

YSGOL EIRIAS



STRATEGIC EQUALITY PLAN

POLICY DOCUMENT NO: 73

ISSUE NO: 3

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

Signed:

Date:

July 2021

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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 enable them to access examinations/assessments, including making the relevant applications for adjustment as required by JCQ;
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 staffroom 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. We will 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. We 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.

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 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.

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.
 - It has been placed on the school website to allow feedback and observation from stakeholders.
 - 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 via the school website or by contacting the school. They are welcome to 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 School Parliament.

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

Attendance GWe (WST1 DME/JES)

Equality Objective 2

Achievement National Tests, KS3 Levels, GCSE, AS/A Level, Vocational (WST1 ZES/PJS)

Equality Objective 3

KiVa Anti-Bullying annual survey, review and action (WST 4 LKR/HBL)

Equality Objective 4

Well-Being to include 3 elements, (WST 4)

- School Health Research Network bi-annual survey, review and action LKR/EON
- PASS annual survey ADS/DBJ
- Conwy Sport Survey bi-annual survey, review and action DME /NW

These objectives all have:- specific actions, expected impact and indicators of achievement (success criteria), clear timescales, lead responsibility, specified dates for impact assessment and review, 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 prospectus includes a reference to the Strategic Equality Plan and the values underpinning it. 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 by June 2022

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.

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