

Ysgol Gyfun Gwynllyw

Strategic Equality Plan

2013 – 2016



Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

.....Date

Scheme due for review: September 2016.

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1. Our distinctive character, priorities and aims

1.1 School values

At **Ysgol Gyfun Gwynllyw** we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At **Ysgol Gyfun Gwynllyw** we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Ysgol Gyfun Gwynllyw is a Welsh medium school for boys and girls between 11 and 19 years of age. Torfaen is the host LEA but pupils are accepted from Blaenau Gwent, Newport, Monmouthshire and some pupils from South Powys and England. It is currently the only Welsh medium school in the old greater county of Gwent. The school is situated in Pontypool.

The school's catchment area is vast and includes civic areas such as Newport, Cwmbran and Pontypool itself; rural areas such as Abergavenny, Rhaglan, Monmouth and the Valleys of Blaenau Gwent. Many of the areas in the catchment are recognised as social deprivation areas and receive Objective One funding, mainly parts of Blaenau Gwent.

The school accepts pupils of all learning abilities.

When the school opened in 1988 on the Abercarn site there were 52 pupils in year 7. By the time the school had moved to the present site in 1991 there were 278 pupils on the register from years 7-10.

Currently (September 2013) there are **817** pupils on the register from years 7 – 11 and a further **174** pupils in years 12 + 13. Projected figures show an increase to **839** pupils in years 7- 11 during 2014 – 15 and to **909** by 2015 – 16.

The school has **67** full time teaching staff, **11** part time teaching staff and **20** full time support staff (administration staff, classroom assistants, technicians.) The school works in partnership with our sister school, Ysgol Gyfun Cwm Rhymni, to provide a comprehensive KS4 and KS5 curriculum where one member of Ysgol Gyfun Gwynllyw staff teaches some elements at Ysgol Gyfun Cwm Rhymni and 9 members of Ysgol Gyfun Cwm Rhymni staff teach at Ysgol Gyfun Gwynllyw. Use is also made of the video conferencing technology to deliver some aspects of some courses.

In January 2014, **12.5%** of pupils on the register were eligible for free school meals which is lower than the National Average of **17.7%**

11% of pupils are on the SEN register of whom **1%** is statemented.

All pupils are bilingual. **6** pupils are from homes where Welsh is the main language of communication (5 families) a further **60** pupils are from homes where at least one parent is Welsh speaking; the remainder are from homes where English is the main language of communication.

Our aim at **Ysgol Gyfun Gwynllyw** is to encourage bilingual learners who are proud of their identity and heritage. We are a caring community that promotes high standards with regards to discipline, work and responsibilities and we devote ourselves to developing and supporting each learner to fulfil their potential and ensure that they become accomplished citizens.

The aim is put into practice by working closely with all stakeholders and the wider community to enhance pupils' educational experiences.

Safeguarding the welfare of all pupils is paramount and all staff and volunteers connected to the school are expected to share this commitment in all aspects of their work.

There are a total of 989 pupils at the school (January 2014)

Year 7 – 175

Year 8 – 138

Year 9 – 144

Year 10 – 185

Year 11 – 171

Year 12 – 98

Year 13 – 78.

1.3 Mainstreaming equality into policy and practice

Ysgol Gyfun Gwynllyw values the diversity of community members and recognises that diversity exists amongst people and communities within the catchment area and will strive to ensure equal opportunity for all in aspects of school life regardless of gender, sexual orientation, marital status, parental status, religion, social class, disability or ethnic origin.

To achieve this we will ensure that all pupils have the right to access a diverse and balanced education without prejudice. The school will encourage every individual's development so that they reach their full potential without being stereotyped.

This policy will be monitored and evaluated by the SLT and Governing body on a regular basis.

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;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our SEP and Equality Objectives are set in the light of:

- The Torfaen equality objectives
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;
- The delivery of our SEP will contribute to all of our actions and commitments to:
 - raise standards;
 - narrow the attainment gap in outcomes for children and young people;
 - improve outcomes as described within the Children and Young People Plan (CYPP);
 - promote community cohesion

Our School Equality Objectives are set out in **Section 5**.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school

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

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;

- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

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

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;

- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

When re-viewing this policy the school will undertake consultation with:

- **Staff**
- **Governing body**
- **Pupils and parents.**

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are

- 1. Ensure full access to the curriculum for all pupils including disabled pupils.**
- 2. Develop pupils' voice further and raise pupils' awareness of equality and diversity within the school.**
- 3. Strengthen and develop anti – bullying strategies to continue to decrease the incidence of bullying within the school.**
- 4. Close the gap in the performance and attendance of specific groups.**

We have action plans covering all relevant protected characteristics. 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 achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it. A reference to the SEP will be seen on the school website.

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

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- re-visiting 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 by September 2016.

Appendices

App. 1 Torfaen Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 Current school Access Plan

Torfaen Equality Objectives

The most important part of the 'Equality Promise'

The Council's Equality Objectives:

Gender Equality

The Council Will Ensure Gender Equality In Pay Within The Workplace.

This Will Be Demonstrated Through Equality In Pay And Pay

Distribution Within The Workforce. (Executive Member For Resources)

How this will be achieved:

Through monitoring of workforce profile and taking positive steps via a Cabinet approved policy to reduce any significant inequality.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

The Council In Collaboration With Other Stakeholders Will Work To Reduce Domestic Abuse Within The Torfaen Community And Improve Its Service Response To Victims Of Domestic Violence. (Executive Member For Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of domestic abuse in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy to alter and develop the service response where insufficient reduction is achieved.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Disability Equality

The Council Will Work To Reduce The Economic Disadvantage And Poverty Faced By Many Disabled People As A Result Of Reduced Access To The Opportunity For Work And Insufficient Welfare Support. –

(Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by disabled people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

**We Will Improve Access To Council's Buildings And Services.
(Executive Member For Resources)**

How this will be achieved:

Through building physical accessibility improvements into the standard estate management process.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Improve Accessibility To Quality And Timely Housing Suitable To The Needs Of Disabled People. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Annual improvement targets will be set to improve the housing provision waiting time 'gap' for disabled people and policy or process developed to achieve this.

By when:

This will be an ongoing process which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Race Equality

We Will Work Toward Narrowing The Gap In Educational Participation And Achievement For Children For Who It Is Demonstrable Are Disadvantaged In The Education System. (Executive Member For Children And Young People)

How this will be achieved:

Positive intervention projects will continue to be developed by the LEA and performance improvement targets set.

By when:

This will be an ongoing process, progress on which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Ensure That All People Feel Safe And Specifically Work To Reduce, Detect And Respond To Hate Crimes And Harassment.

We Will Consider All Groups That Can Be Affected By Hate Crime This Being: Age, Race, Disability, Religion And Sexual Orientation And Transgender. (Executive Member for Corporate Governance And Community Safety)

How this will be achieved:

By monitoring the levels of incidence of Hate crime in Torfaen and taking steps via Cabinet Equalities Sub-Committee approved policy and the Community Safety Partnership to alter and develop the service response.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

Age Equality

We Will Work To Reduce The Employment Disadvantage Experienced By The Young People And The Proportion Of Young People Not In Work, Education, Employment Or Training. (Executive Member For Children And Young People)

How this will be achieved:

Through employment, poverty alleviation and regeneration projects that have a specific emphasis toward reducing the inequality experienced by young people.

By when:

This will be an ongoing process with improvement targets set that, the achievement of which will be reported to Cabinet Equalities Sub-Committee on an annual basis.

We Will Work To Reduce Any Care Disadvantage Experienced By Older People And Promote Greater Opportunities For Re-ablement. (Executive Member For Health, Social Care, Well Being And Equalities)

How this will be achieved:

Through various rehabilitation projects that have a specific emphasis toward promoting and protecting the independence of older people.

By when:

This will be an ongoing process with targets that will be reported to Cabinet Equalities Sub-Committee on an annual basis.

..... School

Strategic Equality Plan 2012 – 2016 Equality Objectives and Action Plan

Equality Objective 1. <i>(Title)</i>				
Our Research: <i>(Indicate research undertaken and identify the main findings)</i>				
Information from Engagement: <i>(Indicate improvements suggested by stakeholders)</i>				
Data Development: <i>(Indicate what data needs to be gathered to provide further information on the issues identified above)</i>				
This objective will be judged to be successful if... <i>(Complete), e.g.</i> <ul style="list-style-type: none"> • <i>There is an increase/reduction in x</i> • <i>There is evidence to demonstrate improvement in y</i> 				
Actions:				
	Description	Responsibility	Start date	End date
1.1				
1.2				
1.3				

Repeat this page for each of your Equality Objectives