaluations completed at the end of the year to review performance and outline next</p>	21/22	5 A*-G % (L1)	5 A*-C % (L2)	Ave Cap 9 Pts	WS	92.8	72.6	370	Ethnic	100	95.8	446	FSM	79.6	24.5	293	ALN: SA	75	62.5	268	ALN: SA+	71	35.7	255	ALN Statement	N/A	N/A	N/A	Traveller	N/A	N/A	N/A	EAL	100	94.7	442	LAC	66.7	0	203	Boys	93.6	77.4	385	Girls	92.2	68.7	357	<p>Kiva survey results released in summer 2022 which were compared with previous results from summer 2021. Action plan completed for 22/23 academic year.</p> <p>Prevention and education aspect of Kiva delivered through Unit 2 which is delivered within health and wellbeing lessons every 6 weeks to Year 7 pupils.</p> <p>Prevention and education aspect of Kiva delivered through Unit 3 in English lessons and expressive art lessons including pupils creating a drama performance on bullying.</p> <p>Intervention aspect of Kiva implemented through clear referral process for staff and flowchart for HOL to follow. Wellbeing officer interventions effectively taken place with the victim and the bully in confirmed cases.</p> <p>Anti bullying week assembly delivered through pupil drama group and reinforced with powerpoint delivered in registration and DACW.</p> <p>Two staff participated in Kiva refresher training this year and 2 additional staff to attend Kiva 2 day training course.</p>	<p>SHRN results have been analysed, reviewed and an action plan completed.</p> <p>Scrutiny of the Conwy Sport Survey:</p> <p>Active nation:</p> <p>- 43% of pupils participate in organised sport outside of the curriculum at least 3 times per week.</p> <p>In YE the most popular sport for boys was Running or jogging and the most popular sport for girls was Running or jogging.</p> <p>Everyone:</p> <p>The groups in YE with the highest rates of participation were Boys and Year 7.</p> <p>Lifelong:</p> <p>93% of pupils in YE want to do more sport.</p> <p>The sport with the most demand for boys is Football and for girls is Tennis.</p> <p>41% of pupils in YE feel that PE lessons and sport help them 'a lot' to have a healthy lifestyle.</p> <p>Enjoyment:</p> <p>52% of pupils in YE enjoy PE 'a lot'.</p>	
21/22	FSM	WS																																																																											
Y 7	81.7	86.7																																																																											
Y 8	76.3	86.4																																																																											
Y 9	78.7	85.6																																																																											
Y 10	72.2	84.1																																																																											
Y 11	66.2	72.1																																																																											
Statutory	75.6	82.9																																																																											
WS																																																																													
21/22	5 A*-G % (L1)	5 A*-C % (L2)	Ave Cap 9 Pts																																																																										
WS	92.8	72.6	370																																																																										
Ethnic	100	95.8	446																																																																										
FSM	79.6	24.5	293																																																																										
ALN: SA	75	62.5	268																																																																										
ALN: SA+	71	35.7	255																																																																										
ALN Statement	N/A	N/A	N/A																																																																										
Traveller	N/A	N/A	N/A																																																																										
EAL	100	94.7	442																																																																										
LAC	66.7	0	203																																																																										
Boys	93.6	77.4	385																																																																										
Girls	92.2	68.7	357																																																																										

<p>school hybrid timetables contributed to a very inclusive end for year 11 2022. Facilitated by MS Teams.</p> <p>A Flexi School policy has been developed and adopted. This counters the growing concerns around the number of EHE students. Three Flexi School programmes have been very successfully trialed, ensuring that these students continue to engage with education.</p> <p>YE continue to build on developing professional relationships with other agencies and utilising them to support the pupils which are hardest to reach (e.g. not attending at all) and ensures all pupils are being seen regularly. This has developed into some of these agencies bringing the pupils into school for their interventions, which has been effective in some pupils not attending at all re-integrating.</p> <p>An LA appointed Family Engagement Officer (Andy Jones) has recently started in school, working every Wed. He has been tasked with a specific remit of engaging FSM students and their families.</p>	<p>steps. Work is required at both a faculty and pastoral level to address the attainment gap for FSM, LAC and ALN learners. This will focus on learner attendance, engagement within school (academic and otherwise), performance tracking and teaching and learning.</p> <p>Yr 9 Level data:</p> <table border="1" data-bbox="470 481 734 1052"> <thead> <tr> <th>21/22</th> <th>Average Level</th> </tr> </thead> <tbody> <tr> <td>WS</td> <td>5.5</td> </tr> <tr> <td>Ethnic</td> <td>5.7</td> </tr> <tr> <td>FSM</td> <td>5.1</td> </tr> <tr> <td>ALN: SA</td> <td>5.1</td> </tr> <tr> <td>ALN: SA+</td> <td>4.6</td> </tr> <tr> <td>ALN Stateme nt</td> <td>4.7</td> </tr> <tr> <td>Traveller</td> <td>N/A</td> </tr> <tr> <td>EAL</td> <td>6.0</td> </tr> <tr> <td>LAC</td> <td>3.3</td> </tr> <tr> <td>Boys</td> <td>5.4</td> </tr> <tr> <td>Girls</td> <td>5.6</td> </tr> </tbody> </table> <p>Yr 9 outcomes show similarity with those in Yr 11. Achievement is high for EAL and Ethnic learners. The average attainment gap for LAC, FSM and ALN learners continues to be below Year 9 averages.</p> <p>A well-being officer (Abi Johnson) has been appointed to work with and increase engagement with vulnerable learners and their parents/carers.</p> <p>An extensive training programme for LSC's has been undertaken across the year to increase effectiveness in the classroom and improve pupil engagement. Survey feedback from LSC's shows an upskilled team.</p>	21/22	Average Level	WS	5.5	Ethnic	5.7	FSM	5.1	ALN: SA	5.1	ALN: SA+	4.6	ALN Stateme nt	4.7	Traveller	N/A	EAL	6.0	LAC	3.3	Boys	5.4	Girls	5.6	<p>Promotion of Kiva in cluster schools carried out through wellbeing officer, transition coordinator and Ysgol Eirias pupils.</p> <p>Updating of Kiva on the school website to take place in summer term with promotion via school choir and dance performance.</p> <p>Members of student voice involved in discussion surrounding bullying and how to improve the Kiva programme within school.</p>	<p>22% of pupils in YE felt 'very confident' in trying new sports.</p> <p>Whole school Teaching, Learning and Well-being survey completed and analysed. Data used to create action plans and shared with all staff.</p> <p>RSE code embedding into the curriculum, both pastoral and faculty. Regular reviews of the provision are made alongside further training as required.</p> <p>Consideration of gender neutral facilities has resulted in gender neutral toilets and changing spaces.</p> <p>A safe space has been provided for LGBTQ+ learners to gather and share experiences: Clwb Enfys on Thursdays after school.</p> <p>Rainbow Flag award has been pursued ensuring that the school adopts significant approaches to supporting diversity.</p> <p>Wellbeing and Mental Health is covered as an aspect of the pastoral programmes.</p> <p>Themes for the week and DACW have been addressed to include more elements of diversity and wellbeing.</p> <p>Registration time is to be reimagined as part of WST4.</p> <p>6 key staff have been trained in Mental</p>
21/22	Average Level																										
WS	5.5																										
Ethnic	5.7																										
FSM	5.1																										
ALN: SA	5.1																										
ALN: SA+	4.6																										
ALN Stateme nt	4.7																										
Traveller	N/A																										
EAL	6.0																										
LAC	3.3																										
Boys	5.4																										
Girls	5.6																										



				<p>Health First Aid for young people.</p> <p>Trusted adults are a feature of school provision for all learners.</p> <p>Extra curricular programme has been increased to support inclusivity and engagement of learners.</p> <p>Student Voice has been redesigned to ensure clarity of communication and to include aspects of diversity (diversity team has been created).</p> <p>Increased use of Careers Wales for training staff and delivering to learners in order to increase engagement.</p>	
--	--	--	--	---	--

### Annual Impact Assessment Summary - JUNE 2023

Up to TERM 3B 2023	<table border="1"> <thead> <tr> <th rowspan="2">W/E</th> <th colspan="2">WS</th> </tr> <tr> <th>FSM</th> <th>nFSM</th> </tr> </thead> <tbody> <tr><td>09/09/2022</td><td>90.36</td><td>94.74</td></tr> <tr><td>16/09/2022</td><td>88.18</td><td>93.68</td></tr> <tr><td>23/09/2022</td><td>86.02</td><td>93.19</td></tr> <tr><td>30/09/2022</td><td>84.59</td><td>92.25</td></tr> <tr><td>07/10/2022</td><td>83.88</td><td>92.13</td></tr> <tr><td>14/10/2022</td><td>83.29</td><td>91.83</td></tr> <tr><td>21/10/2022</td><td>82.93</td><td>91.76</td></tr> <tr><td>28/10/2022</td><td>82.19</td><td>91.45</td></tr> <tr><td>11/11/2022</td><td>82.22</td><td>91.35</td></tr> <tr><td>18/11/2022</td><td>82.14</td><td>91.36</td></tr> <tr><td>25/11/2022</td><td>81.97</td><td>91.15</td></tr> <tr><td>02/12/2022</td><td>81.7</td><td>90.88</td></tr> <tr><td>09/12/2022</td><td>81.24</td><td>90.44</td></tr> <tr><td>16/12/2022</td><td>80.73</td><td>90.06</td></tr> <tr><td>23/12/2022</td><td>80.73</td><td>90.06</td></tr> <tr><td>13/01/2023</td><td>80.53</td><td>90.06</td></tr> <tr><td>20/01/2023</td><td>80.47</td><td>90.17</td></tr> <tr><td>27/01/2023</td><td>80.16</td><td>90.37</td></tr> <tr><td>03/02/2023</td><td>80.05</td><td>90.31</td></tr> <tr><td>10/02/2023</td><td>79.98</td><td>90.36</td></tr> <tr><td>17/02/2023</td><td>79.66</td><td>90.24</td></tr> <tr><td>03/03/2023</td><td>79.48</td><td>90.20</td></tr> <tr><td>10/03/2023</td><td>79.25</td><td>90.07</td></tr> <tr><td>17/03/2023</td><td>79.24</td><td>90.04</td></tr> <tr><td>24/03/2023</td><td>79.24</td><td>89.99</td></tr> <tr><td>31/03/2023</td><td>79.04</td><td>89.95</td></tr> <tr><td>21/04/2023</td><td>78.95</td><td>89.98</td></tr> <tr><td>28/04/2023</td><td>78.77</td><td>89.98</td></tr> <tr><td>05/05/2023</td><td>78.78</td><td>90.01</td></tr> <tr><td>12/05/2023</td><td>78.69</td><td>89.97</td></tr> <tr><td>19/05/2023</td><td>78.58</td><td>89.83</td></tr> <tr><td>26/05/2023</td><td>78.41</td><td>89.57</td></tr> </tbody> </table>	W/E	WS		FSM	nFSM	09/09/2022	90.36	94.74	16/09/2022	88.18	93.68	23/09/2022	86.02	93.19	30/09/2022	84.59	92.25	07/10/2022	83.88	92.13	14/10/2022	83.29	91.83	21/10/2022	82.93	91.76	28/10/2022	82.19	91.45	11/11/2022	82.22	91.35	18/11/2022	82.14	91.36	25/11/2022	81.97	91.15	02/12/2022	81.7	90.88	09/12/2022	81.24	90.44	16/12/2022	80.73	90.06	23/12/2022	80.73	90.06	13/01/2023	80.53	90.06	20/01/2023	80.47	90.17	27/01/2023	80.16	90.37	03/02/2023	80.05	90.31	10/02/2023	79.98	90.36	17/02/2023	79.66	90.24	03/03/2023	79.48	90.20	10/03/2023	79.25	90.07	17/03/2023	79.24	90.04	24/03/2023	79.24	89.99	31/03/2023	79.04	89.95	21/04/2023	78.95	89.98	28/04/2023	78.77	89.98	05/05/2023	78.78	90.01	12/05/2023	78.69	89.97	19/05/2023	78.58	89.83	26/05/2023	78.41	89.57	<p>Key Stage 3 data:</p> <p>2022 – 23</p> <p>Year 9 Target Levels</p> <table border="1"> <thead> <tr> <th>Learner Group</th> <th>Average level</th> </tr> </thead> <tbody> <tr><td>WS</td><td>5.5</td></tr> <tr><td>Ethnic</td><td>5.7</td></tr> <tr><td>FSM</td><td>5.0</td></tr> <tr><td>ALN:SA</td><td>54.6</td></tr> <tr><td>ALN: SA+</td><td>3.2</td></tr> <tr><td>ALN statedemented</td><td>4.8</td></tr> <tr><td>EAL</td><td>5.4</td></tr> <tr><td>LAC</td><td>4.6</td></tr> <tr><td>Boys</td><td>5.5</td></tr> <tr><td>Girls</td><td>5.5</td></tr> </tbody> </table>	Learner Group	Average level	WS	5.5	Ethnic	5.7	FSM	5.0	ALN:SA	54.6	ALN: SA+	3.2	ALN statedemented	4.8	EAL	5.4	LAC	4.6	Boys	5.5	Girls	5.5	<p>Kiva survey results from the summer 2023 will be compared to the previous 2 years and generate an action plan (AMC).</p> <p>Prevention and education aspect of Kiva has been delivered through Unit 2 (Health and Well being lessons) for Year 7 pupils and Unit 3 (English and Expressive Arts lessons). This has included pupils creating a drama performance on bullying which will be filmed and shared on social media.</p> <p>Intervention aspect of Kiva has a clear referral process for staff and flowchart for HOL to follow (updated at start</p>	<p>SHRN results have been analysed, reviewed and an action plan completed. All aspects are on target or above National Average, apart from 3 areas which include travel to school and feeling happy in school.</p> <p>Whole school Teaching, Learning and Well-being survey completed and analysed. Data used to create action plans and shared with all staff.</p> <p>RSE code is embedded into the pastoral curriculum, and is being developed in faculty areas through CfW. Faculty Reps have been nominated in order to ensure that</p>	
	W/E		WS																																																																																																																													
FSM		nFSM																																																																																																																														
09/09/2022	90.36	94.74																																																																																																																														
16/09/2022	88.18	93.68																																																																																																																														
23/09/2022	86.02	93.19																																																																																																																														
30/09/2022	84.59	92.25																																																																																																																														
07/10/2022	83.88	92.13																																																																																																																														
14/10/2022	83.29	91.83																																																																																																																														
21/10/2022	82.93	91.76																																																																																																																														
28/10/2022	82.19	91.45																																																																																																																														
11/11/2022	82.22	91.35																																																																																																																														
18/11/2022	82.14	91.36																																																																																																																														
25/11/2022	81.97	91.15																																																																																																																														
02/12/2022	81.7	90.88																																																																																																																														
09/12/2022	81.24	90.44																																																																																																																														
16/12/2022	80.73	90.06																																																																																																																														
23/12/2022	80.73	90.06																																																																																																																														
13/01/2023	80.53	90.06																																																																																																																														
20/01/2023	80.47	90.17																																																																																																																														
27/01/2023	80.16	90.37																																																																																																																														
03/02/2023	80.05	90.31																																																																																																																														
10/02/2023	79.98	90.36																																																																																																																														
17/02/2023	79.66	90.24																																																																																																																														
03/03/2023	79.48	90.20																																																																																																																														
10/03/2023	79.25	90.07																																																																																																																														
17/03/2023	79.24	90.04																																																																																																																														
24/03/2023	79.24	89.99																																																																																																																														
31/03/2023	79.04	89.95																																																																																																																														
21/04/2023	78.95	89.98																																																																																																																														
28/04/2023	78.77	89.98																																																																																																																														
05/05/2023	78.78	90.01																																																																																																																														
12/05/2023	78.69	89.97																																																																																																																														
19/05/2023	78.58	89.83																																																																																																																														
26/05/2023	78.41	89.57																																																																																																																														
Learner Group	Average level																																																																																																																															
WS	5.5																																																																																																																															
Ethnic	5.7																																																																																																																															
FSM	5.0																																																																																																																															
ALN:SA	54.6																																																																																																																															
ALN: SA+	3.2																																																																																																																															
ALN statedemented	4.8																																																																																																																															
EAL	5.4																																																																																																																															
LAC	4.6																																																																																																																															
Boys	5.5																																																																																																																															
Girls	5.5																																																																																																																															
	<p>The data shows a marginal increase in the attendance of FSM learners (and nFSM) but there is still</p>	<p>The data shows a slight increase in boys, LAC and ALN statedemented but otherwise shows a decline for some of the learner groups despite the whole school average level being the same as last year. Whilst</p>																																																																																																																														

<p>concern around the attendance which was identified by Estyn and is a published recommendation (R1). JES and JRO have been completing home visits and are targeting FSM learners. This has been met with some success and will continue next year. The recommendation is a significant part of WST1 for 2023-4.</p>	<p>some groups have declined to a minimal degree (FSM 0.1, ethnic – 0.1, girls 0.1), there is a concern around ALN (SA –0.5, SA+ - 1.4) and EAL (-0.6). This data will be used to present to HoF and training will take place on the September training days around supporting vulnerable learners. The WSTs address these aspects and will be used as part of the review.</p> <p>For GCSE, data (not available until August2023) will be analysed for progression of learner groups. A new data collection for ALN, FSM, EAL, LAC, Ethnic minorities and gender has been set up so that the average APS for these groups can be determined. This will be tracked next year through DCW as well as final results to target action in specific areas.</p>	<p>of the academic year). Wellbeing officer interventions effectively taken place with the victim and the bully in confirmed cases.</p> <p>Anti bullying week assembly delivered in Term 1 (HBL) and reinforced in registration and DACW.</p> <p>Promotion of Kiva in cluster schools carried out through wellbeing officer, transition coordinator and Ysgol Eirias pupils.</p> <p>Kiva detail has been updated on the school website and prospectus alongside promotion via school choir and dance performance.</p> <p>AJN has created a referral form in the Inclusion channel for use by HOL. Work has been carried out already this year for bullies and victims.</p> <p>There have currently been 10 Kiva referral forms submitted: Year 11 x 2, Year 10 x 1, Year 9 x 2, Year 8 x 3, Year 7 x 0.</p> <p>Year 8 and 9 have had an external performance in the hall with a lesson off TT. The performance addressed issues such as mental health, bullying and LGBTQ+</p>	<p>the guidance is shared and embedding takes place in all AoLEs in Year 7, 8 and 9 in particular. Regular reviews of the provision are made alongside further training as required. More guidance will be needed for areas where RSE does not naturally emerge.</p> <p>Consideration of gender-neutral facilities has resulted in gender neutral toilets and changing spaces. Further development for changing rooms has been the change in approach to uniform whereby the learners are permitted to come into school in PE kit – this removes the changing issues. Our school uniform policy (now gender neutral) is now updated.</p> <p>A safe space has been provided for LGBTQ+ learners to gather and share experiences: Clwb Enfys on Thursdays after school. This continues to be popular.</p> <p>Pride Week took place in June and included competitions, cake sale and book fair. Express Yourself non school uniform day took place in June . Funds were collected (£690 - half to Priode Cymru).</p> <p>Rainbow Flag award has been pursued ensuring that the school adopts significant</p>	
---	--	--	--	--

			<p>AMC met with 2 Year 8 pupils from student voice who are going to focus on 2 key areas: 1. Reporting bullying from a pupil perspective 2. Raising awareness of what is bullying amongst pupils and parents AJN produced resources for Primary schools to use so that there is a linear approach with minimal cross over amongst cluster schools and Year 7. LTE carried out assessed tasks within Year 9 lessons and recorded pupils drama performances incorporating aspects of KIVA AJN and JRN visited Cluster schools to deliver KIVA session – Feedback was positive and will be developed for 23/24. AMC Met with Bangor masters student to discuss Kiva success in school and to further improve.</p> <p>RJN has released an MS forms to staff and pupils regarding the delivery of Unit 2 to provide feedback on the content, delivery and effectiveness of preventative teaching.</p>	<p>approaches to supporting diversity. Elements passed include Inclusive Curriculum and Skilled Teacher.</p> <p>Themes for the week and DACW have been addressed to include more elements of diversity and wellbeing. These have been reviewed for 2023-4.</p> <p>4 key staff have been trained in Mental Health First Aid for young people. 2 will pursue this in September.</p> <p>Staff training has focused on mental health and wellbeing – specific training from CAMHS and Education Support on training day (9/1/23). Kat Watkins (Disability Awareness) addressed all staff on 30/6/23.</p> <p>Trusted adults continues to be a feature of school provision for all learners.</p> <p>Increased use of Careers Wales for training staff and delivering to learners in order to increase engagement. A CWRE leadership project is being pursued by TPS which will extend our provision.</p>	
--	--	--	--	--	--

**Annual Impact Assessment Summary - JUNE 2024**

TER M 3B  2024	Statutory age school attendance is in line with Conwy figures 87%. School attendance figures for Year 7 are above	Key Stage 3 data:  2024 – 24  Year 9 Final KS3 Levels	Kiva survey results from the summer 2023 were compared to the previous 2 years and generated an action plan (AMC). The same	SHRN results have been analysed, reviewed and an action plan for 2024 has been completed.	
----------------------------	---	---	---	---	--

Conwy and National average. Year 8 and 9 are above Conwy average. FSM attendance is above Conwy average. There is still a concern around the attendance which was identified by Estyn Nov 22 Inspection and is a published recommendation (R1). We have been looking hard at FSM v nFSM differential. The work we are doing through initiatives through year groups has through the year shown improvement year on year as can be seen from the graph above. Data also demonstrates year on year that there is a significant drop off in first term and we are introducing initiatives for early action 24/25.

The differential between FSM and nFSM has decreased as can be seen in the graph below. this is a pleasing result but the focus still remains on attendance to ensure that there is an improvement in FSM, nFSM and AN learners.

Year	FSM	nFSM	Differential
2019-20	15.2	11.8	3.4
2020-21	14.8	11.5	3.3
2021-22	14.5	11.2	3.3
2022-23	14.2	10.9	3.3
2023-24	13.9	10.6	3.3

Learner Group	Average level
WS	5.2
Ethnic	5.6
FSM	4.7
ALN:SA	N/A
ALN: SA+	N/A
ALN stated	N/A
EAL	6.2
LAC	2.3
Boys	5.1
Girls	5.3

The data shows decreases across all learner groups relative to last year (Ethnic -0.1, FSM -0.3, LAC -2.3, Boys -0.4, Girls -0.1) with the only exception being EAL students (+0.8). The Yr 9 average level has fallen by 0.3 since last year, primarily due to the decrease in Boys performance. Yr 7 Midyis data for the cohort showed a high proportion of Band C and D students (33% and 27% respectively) compared to previous years. This is reflected in this year's levels. Though pupils' literacy and numeracy skills have shown some improvement, work is still required to support learners as reflected by the focus of WSTs. This data will be used to present to HoF as part of June and September training days to develop strategies to support vulnerable learners.

For GCSE, data (not available until August 2024) will be analysed for progression of learner groups.

process will take place following completion of the summer 2024 survey.

Prevention and education aspect of KiVa continue to be delivered through Unit 2 (Health and Well being lessons) for Year 7 pupils and Unit 3 (English and Expressive Arts lessons). IT also complete a unit on internet safety and using technology appropriately.

The referral process for staff and flowchart for HOL to follow remain the same. Wellbeing officer interventions continue to be effectively conducted with the victim and the bully in confirmed cases.

KiVa website has been updated for parents to access information regarding KiVa in addition a KiVa school performance was recorded and shared with all stakeholders to promote KiVa in school.

A follow up Anti bullying week assembly delivered in Term 1 (HBL) and reinforced in registration and DACW.

The number of referrals have been lower this year and do not necessarily correlate to the KiVa survey results.

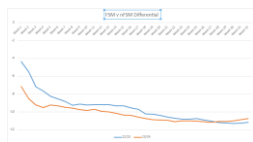
Further staff have carried out KiVa training (fully funded by LA) VPN is in the process of

Whole school Teaching, Learning and Well-being survey completed and analysed. Data used to create further action plans, to contribute to the WSTs for 2024 and shared with all staff.

RSE code is embedded into the pastoral curriculum, and is being developed in faculty areas through CfW. Faculty Reps continue to work together to ensure that the guidance is shared and embedding takes place in all AoLEs in Year 7, 8 and 9 in particular. Regular reviews of the provision have been conducted.

The approach to uniform whereby the learners are permitted to come into school in PE kit has been adopted as a school policy therefore reducing any issues around changing areas (this has also been of support in the closure of A Block). Our school uniform policy (now gender neutral) is available on all relevant documentation.

The safe space has been provided for LGBTQ+ learners to gather and share experiences: Clwb Enfys on Thursdays after school continues to be popular and has been supported by a range of staff including providing opportunities for ATs to support.



Faculty lesson attendance data has been shared at HOF meetings to promote ownership of attendance at faculty level. Faculty/subject reports are being evaluated. The Belonging, engaging and participating user friendly document has been shared for use at Faculty meetings and to promote faculty involvement in raising attendance levels. Teaching and learning strategies designed to target the experience of learners who are LAC or in receipt of FSM have been shared through staff training days, HOL meetings and HOF meetings.

FSM attendance feedback shared at HOL meeting on 11<sup>th</sup> Dec.

All HOL have received register training and half termly attendance reports are being submitted to the LA. These show

setting up a 6<sup>th</sup> form KiVa support group to support learners affected by bullying and to provide an avenue for disclosure of incidents.

Cluster schools continue to use the resources provided by Eirias for KiVa and anti-bullying work.

The H&WB SoL has been adapted in light of the feedback from staff gathered in 2023.

Pride Week continues to be a focal point in June and this year has raised awareness of diversity through the Pride competition.

The Rainbow Flag award has been fully awarded ensuring that the school adopts significant approaches to supporting diversity.

4 more key staff have been trained in Mental Health First Aid for young people. Heads of Learning and HBL attended trauma informed schools training at Ysgol Pen y Bryn.

Staff training has continued with a focus on mental health and wellbeing – specific training from Young Minds addressed all staff on 5/7/24 including workshops on anxiety and the impact of social media.

External mental health services are being promoted in the Student Voice channel to raise pupils awareness.

TPS has developed increased use of Careers Wales for training staff and delivering to learners in order to increase engagement. Training was presented to staff on 18/6/24 through the CfW meeting.

WSAMH initial consultation process conducted in 2023 and an action plan

<p>favourable comparison with local schools.</p> <p>DME and ZES (26/10/23) contributed to the Estyn rapid review on attendance.</p> <p>There was an upward trend towards the end of term 1.</p> <p>Enhanced tracking of FSM learner attendance – FSM differential has been added to the attendance tracker master spreadsheet – analysed and discussed in JES/HOL and DH/HOL weekly meetings.</p> <p>Attendance reviews presented by JES at all HOL &amp; HOL meetings.</p> <p>Home visits continue to have a significant positive impact with targeted families. 50% of visits result in a return to school the following day.</p> <p>New holiday letter guides parents towards lost learning implications.</p> <p>Attendance for terms 1 and 2</p>			<p>has emerged from the findings (AMC)</p> <p>There has been an increase in the provision of opportunities in terms of trips and extra-curricular in terms of supporting wellbeing and engagement of the learners.</p> <p>The LAC team expanded this year to include more specialised staff involved with the support of the learners who are LAC within school.</p> <p>Outdoor provision for ALN and inclusion has been a significant motivational feature this year: funding has been spent to provide learners with an outdoor recreational area and a purpose-built classroom for activities. Targeted pupils are also taking part in bespoke PE programmes.</p> <p>Adult Learning courses run by GLLM on wellbeing, online safety and healthy relationships have been offered to parents for the first time this year – this will be expanded next year.</p>	
--	--	--	---	--

	<p>combined was at 87.3% for whole school. The attendance dashboard does highlight the need to investigate further the attendance of AN learners – this is being targeted.</p>				
<p><b>The Strategic Equality Plan to be reviewed and new plan agreed / approved for the 3 year period 2024-2027</b></p>					

***At least every three years, the responsible body for a school must prepare, implement, review and update a written accessibility plan which identifies how specific improvements will improve accessibility to education against the three planning duties for existing and prospective disabled pupils.***

**Addendum**

Very occasionally a young person will disclose that they consider themselves to be transgender and may wish to be known by a name usually associated with the opposite sex e.g. Mary wishing to be called Michael. Such situations should be treated with sensitivity and respect. The following actions should be considered

- A learner can be known by any name of their choosing. However, their legal name must remain on all school documentation, until it is changed legally.
- If a learner requests to be known by another name, confirmation of this should be sought in writing from the parent.
- Learners who consider themselves to be transgender should be spoken to, to discover how they wish to be addressed e.g. he, she, they etc.
- Until such times as there is legal recognition of their change of gender they are still considered to be of their original sex. It is important that we consider the needs of all learners, not just the individual in such circumstances i.e. the desire of the transgender girl wishing to change in the boys changing room AND the boys with who she would be changing with if allowed to do so. Other situations where this may arise would be the use of toilets around school etc., (although pupils can be directed to the single cubicles in C Block) and sharing rooms on residential trips.
- All staff should carefully monitor that these young people are not subject to any bullying/name calling in line with this policy. Staff should also monitor other aspects of emotional wellbeing e.g. anxiety issues. The member of staff must deal with such issues according to usual school procedures.

=====