



STRATEGIC EQUALITY PLAN 2024 – 2028

School	Ysgol Treffynnon
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Chair of Governors	<i>N. Cellin</i>

Accessible Formats

This document is available in English and Welsh in Microsoft Word and pdf formats in Arial font size 12 as standard. Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request. To request a copy of this document in an accessible format contact 01352 710011.

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Introduction

At Ysgol Treffynnon, we are committed to fulfilling our duty and responsibility to eliminate discrimination and to promote equality for students, employees, and other members of our school community, irrespective of their race, gender, disability, gender identity, sexual orientation, pregnancy and maternity, religion or belief, marriage, and civil partnership as defined within the Equality Act 2010.

Reflecting on recent guidance from the EHRC and findings from "Is Wales Fairer? 2023", we have updated our Strategic Equality Plan (SEP) to ensure equality is integrated into every facet of our school's operations. This plan outlines our enhanced priorities for equality from 2024 to 2028, focusing on actions to mitigate identified inequalities, foster an inclusive educational environment, and promote positive community relations.

The Plan will also help us to meet the general duty of the Equality Act (2010):

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, (definition of protected characteristics in Diversity and Equality policy)
 - 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 School and Community

Our Vision: Excellence in Everything

Our school is one that cares about every individual and understands the impact that physical and emotional wellbeing has on our students' ability to learn effectively and achieve their full potential.

We are a truly inclusive school, committed to working with the community to give our students the best possible start to their lives. We welcome all young people, whatever their religion, ethnicity or academic ability and we'll provide the learning environment where they'll have the chance to succeed, whatever success means for them.

Our students will experience the excitement of learning and achievement; they will have their academic, sporting and creative skills nurtured and developed to their individual potential.

Students will develop the resilience to achieve their dreams and aspirations as we encourage them to reach out and grasp all the opportunities life has to offer.

We are a community that works together, treating each other with patience and understanding, celebrating our individuality, our cultural diversity and supporting those additional needs that make us all unique.

Core Values

Self-belief	to have the confidence to be the best we can be
Perseverance	to develop our skills and resilience to achieve our dreams
Inspirational	to be a role model for others to follow
Respectful	to treat everyone with kindness and understanding
Integrity	to be fair and always try to do what's right
Trustworthy	to be honest, reliable, consistent and dependable

Profile

A description of our school and its community is set out in our Equality & Diversity Policy. This also describes our commitment and approach to promoting equality in education and employment. All school Governors, employees and students have responsibility for promoting equality and adhering to the policy.

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 students 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 students;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all students when planning for future learning and setting challenging targets;
- ensure equality of access for all students 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 students 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 students.

Responsibilities

Governing Body:

The Governing Body has set out its commitment to equality and diversity in the SEP and it will continue to do all it can to ensure that the school is fully inclusive to students, 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
- take 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 students
- ensure that no child is discriminated against whilst in our school
- embed equality and human rights into our new curriculum for Wales

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.

Senior Leadership Team

The Senior Leadership Team 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 identity-based bullying including racist, homophobic, transphobic and disability related incidents, according to Flintshire County Council and school policies.

All Staff

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 students 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 support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Information Gathering and Engagement

Information

Data and information are reviewed and analysed to measure our performance and identify areas for improvement; subsequent actions are included in the School Development Plan (SDP). All data collected is used solely for the purpose of analysing trends by protected characteristic. – see **appendix 3** for definitions of these characteristics

It is stored separately from personal information which identifies the individual and we ensure it meets the requirements of the Data Protection Act. To protect the identity of individuals published information contains data which has been aggregated. The Welsh Government and Local Education Authority collate and publish student data provided by schools. Flintshire County Council publish profile of the workforce.

The wide range of information gathered to identify equality objectives may include the following:

- Flintshire County Council's Equality Objectives as available on Flintshire County Council Website
- an analysis of the responses received from students, 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;
- profile of the local community;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate;
- student attainment and progress data relating to different groups;
- school exclusions and expulsions by protected characteristic

- Free School Meals (FSM) uptake;
- incidents of identity-based bullying and harassment
- reviewing hate incidents for Flintshire,
- research undertaken by Welsh Local Government Association
- sports and activities choices of all groups;
- data on the recruitment, development and retention of employees;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Engagement

We regularly involve stakeholders, including children and young people, staff, parents/carers, governors, other users of the school and community representatives in relation to the development of policies and as required by the equalities duties. We may use a range of mechanisms including:

- Involving the School Council
- Circulating questionnaires in a variety of formats and languages to ensure the questionnaire is accessible and meets the communication needs of consultees,
- Holding meetings and focus groups ensuring the timing and venue is accessible and inclusive for stakeholders;
- Working with Flintshire County Council's Strategic Policy Advisor to engage with groups who are "seldom heard".

Specifically, for the SEP, we:

- Involved members the Governing Body which included Parent Governors.
- Have shared it with members of the School Council.

Equality Impact Assessment (EIA)

Equality 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. Equality 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.

At the Ysgol Treffynnon we undertake Equality Impact Assessments upon new and revised policies and plans to identify potential and actual inequalities and to promote equality and good community relations. This ensures we develop inclusive policies. (See Appendix 2).

Our Equality Objectives

The overall objective of the Strategic Equality Plan is to provide a framework for the school to pursue its equality objectives to eliminate unlawful discrimination and

harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Our objectives relate to all of the relevant protected characteristics and contribute to meeting the General and Specific Duties of the Equality Act (2010).

Our Equality Objectives

1. **Improving the academic progress of vulnerable students:** We will continue to use performance data to monitor and address the attainment gap between students in receipt of free school meals (FSM) and their peers, with a renewed focus on targeted support interventions.
2. **Supporting students with protected characteristics:** Recognising the disproportionate impact of bullying on students from protected groups reported nationally, we will continue to seek ways of strengthening anti-bullying initiatives that are explicitly sensitive to the unique experiences of people with protected characteristics.
3. **Improving Attendance Among Vulnerable Groups:** We aim to continue to improve attendance rates, particularly among FSM students, by providing tailored support to address identified barriers.

We have action plans covering all relevant protected characteristics (Appendix 1). These describe how we are acting to fulfil both the general and specific duties. Our action plans are incorporated into part of the School Development Plan (SDP) which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- the action we will take to meet the objectives
- how we will measure improvement
- who has responsibility for action
- clear time scales

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

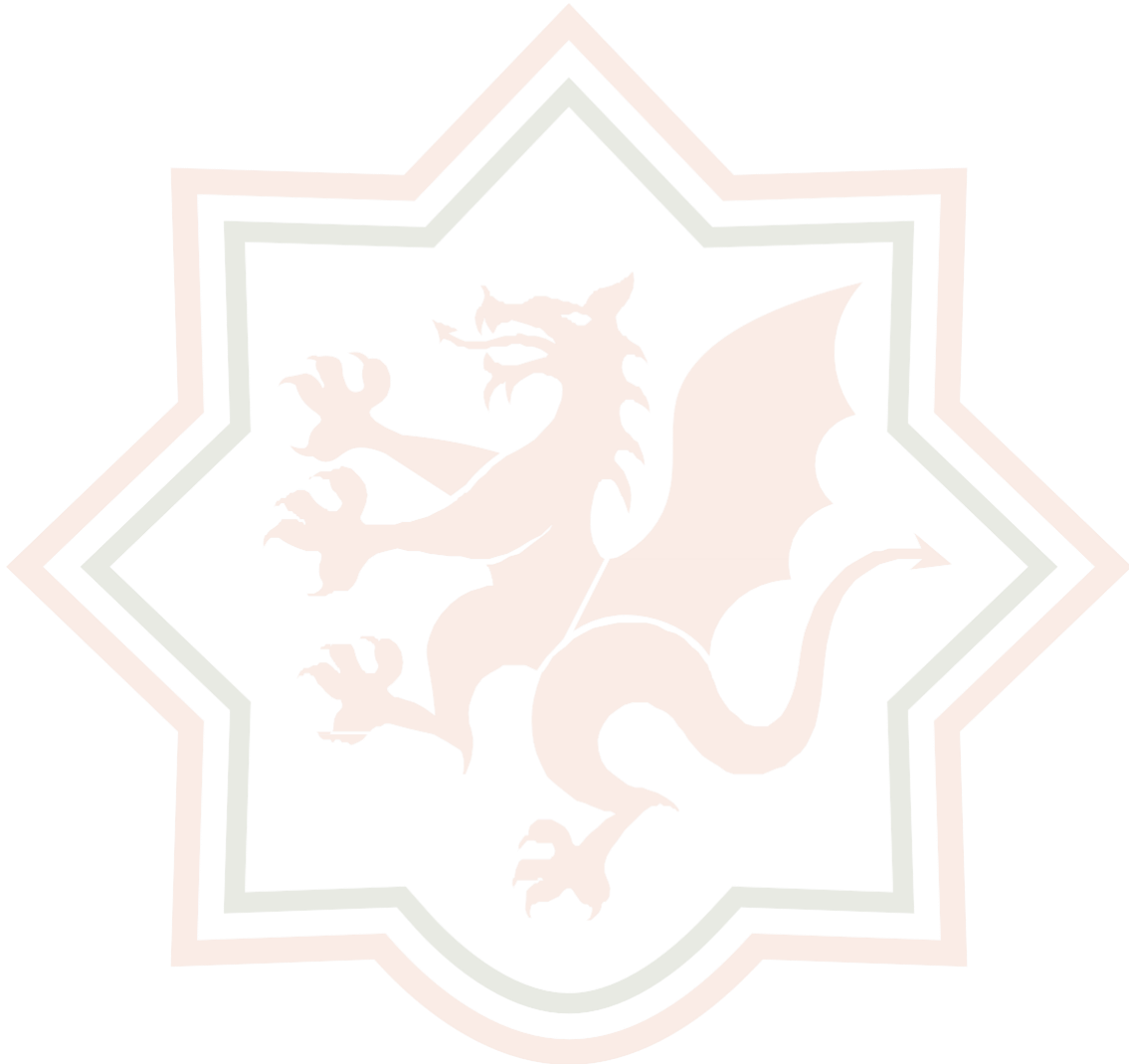
We developed our Equality Objectives using:

- Flintshire County Council's Objectives available on the Council's website
- Views expressed by stakeholders that have been involved in the development of the scheme
- Issues arising as a result of our analysis of our student data, e.g. attainment data of boys compared with girls, up take of Free School Meals, etc.

Our Equality Objectives are set out in our School Equality Objectives & Action Plan (Appendix 1).

Monitoring, Review and Publication

A copy of our Strategic Equality Plan (SEP) will be published in English on our website and will be made available in a range of formats on request. The SEP will be monitored on a termly basis by the Governing Body and as part of our School Development Plan (SDP). We will publish an annual report on our progress, which will form part of the Governors' Annual Report to Parents. A full review of the SEP will be undertaken and republished by April 2024 or earlier, if as a result of monitoring or new evidence, we need to alter any of our equality objectives or include new objectives.



Appendix 1

Ysgol Treffynnon

Equality Objectives and Action Plan

Equality Objective: 1	<i>Improving the academic progress of vulnerable students.</i>
Evidence /Research	<p>A profile of the local community derived from Flintshire's Deprivation Atlas 2019 (https://statswales.gov.wales/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation/WIMD-2019/localauthorityanalysis)</p> <p>The Welsh Index of Multiple Deprivation 2019 (https://wimd.gov.wales/lsoa/w01000304?lang=en)</p> <p>Student attainment and progress data relating to FSM</p> <p>School exclusions by FSM & nFSM</p>
Success Criteria	
1	<i>The average Capped 9 performance of FSM students improves and the difference between FSM & nFSM is reducing.</i>
2	<i>The average point score for literacy (APS L) for FSM is improving and the difference between FSM & nFSM is reducing.</i>
3	<i>The average point score for numeracy (APS N) for FSM is improving and the difference between FSM & nFSM is reducing.</i>

Data
<p>Interim Capped 9 scores (C9), Average Point Scores for Literacy (APS L) and Numeracy (APS N), will be used to compare the performance of FSM with non-FSM students.</p> <p>This data will also be used to track the three year trend in progress between FSM and nFSM students (the gap in performance) and used to inform future school development planning.</p>

Action	Lead	Time frame
1. The academic performance of FSM students is closely monitored by HoFs and SLT.	DoL (Curr ^m) SLT	Termly
2. Academic intervention in support of underperforming FSM students is an integral part of faculty mentoring and support strategies (FSM is not a measure of academic ability).	DoL (Curr ^m) SLT	Termly

Equality Objective: 2	<i>Supporting students with protected characteristics. The school has very few cases of bullying targeted at students with protected characteristics. This however could be the result of a reluctance to report incidents.</i>
Evidence /Research	Equality and Human Rights Monitor 2023: Is Wales Fairer? EHRC (equalityhumanrights.com) rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf
Success Criteria	
1	<i>All students are able to report instances of bullying in a safe and easily accessible manner.</i>
2	<i>All individuals are treated with respect and instances of bullying reduce.</i>
3	<i>Accelerated action in cases where bullying has been identified.</i>

Data
<p><i>Forensically scrutinised student wellbeing data will accelerate the identification of (i) bullying and (ii) bullying targeted at students with protected characteristics. Such data will be used to intervene and support any victims and to re-educate any bullies and so minimise instances of bullying and improve the wellbeing of students, especially those with protected characteristics.</i></p> <p><i>Bullying is defined as ‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.’ Pg.16, ‘Rights, respect, equality: Statutory guidance for governing bodies of maintained school.’ Welsh Government.</i></p>

Action	Lead	Time frame
<i>1. Improve awareness of what is and is not bullying¹.</i>	SJO	Summer term 2024
<i>2. Improve awareness of protected characteristics²</i>	SJO	Summer term 2024
<i>3. Implementation of a bespoke log for recording the bullying of students with protected characteristics.</i>	SJO	Summer term 2024
<i>4. Weekly analysis of bullying logs to identify patterns related to protected characteristics</i>	SJO	Weekly
<i>5. Identification of in-school and external support provision for victims and bullies.</i>	SJO	Ongoing

¹ [rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf](#) (Pg.16 & Pg.19)

² [Equality and Human Rights Monitor: Is Wales Fairer? \(equalityhumanrights.com\)](#) (Pg.7)

Equality Objective: 3	<i>Improving Attendance Among Vulnerable Groups</i>
Evidence /Research	<p>A profile of the local community derived from Flintshire's Deprivation Atlas 2019 (https://statswales.gov.wales/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation/WIMD-2019/localauthorityanalysis)</p> <p>The Welsh Index of Multiple Deprivation 2019 (https://wimd.gov.wales/lsoa/w01000304?lang=en)</p> <p>Attendance of FSM students</p> <p>School exclusions by FSM students</p>
Success Criteria	
1	<i>Percentage attendance of FSM students is improving.</i>
2	<i>The difference in percentage attendance between FSM and nFSM is reducing.</i>

Data
<p>Forensically scrutinised attendance data will be used to track and monitor the attendance of vulnerable students, with a particular focus on FSM students.</p> <p>Weekly attendance data will inform interventions to support FSM attendance.</p> <p>The gap in attendance between FSM and nFSM attendance will be used to monitor a three year trend that will inform future school development planning.</p>

Action	Lead	Time frame
1. <i>The attendance of FSM students is closely monitored.</i>	DoL (Pastoral) and SLT	Weekly
2. <i>Attendance support is specific to the individual challenges facing a student and their family. This is addressed via the school's 'Intervention Panel' and/or referrals to specialist external support agencies.</i>	DoL (Pastoral) and SLT	Fortnightly

Appendix 2

STRATEGIC EQUALITY PLAN IMPACT ASSESSMENT SCREENING FORM

Title of Policy	Strategic Equality Plan
Date of assessment	15-Mar-2024
Date for review	15-Jan-2028
Governors' Committee	Wellbeing Committee

Does the policy affect one group less or more favourably than another on the basis of the following?				
Characteristic	Positive	Negative	No Impact	Evidence
Age			✓	
Disability			✓	
Gender reassignment			✓	
Marriage and civil partnership			✓	
Pregnancy and maternity			✓	
Race,			✓	
Religion or belief			✓	
Gender			✓	
Sexual orientation			✓	

If the answers to any of the above questions is 'yes' then:	Tick	Rationale
Demonstrate that such a disadvantage or advantage can be justified or is valid		
Adjust the policy to remove disadvantage identified or better promote equality		

This document protects an individual's human rights?	✓
This document maintains the equality between Welsh language and English Language in keeping with The Welsh Language Act 1993 (WLA 1993)	✓
If you have identified potential discrimination in the above, are the exceptions valid, legal and/or justified?	N/A

Is a full EIA required?	YES	NO	✓
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Screener(s):	Mary Jones	Role	Deputy Headteacher
	John Weir	Role	Head Teacher
		Role	
Date Policy approved by Governors			

Upon completion of the screening and approval by the appropriate Governors' Committee this document must be attached to the policy being assessed