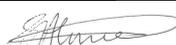


Ysgol yr Holl Saint All Saints' School



Strategic Equality Plan – 2023 - 2026 (inc. Annual Action Plan)

Equality Act Impact Assessment	YES	NO	31.01.2023
Last Review Date	January 2023		
Date to be reviewed by Senior Management Team	January 2026		
Date Adopted by Governing Body	07.02.2023		
Head Teacher - Mr Richard Hatwood			
Chair of Governors – Mrs Jane Tinniswood			



Background

The Equality Act 2010 brings together and **replaces** the previous anti-discriminatory laws, such as the Disability Discrimination, Race Relations and Equal Pay Acts with a **single act**. Further information can be found in the following Fact File produced by Governors Wales:

<http://www.governorswales.org.uk/publications/2011/09/20/03-11-equality-act-2010/>

Purpose of the Strategic Equality Plan

The Strategic Equality Plan has been developed so that the School can set out how it aims to meet its commitment to equality and how it will meet its legal obligations contained within the Equality Act 2010 and the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

Public Sector Equality Duties

The General Duties

The Governors Guide to the Law (Autumn 2013) states that:

- Section 149 of the 2010 Act imposes a general duty on the governing body of a school to have due regard to the need to:
 - Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Act;
 - Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it ('Protected Characteristics' are explained in 2.4 below);
 - Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having 'due regard' means consciously thinking about the three aims of the general duty as part of the process of decision making. This means that consideration of equality issues must influence the decision reached by governing bodies.

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- 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;
- Encourage 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.

The steps involved in meeting the needs of disabled persons that are different from the need of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and those who do not share it involves having due regard, in particular, to the need to tackle prejudice and to promote understanding.

The 2010 Act expressly states that this duty may involve treating some persons more favourably than others, but that is not to be taken as permitting conduct that would otherwise be prohibited under the Act.

The Specific Duties

The Equality Act provides a power to make regulations imposing duties on public bodies to support better performance of the general duty; these are known as the Specific Public Sector Equality Duties and are different in England, Scotland and Wales.

The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 (S. I. 2011/1064) ("the 2011 Regulations") imposes specific duties on governing bodies to enable better performance of the general duty.

The 2011 Regulations place the following requirements upon governing bodies:

- To publish its “equality objectives” no later than 2 April 2012. The objectives must be designed to enable the governing body to better perform the general duty. If an equality objective is not published in respect of one or more of the protected characteristics, the governing body must publish its decision not to do so. The governing body must review its equality objectives within four years of their initial publication and at least once every four years subsequently. The equality objectives may be revised or remade by the governing body at any time. If the governing body revises an objective without remaking it, then the revision must be published as soon as possible;
- To publish a statement which sets out the steps it has taken or intends to take in order to achieve each equality objective and the anticipated timescales involved. If an equality objective is revised or remade by the governing body, it must either amend the statement or publish a new one;
- To make appropriate arrangements to monitor its progress in order to fulfil each objective and to monitor the effectiveness of the steps it has taken to fulfil each objective;
- To give due regard to relevant information that it holds when considering and designing its equality objectives;
- To seek the involvement of those persons that it considers represents the interests of persons who share one or more protected characteristics and who have an interest in the way the governing body carries out its functions. The requirement applies to the following activities:
 - Considering and designing equality objectives;
 - Carrying out an assessment of whether there are things or that could be done that contribute or would be likely to contribute to a governing body’s compliance with the general duty;
 - Carrying out an assessment of the likely impact of the proposed policies and practices, of policies or practices that it has decided to review and any proposed revisions to those policies and practices on compliance with the general duty; and
 - Publishing or reviewing a Strategic Equality Plan);

- The governing body may also involve or consult such other persons as it considers appropriate.
- To take all reasonable steps to ensure that any documents or information that the governing body is required to publish are accessible by persons who share one or more of the protected characteristics. This means that a governing body must take into account all of a person's protected characteristics, and if there are a range of steps that it would be reasonable for the governing body to take to make the documents or information accessible then it must take all of those steps;
- To make appropriate arrangements to ensure that it identifies the relevant information that it holds and identifies and subsequently collects the relevant information that it does not hold;
- To carry out an assessment in order to identify relevant information which identifies whether there are things being done by the governing body that contribute to its compliance (or otherwise) with the general duty and things that could be done to contribute to its compliance. In carrying out such an assessment, the governing body must have due regard to any relevant information that it has already identified, or collected and holds. The governing body should look for evidence (relevant information) both internally and externally which may be used, for example, in equality impact assessments;
- To make arrangements in order to assess the likely impact of proposed policies and practices on its ability to comply with the general duty, as well as the impact of any policy or practice that it has decided to review or any proposed revision to a policy or practice. There must be arrangements in place for the publication of reports regarding these assessments where they demonstrate that there is likely to be a substantial impact on an authority's ability to comply with the general duty. Also, the governing body must monitor the impact of its policies and practices on its ability to comply with the general duty;
- In each year, to collect specified employment information related to the school's employees and publish that information. This information may be set out in the governing body's annual report;
- To make such arrangements as it considers appropriate for promoting amongst the school's employees knowledge and understanding of the general duties and the additional duties which flow from it;
- When considering what its equality objectives should be, the governing body must have due regard to the needs in respect of the school's employees to have equality objectives

which address the causes of any pay differences. Those pay differences are between those that do share a protected characteristic and those that do not;

- To publish an action plan which sets out any policy it has relating to the need to address the causes of any gender pay difference and any gender pay equality objective that has been published by the governing body;
- To make a Strategic Action Plan (“SEP”) no later than 2 April 2012. The SEP is intended to be a central vehicle for the various matters required by the 2011 Regulations so that there can be a single point of access for the public. The SEP must contain a statement setting out a description of the governing body, its equality objectives, details of the steps it has taken or intends to take in order to fulfil those objectives, the timescale for the fulfilment of the objectives, and details of arrangements it has made or intends to make to comply with the 2011 Regulations. The SEP can be revised or remade at any time, though it must be published as soon as possible after it has been made or remade. If the SEP has been revised but not remade, the governing body must publish its revisions. The SEP itself may form part of another published document. The governing body is under an obligation to keep its SEP under review;
- To publish a report in respect of each reporting period (1 April to 31 March except for the period ending 31 March 2012, when the reporting period will commence on 6 April 2011). The report must not be published later than 31 March in the reporting period in question. This report may form part of another published document.

Who has to comply with the Public Sector Equality Duties?

The Equality Act imposes obligations on everyone concerned with the provision of services to the public, however the Public Sector Equality Duty only applies to organisations that have been identified as ‘public authorities’ under the act this includes Schools, local Councils, Fire and Rescue Authorities and the National Parks in Wales.

Who is protected under the Public Sector Equality Duties?

Everyone is protected under the Equality Act however the general and specific public sector equality duties refer to people who have particular 'protected characteristics'. This is the term used in the Equality Act to identify the types of things that affect how people are treated and can mean people may experience discrimination. The law is designed to protect them. There are nine protected characteristics, they are:

1. age
2. disability
3. gender reassignment
4. marriage and civil partnership
5. pregnancy and maternity
6. sexual orientation
7. race
8. religion or belief
9. sex

School Context

Our school is a large primary school of approximately 326 pupils. It has 12 teaching and 30 non-teaching staff. 49% of our children are girls and 51% are boys, 12% are eligible for free school meals and 15% are on the Additional Learning Needs Register.

The school has a stable population with a turnover of approximately 1% a year. Children are from a range of ethnic backgrounds. Different religions or beliefs represented in our school including Christianity, Islam and Hinduism.

English is the predominant language spoken in Ysgol yr Holl Saint - All Saints' School though we teach Welsh as part of the Welsh Government priority to reach a million Welsh speakers by 2050.

We have pupils with a range of disabilities. We are fully inclusive of all pupils regardless of their needs and seek to include them in our broad and balanced curriculum.

We have teaching and non-teaching staff who speak a range of languages including Welsh. We have 1 male Teaching Assistant and 3 male teachers. The caretaker is male. The remaining teaching and non-teaching staff are all female. One of our teachers is a fluent Welsh speaker. There are currently 3 midday supervisors and 3 members of office staff.

We comply with the Local Authority Safer Recruitment Policy and Procedures which now monitors the appointment of all staff. All of these people, their faiths, cultures, communities and languages the school values equally.

Aims

We recognise and celebrate the fact that our society is made up of people from diverse backgrounds and life experiences. It is important that all children 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.

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

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

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.

Equalities Summary Statement

At Ysgol yr Holl Saint - All Saints' School we aim to provide a happy, caring environment in which all pupils can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, children, parents/carers and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination on grounds of age, race, gender, religion or belief, disability, sexual orientation, pregnancy or maternity, marriage or civil partnership or gender assignment by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the Local Authority to help actions to combat hate crime across the County Borough.

Responsibilities

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all children and staff from all protected characteristics to reach the highest standards possible as indicated in the school's vision statement and this Equal Opportunities Policy.

The Governing Body is responsible for ensuring that the school complies with Equalities Act (2010) and fulfils its legal responsibilities. With assistance from the Headteacher, the Governing Body will ensure that the policy and its related procedures and strategies are implemented.

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, eg "Anti-Bullying Policy" and that governors, staff, children, parents/carers and guardians know about it.
- Making sure the policy and its procedures are followed.
- Producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the Equality Policy is regularly monitored and reviewed.

The named person with responsibility for dealing with reported incidents of unlawful discrimination is the Headteacher, Richard Hatwood.

Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded and sent to the Local Authority as requested.

The Equal Opportunities Link Governors are Mrs Jane Tinniswood (Chair of the Governing Body), Jan MacDonald (Community Governor) and Sue Roden (Foundation Governor).

The Equal Opportunities Link Governors ensure that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities.

All staff are responsible for:

- Dealing with incidents of unlawful discrimination and bullying
- Being able to recognise and tackle bias and stereotyping
- Promoting equality and good relations between all groups
- Keeping up to date with the law on discrimination, and taking up training opportunities
- Striving to provide images and lesson plans that show positive images of and are inclusive of people from the protected characteristics

Information Gathering and Engagement

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 assessments 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. The reason that this progress is important is to understand the full range of needs of the school community.

Publication and Reporting

The school Strategic Equality Plan is available in large print and other formats on request. We will review the progress made on the action plans and the impact of the Plan itself on school ethos and practice within the school.

Policy Review

This policy will be reviewed by the Senior Management Team and Governing Body and adopted by the Governing Body as per the schedule on the front page. (Action Plan annually and policy three yearly).

We will use Equality 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. Based on the above, we will review the Plan, not less than annually with a full review not less than four yearly.

Strategic Equality Action Plan - February 2023

<p>Priority One: To promote knowledge and understanding of the protected characteristics, to support awareness of these and use them to advance daily work.</p> <p>General Duties: Advance Equality of Opportunity.</p> <p>Specific Duties: Assessment of Impact; Equality Information; Equality Objectives</p> <p>Protected Characteristics: Gender, Race, Sexual Orientation, Religion or Belief, Disability, Pregnancy and Maternity</p>	<p>Source: (research/data/engagement/statutory)</p> <p>https://www.estyn.gov.wales/blog/our-work-equality-and-diversity (Estyn blog on promoting equality and diversity).</p>		
<p>Targets:</p> <ul style="list-style-type: none"> To use our own and other local, regional and national data and research to build a full picture of differences in achievement between different characteristics as defined in the Equality Act 2010 and to promote understanding of these. To use this full data to set proactive interventions based on national or regional trends or priorities in order to offset any potential inequalities in attainment and attendance that are not currently identified. To ensure that all school policies, procedures and processes support the aims of the Equality Act 2010 and the implementation of this Strategic Equality Plan. 			
<p>Success Criteria</p> <ul style="list-style-type: none"> Staff understanding of the Equality Act 2010 and work to promote progress of those within the groups of protected characteristics. Policies, procedures and processes are all underpinned by the Strategic Equality Plan and Equality Act 2010. All relevant reporting to the Local Authority and other stakeholders in view of the Equality Act 2010 and the Strategic Equality Plan and is completed in good time and to a high standard. The Governing Body are fully aware of their responsibilities and are able to therefore support and challenge the work of the school in this field successfully. 			
<p>Strategically Planned Tasks:</p> <ul style="list-style-type: none"> All staff to undertake professional learning in relation to the Equality Act 2010 and protected characteristics. Policies, processes and procedures to be reviewed within the context of this plan and the Equality Act 2010. Governing Body to undertake professional learning in relation to the protected characteristics and the Equality Act 2010. To provide research and information relating to the Equality Act 2010, protected characteristics and how these impact on day to day running of the school. 	<p>On track</p>	<p>Lead persons</p> <p>Richard Hatwood</p> <p>Equality Impact Committee</p> <p>Jane Tinniswood</p> <p>Richard Hatwood</p>	<p>Time Scale</p> <p>July 2023</p> <p>May 2023</p> <p>May 2023</p> <p>June 2023</p>

Monitoring Commentary (February 2024)	Evaluation Commentary (February 2026)
<p data-bbox="165 210 785 389">Professional Learning for staff and the Governing Body has taken place in relation to the protected characteristics and how these impact on day-to-day operations within the school.</p> <p data-bbox="165 434 785 577">Ongoing professional learning to take place on an annual basis as part of awareness raising in relation to the implementation of this plan.</p>	

<p>Priority Two: To ensure progress of boys and girls remain equitable.</p> <p>General Duties: Foster Good Relations; Equality of Opportunity</p> <p>Specific Duties: Assessment of Impact; Equality Objectives; Equality Information; Engagement; Accessibility of Information</p> <p>Protected Characteristics: Gender, Race</p>	<p>Source: (research/data/engagement/statutory) Equality Act 2010</p> <p>https://www.estyn.gov.wales/node/14506 (Estyn Narrowing the Gap Report).</p>		
<p>Targets:</p> <ul style="list-style-type: none"> To develop a better mechanism to track pupil progress with a focus on the protected characteristics within the context of the Curriculum for Wales. To use this data to support pupil progress meetings and ensure that the progress of all pupils within these meetings is reviewed regularly and that support and challenge ensure pupil progress. To use learning from these activities to develop and refine school policies to support approaches to equality. 			
<p>Success Criteria</p> <ul style="list-style-type: none"> Pupil progress will be closely monitored with a focus to ensure that any protected characteristic led data that is collected is used to support pupil and wider school improvement. Boys and girls will be tracked successfully in view of progress as a measure rather than attainment (Curriculum for Wales). There is evidence that we have analysed and identified any other attainment gaps for other groups of children who share protected characteristics as defined by the Equality Act 2010. Equality Impact Assessments have been carried out with the support of Equality Impact Committee of the Governing Body where required. Equality data is collected, analysed and reported on regularly to the Governing Body for the purposes of monitoring and setting strategic direction. The School Improvement Plan uses improved equality data to set actions. 			
<p>Strategically Planned Tasks:</p> <ul style="list-style-type: none"> Engage in the SIMS working group to track identified data linked to the protected characteristics. Hold staff meetings to outlining the tracking elements emerging from Curriculum for Wales guidance in relation to assessment and from practice from other schools and settings. Ensure a focus on the emotional health, wellbeing and resilience of pupils across the school and within the protected characteristics groups and in ensuring boys and girls performance is equitable in terms of wellbeing and progress. 	<p>On track</p>	<p>Lead persons</p> <p>Richard Hatwood</p> <p>Richard Hatwood</p> <p>Helen Dobie</p>	<p>Time Scale</p> <p>July 2023</p> <p>July 2023</p> <p>July 2023</p>

<p>Monitoring Commentary (February 2024)</p> <p>Data analysis has indicated a closing of the gap between boys and girls' performance and how this can be further developed over the coming year in advance of a review of the plan.</p> <p>Professional learning to take place for staff following this analysis to support further day to day work in supporting girls' progress performance in mathematics and numeracy and boys' progress performance in Language, Literacy and Communication.</p>	<p>Evaluation Commentary (February 2026)</p>
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<p>Priority Three: Continue to raise awareness of equality and diversity issues among Children, Staff and Governors.</p> <p>General Duties: Foster Good Relations; Equality of Opportunity; Eliminate Discrimination, Harassment and Victimisation</p> <p>Specific Duties: Training Protected Characteristics: Race, Disability, Gender, Sexual Orientation, Religion or Belief</p>	<p>Source: (research/data/engagement/statutory) Equality Act 2010</p> <p>https://bit.ly/3YrdshZ - Diverse toys and play resources. (Forbes).</p>		
<p>Targets:</p> <ul style="list-style-type: none"> To fully ensure that resources available in the school fully reflect the school and wider community in terms of diversity. To ensure that the school community, at all levels, are committed to fulfilling the requirements of the Equalities Act (2010). 			
<p>Success Criteria</p> <ul style="list-style-type: none"> A diverse range of play and learning based resources are available which reflect the community our school serves. The resources are well used to support pupils in developing understanding, tolerance and empathy towards others within the school community and their wider lives. An improvement in monitoring of any racist, homophobic, sexist and other identity based discrimination and harassment evidences better recognition of incidents, with a downward trend over time. KiVa is utilised fully across the school to promote and develop tolerance, understanding and respect for all members of the school community. PASS (Pupil Attitude to School and Self) data indicates a positive 'self-concept' of pupils themselves and of others. 			
<p>Strategically Planned Tasks:</p> <ul style="list-style-type: none"> Ensure school resources within the library are reflective of diverse communities and our local community. Ensure that play based resources within the Foundation Learning element of the school are broad and diverse reflecting protected characteristics. Complete the PASS Survey twice annually and ensure full analysis of the results. Engage fully with annual events such as Red Card to Racism and similar for other protected characteristics Explore opportunities with cluster group for sharing of best practice through Local Authority monitoring and equality impact. 	<p>On track</p>	<p>Lead persons</p> <p>Mark Szymura</p> <p>Jane Wright</p> <p>Sarah Parker</p> <p>Clare Coombes Mark Szymura</p> <p>Matt Holmes</p> <p>Richard Hatwood</p>	<p>Time Scale</p> <p>June 2023</p> <p>June 2023</p> <p>June 2023</p> <p>Sept 2023</p> <p>Sept 2023</p>

Monitoring Commentary (February 2024)	Evaluation Commentary (February 2026)
<p data-bbox="165 210 785 315">Additional resources are in place to support and promote a deeper understanding of diversity within the school.</p> <p data-bbox="165 353 785 499">Analysis of PASS data indicate that wellbeing remains constant across the school regardless of protected characteristics which are recorded.</p> <p data-bbox="165 537 785 613">No racist incidents have been reported over the last two school years.</p>	