



Strategic Equality Plan

2022 – 2026

Strategic Equality Plan agreed by Governors:

.....Kerys Sheppard (Signed by Chair)

.....31.3.2022.....Date

Scheme due for review:..... 31.3.2023.....(date)

Policy Review Dates:

Review Date...23.5.2023 .Signed by Chair...Kerys Sheppard

Review Date...6.2.2024 Signed by Chair.....

Review Date.....Signed by Chair.....

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1. Our distinctive character, priorities and aims

1.1 School values

At Ysgol Bryn Onnen 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.

Welsh language, history and culture is of the utmost importance to us as a school. We take pride in the way our pupils speak and show respect for the language and its significance.

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 Bryn Onnen we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our curriculum is planned with diversity, inclusion and tolerance as its epicentre so that our pupils grow to be informed and ethical citizens of Wales and the world.

1.2 Characteristics of our school

Ysgol Bryn Onnen is one of four Welsh Medium Primary schools in Torfaen. Ysgol Bryn Onnen was opened in 1995 and grew from the Welsh Medium Unit based at Pontnewynydd Primary School. Pupils are accepted in line with the Local Authority's Admissions Policy. Pupils start full time education in the September after their 4th birthday. The school also has a Nursery with places for up to 20 pupils in each session. The majority of the school's pupils are from non-Welsh speaking backgrounds, and in the early years, immersing pupils in the Welsh language is

a priority for the school. Ysgol Bryn Onnen admits from a predominantly White-Welsh background but welcomes pupils from all backgrounds and ethnicity.

At present 98% pupils are from a White- British background, 1% pupils are from a mixed race background, 1% pupils where the home language is Polish.

30.2% of pupils now receive Free School Meals (up from 18% in 2020).

Approximately 25% of pupils are on the ALN register.

At the time of writing the school has 1 Looked After Child on its register.

1.3 Mainstreaming equality into policy and practice

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;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils
- develop in each child a full awareness of Welsh identity and Welsh culture.

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 identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil 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 and Appendix 2**.

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 or adult 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.

In formulating this particular SEP questionnaires were sent to parents and analyses. Views were gleaned from the pupils in discussions with the School Council and the Eco-Council. Staff views were obtained from discussions in staff meetings / morning briefings. In future we feel that

good practice would dictate that more detailed questionnaires are sent to stakeholders at the school. The views of Governors can be obtained through annual evaluations of the SEP.

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 Ysgol Bryn Onnen'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:-

- Age equality
- To further develop a curriculum that teaches pupils about diversity and equality.
- To ensure pupils are not disadvantaged by poverty.
- To strengthen the provision already at the school for wellbeing.

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Development Plan which ensures that they are checked, monitored and evaluated systematically.

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. The SEP will be available on the school website and reference will be made to it on a termly basis via a newsletter.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

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:

- revisiting 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 March 2023.

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.

Ysgol Bryn Onnen

Strategic Equality Plan 2022 – 2026

Equality Objectives and Action Plan

Equality Objective 1.				
Ensure SRE (sex and relationships education) and Diversity and Anti-racism are planned for by teachers as part of developing Curriculum for Wales topics.				
Our Research: The new Curriculum for Wales has high expectations for the teaching of Sex and Relationships Education and Diversity and Anti-racism. When developing new topic teachers will need to familiarise themselves with new guidelines and Areas of Learning and Experience.				
Information from Engagement: Governors, parents and pupils have been consulted in the co-construction of the school curriculum.				
Data Development: •				
This objective will be judged to be successful if... • Lesson observations, book looks and learning walks show opportunities for pupils to develop their understanding of Sex and Relationships Education and Diversity and Anti-racisms at an age appropriate level and across all year groups.				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Incorporate study of Civil Rights Movement, Show Racism the Red Card into schemes of work.	All staff	1.1.22	1.9.26
1.2	Use famous events such as World Cup, Euros, Commonwealth Games and Olympic Games to focus on a country in each class. Study language/religion etc. Each class to perform assembly to rest of school	Class teachers	1.1.22	1.9.26
1.3	Plan topics for Curriculum for Wales that give opportunities to develop pupils' understanding of other cultures, languages and beliefs.	All class teachers	1.1.22	1.9.26

Equality Objective 2

Reduce within school variation so all pupils, including boys, FSM learners and vulnerable learners, make appropriate progress over time.

Our Research:

Interrogation of school data pre and post pandemic show that boys and FSM pupils underperform in comparison to their peers, particularly in writing and reading.

Information from Engagement:

PDG funding will be used to ensure sufficient support is provided to pupils in targeted groups.

Data Development:

-

This objective will be judged to be successful if..

- There is evidence in children's books to show that pupils in targeted groups (e.g. boys and FSM) that they are making progress in line with their peers.
- The gap in attainment between FSM and non-FSM pupils in KS2 is reduced.

Actions:

	Description	Responsibility	Start date	End date
1.1	Analysis of performance of vulnerable groups in National Test Scores.	Numeracy R ap G Literacy SMW	1.3.22	To be carried out each time the school carries out NTs.
1.2	Analysis of end of Key Stage/Progression Step data.	Numeracy R ap G Literacy SMW	1.7.22	At end of every academic year.
1.3				

Equality Objective 3

Work with Blaenafon Intergenerational Group to remove barriers and promote co-operation between pupils and a group of elderly members of the local community.

Form a partnership with Torfaen Adults and Communities Team to give pupils opportunities to work with disabled adults in the local community.

Our Research:

Evidence from Age UK shows that 1.4 million (1 in 12) elderly people in the UK are affected by loneliness. This has been exacerbated by the Covid-19 pandemic. The experiences of older people during the pandemic make it more difficult for them to engage meaningful contact. The impact of the pandemic has been highly unequal, disproportionately affecting people with low incomes, health issues and from ethnic minorities.

Information from Engagement:

Previous work with Blaenafon Intergenerational Group tells us that working together as groups provides benefits for pupils and the elderly in our community.

Data Development:

-

This objective will be judged to be successful if...

- Pupils show respect and empathy towards the elderly and disabled.
- Project are planned and carried out with BIG where groups of pupils work with BIG to develop community cohesion and understanding.

Actions:

	Description	Responsibility	Start date	End date
1.1	Plan activities with BIG giving opportunities for pupils to work alongside member if BIG and develop empathy and understanding.	R ap G	1.3.22	continuous
1.2	Work with Torfaen Adults and Communities Team on project where pupils and Team work on creating outdoor equipment e.g. bird houses planters etc for school outdoor area.	R ap G	1.3.24	22.7.2024
1.3				

Equality Objective 4

Further develop provision for Wellbeing across the school.

Our Research:

Prior to the pandemic Nurture Groups were in place for Foundation Phase and Key Stage 2. Also visitors were invited to school to work with groups of pupils targeted for wellbeing support. There is copious evidence of the detrimental impact the pandemic has had on pupil and staff welfare/wellbeing.

Information from Engagement:

Engagement with parents inform us that a minority of pupils have struggled through the pandemic. Conversations with staff indicate that many of them have found working through the pandemic difficult too.

Data Development:

This objective will be judged to be successful if...

Wellbeing questionnaires completed by pupils in June of every year show high levels of resilience and wellbeing.

Actions:

	Description	Responsibility	Start date	End date
1.1	Re-introduce Nurture groups across the school.	MJ	1.4.22	Continuous
1.2	Torfaen Play work weekly with groups of pupils to develop self-confidence,	MJ/RapG	1.9.2023	Continuous
1.3	Music Therapy sessions for two groups of learners. One group of learners with sensory needs and one group of pupils needing wellbeing support.	MJ	1.11.21	Continuous
1.4				
1.5				