



CYFLAWNI **TEGWCH** A RHAGORIAETH
MEWN **ADDYSG** A **GWELL LLES** I BAWB

EQUITY AND **EXCELLENCE** IN **EDUCATION**
AND **ENHANCED WELLBEING** FOR ALL

Rhondda Cynon Taf CBC

Education and Inclusion Services Directorate

YSGOL LLANHARI
SCHOOL STRATEGIC EQUALITY PLAN
2022-2026



Date of approval by the governing body: 29.3.23
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YSGOL LLANHARI STRATEGIC EQUALITY PLAN 2022-2026

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Section 1: Foreword

At **YSGOL LLANHARI** we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Strategic Equality Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and that equity and equality underpins everything that we do as an education provider and an employer. This Plan sets out our Equality Objectives for a four-year period from 2022 – 2026 and the actions we will take to reduce identified inequalities, improve outcomes and to foster good relations within school and beyond the school gates. As a community school, ensuring that everyone associated with the school is treated with care, respect and dignity is at the core of everything we do.

The school and governing body, will collect, analyse and publish information about our progress in achieving our Equality Objectives as outlined in the Plan, and the three aims of the 2010 Equality Act. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with protected characteristics in our school and to members of our school community.

MEINIR THOMAS
HEADTEACHER

SIMON POOLE
CHAIR OF GOVERNORS

Section 2: Introduction

In YSGOL LLANHARI, we recognise the importance of diversity and strive to promote an inclusive culture and ethos in which all learners, parents/carers, staff and members of the school and wider community are welcomed and supported to fulfil their potential, irrespective of their background or protected characteristics (e.g., age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation).

Our school mission is aligned with the principles of the Equality Act (2010) **CURRENTLY BEING UPDATED AND DISCUSSED BY STAKEHOLDERS** and ensures that diversity is celebrated in our community school.

Furthermore, our school values support the development of equality for all due to its strong focus on supporting the wellbeing and achievement of all learners and where all members of the school community are treated fairly and with respect and dignity. **ALSO CURRENTLY BEING UPDATED AND DISCUSSED BY STAKEHOLDERS**

YSGOL LLANHARI ensures that difference is valued and there is a widely held belief that permeates across our policies, actions and behaviours that diversity enriches our lives and experiences. As a school community we are committed to identifying and overcoming any barriers to learning and engagement, and to ensuring that all members of our school community achieve their potential.

The Policy and Strategic Equality Plan highlights our Statement of Intent that as a school we do not tolerate any forms of unlawful and unfair discrimination or bullying and harassment in any form. We are committed to championing equality and to ensuring that necessary adjustments are made to ensure the active participation of all learners in the life of our school.

It is our firm belief that all learners should be able to learn and develop fully in a truly diverse and inclusive environment and should be supported to achieve their potential, in order to support our own mission and the local authority's mission of 'Achieving Equity and Excellent in Education and enhanced wellbeing for all'.

Section 3: Our School Context

Our school is a Welsh-medium all-age (3-19) comprehensive school. There are 688 learners on roll, including 186 in the primary phase and 502 in the secondary phase. In total, around 44 of learners are eligible for free school meals, which equates to 6% of the school community. Approximately 7 learners 1% of school population have an additional learning need, which is lower than the national average. 1 pupil has a statement of special educational needs. The school has a diverse population, and approximately 26 pupils (4%) come from a minority ethnic background but none speak

English as an additional language. Two different languages are spoken within the school community (Welsh and English) and 54% of the pupils speak Welsh at home with one parent.

As a school we are committed to partnership working with our families, external agencies and wider communities. We work collaboratively with all our partners to ensure that our learners have access to the right support at the right time.

Section 4: Integrating Equality into Statutory and Non Statutory Policies

Our commitment to equality underpins all school policies, processes and procedures. There are a number of key statutory and non-statutory policies that strongly reflect the requirements of the Equality Act (2010) and where there is significant alignment with this Policy and Plan. These include the: Pupil Discipline/Anti-Bullying Policy; SEN/ALN Policy; Safeguarding Policy; Curriculum Policy; and the Complaints Policy.

Section 5: Aims of the Strategic Equality Plan

All schools are required to have a detailed Strategic Equality Plan to ensure that the legal requirements of the Equality Act (2010) and the Public Sector Equality Duties in Wales are met.

The purpose of the Strategic Equality Plan is to fulfil the duties to provide equality for individuals with protected characteristics and to ensure that fairness and equality is at the heart of everything we do at all levels within our school and community.

Section 6: Equality Act (2010) and Public Sector Equality Duties in Wales

The Equality Act (2010) outlines the requirement of all schools to meet three key aims which includes:

- Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to fulfil these three key aims, we are required by law to produce a Strategic Equality Plan and Equality Objectives every four years. To ensure compliance with the requirements of the Act, our school will:

- Collect, analyse and publish information about the progress we have made in achieving the three aims of the 2010 Equality Act,
- Self-evaluate effectively and decide on specific and measurable Equality Objectives that we are published and actively pursued over four-year interval to secure positive outcomes; and
- Engage with all key stakeholders, including learners, parents/carers, staff and the wider community to shape, inform and evaluate the effectiveness of our Strategic Equality Plan.

The Public Sector Equality Duty came into force in April 2011 (s.149 of the Equality Act 2010) and requires schools to take action to improve outcomes for learners with different protected characteristics. It is a legal requirement, under the 2010 Act, which schools in Wales must follow. The effective and consistent delivery of our Strategic Equality Plan will enable our school to positively contribute to a fairer society by promoting equity, equality and positive relationships between all members of the school community irrespective of their protected characteristics. Furthermore, we will also aim to remove or minimise any disadvantage experienced by individuals due to their protected characteristics and ensure that appropriate steps are taken to overcome any barriers, particularly if participation in aspects of school life is disproportionately low. We will also aim to develop positive relations by tackling prejudice and discrimination, and by promoting understanding between individuals who share a protected characteristic and those who do not.

Section 7: Roles and Responsibilities

The following members of school staff will be responsible for ensuring the effective implementation of the Strategic Equality Plan.

GOVERNING BODY

The governing body has set out its commitment to equality and diversity in our Education Strategic Plan and it will continue to do all it can to ensure that the school is fully inclusive of learners, 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 learners; and
- Ensures that no individual is discriminated against whilst in our school.

In order to meet its reporting responsibility, the governing body will report on the progress of the Strategic Equality Plan annually, as part of its Annual Report to Parents/Carers.

SENIOR LEADERSHIP TEAM

Senior Leaders in our school promote equality and eliminate discrimination by:

- Implementing the school's Strategic Equality Plan, supported by the governing body in doing so;
- Ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's Strategic Equality Plan and Equality Objectives;
- Ensuring that all appointment panels give due regard to the Strategic Equality 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 local authority and school policies; and
- Ensuring that all staff are aware of the Strategic Equality Plan.

TEACHING AND NON-TEACHING STAFF

The school regards equality as everyone's responsibility.

All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- Ensuring that all learners are treated fairly, equally and with respect, and will maintain awareness of the school's Strategic Equality Plan;
- 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 local authority and school's policies, e.g., reporting of racial incidents; and
- Supporting the work of staff and encourage them to intervene in a positive way against any discriminatory incidents.

Section 8: Engagement

Engagement with stakeholders has been important in ensuring that we have a clear view of what actions are deemed important to tackle inequalities and discrimination in our school setting. Active engagement with stakeholders has also been an effective means of reviewing the impact of the current Strategic Equality Plan and for identifying any further areas for improvement.

Successful engagement requires information gathering and interaction with a range of different groups, whilst also remaining sensitive to the needs of individuals with different protected characteristics. Meaningfully securing the voices of learners, and their families and carers, is critical to understanding the needs of our learners and families, particularly the most vulnerable.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

- An analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning;
- Learner voice activities and school council feedback;
- An analysis of school complaints;
- Feedback provided from parental consultation events and workshops;
- Feedback from annual review processes; and
- Outcomes from community cohesion events and activities.

When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in this country. Modified materials have also been used to ensure accessibility for those with disabilities or ALN.

Section 9: Data Analysis and Evaluation

The school's self-evaluation and school improvement planning processes have also informed the Strategic Equality Plan. A comparison of the school's data, with local or national data (where available) has also been taken into consideration and includes:

- Pupil attainment and progress data relating to different vulnerable groups and protected characteristics;
- An analysis of curriculum access and choices according to vulnerable groups and protected characteristics;
- Attendance, exclusion and bullying/harassment data analysed according to vulnerable groups and protected characteristics where appropriate;
- Engagement levels in enrichment activities according to vulnerable groups or protected characteristics;

- Data on the recruitment, development and retention of employees; and an
- Evaluation of historical actions and outcomes in relation to equality.

Section 10: Equality Impact Assessments

The school has well established equality impact assessment processes in place.

Impact assessments have included the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure that 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 the school's compliance with 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 Strategic Equality Plan itself.

Section 11: Staff Professional Learning

It is a statutory requirement to promote knowledge and understanding of the general duty amongst staff and to identify and address training needs in this area during the performance management process. This routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

Section 12: Equality Objectives

Our Strategic Equality Plan and Equality Objectives are set in light of stakeholder engagement, data analysis and self-evaluation (e.g., issues arising as a result of our analysis of our attainment data of boys v. girls; eFSM v non-eFSM, etc.).

Please see Appendix 1 for the details of the Strategic Equality Plan for 2022-2026 and the Equality Objectives for our school as informed by engagement activities, self-evaluation and local/national priorities. The Strategic Education Plan covers all the relevant protected characteristics as defined by the Equality Act (2010)

The actions detailed in Strategic Equality Plan are aligned with our School Improvement/ or school development Plan and both plans are cross referenced so that they are inextricably linked.

The Strategic Equality Plan has clearly identified:

- Equality Objectives and specific actions;
- Expected impact and indicators of achievement (success criteria);
- Clear timescales;
- Lead responsibilities for identified actions;
- Resource implications; and
- Specified dates for impact assessment and review.

The Strategic Equality Plan will be routinely reviewed and annual reports provided to the governing body for parents/carers.

Section 13: Gender Pay Objective

The legislation requires that a gender pay objective is developed where a gender pay difference is identified, this will require statistical analysis of pay data and comparisons between male/female staff.

In our school, we have not been able to identify a pay difference as the staff group is too small to make statistical analysis appropriate.

Section 14: Publishing and Monitoring Results

The school annually provides a report detailing the Strategic Equality Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents/Carers. The Plan and its evaluation will be shared with parents/carers.

All data collected has been used for the purpose of analysing trends by protected characteristic in performance, engagement and satisfaction with the support and provision offered by the school, whilst also being mindful of data protection requirements and legislation.

Please see Appendix 1 for further information on our Strategic Education Plan. This plan will be monitored by the governing body and all new plans will be submitted to the local authority.

Section 15: Strategic Leadership

The lead for the Strategic Equality Plan in YSGOL LLANHARI is MEINIR THOMAS
Further information can also be provided by the Headteacher if required.

YSGOL LLANHARI
STRATEGIC EQUALITY PLAN FOR 2022-2026

Date of Issue: Autumn 2022
First review of the Strategic Equality Plan: Autumn 2023
Formal review of Strategic Equality Plan: Summer 2026

Equality Objective 1 Continue to act on the statutory requirements of the ALNET in order to ensure an inclusive education across the school and equity for all pupils					
Engagement Findings : Led by statutory requirements, stakeholder voice, including the pupils with protected characteristics, internal monitoring processes					
Key Self-Evaluation Findings : Led by statutory requirements, data from literacy and numeracy interventions, internal monitoring processes					
Further data required in future : Scrutiny of SEN register and referrals					
Success criteria : Statutory requirements of the ALNET met ensuring an inclusive education for all members of the school community					
Actions	Description	Resources	Lead Officer	Start Date	End Date
1.1	Set up a new interventions team for literacy and numeracy. A comprehensive programme is offered and pupils make progress and achieve their personal targets.	Staffing costs	Elin Hobbs	September 2022	Summer 2023
1.2	Professional development for teaching staff on differentiation. Monitoring of standards and provision provide evidence that teaches are more confident in	Time for Professional Learning	Elin Hobbs	September 2022	Summer 2023 but continuous

	differentiating work and the provision is more inclusive				
1.3	Teaching staff required to maximise use of PCPs when planning more inclusive lessons	PPA time	Elin Hobbs	September 2022	September 2023 but continuous
Equality Objective 2 Embed whole school strategies in line with the Framework for a whole school approach towards emotional and mental wellbeing					
Engagement Findings Stakeholder meetings, follow up on professional learning activity					
Key Self-Evaluation Findings Data from pupil questionnaires e.g. PERMA, data of pupils receiving wellbeing interventions e.g. ELSA, Flourish, counselling, findings of key focus groups					
Further data required in future Ensure that impact of interventions is measurable and recorded					
Success criteria: Impact of all interventions measured at specific “milestones” with key members of staff, the implementation of the strategic plan leads to the embedding of this aspect across the school					
Actions	Description	Resources	Lead Officer	Start Date	End Date
1.1	Strategic use of PERMA data to ensure targeted pupils receive wellbeing interventions	Staffing	Elen George	September 2022	Summer 2023 but continuous
1.2	Introduce specific milestones to discuss progress and measure impact of interventions on pupils. Meetings to take place with Wellbeing Lead, HoY and relevant wellbeing staff	Supply cover	Elen George	December 2022	Summer 2023 but to continuous 2023-24
1.3	Specific focus on wellbeing of 6 th form pupils. Increase capacity of staff by employing a wellbeing counsellor for an additional day per week.	Funding for AD	Elen George	September 2022	Summer 2023

1.4	Set up “Hafan” (wellbeing centre) in primary department to deal with emerging wellbeing concerns amongst younger pupils. Increase staffing capacity by employing an additional LSA to work with the pupils.	Funding for the LSA	Elen George	September 2022	Summer 2023 but continuous
Equality Objective 3 Improve whole school attendance processes (following COVID) to ensure equity of opportunity for all learners including those with protected characteristics					
Engagement Findings Collaboration with RCT in line with national priority					
Key Self-Evaluation Findings Evaluation of quantitative attendance data analysis, action points following school’s attendance self-evaluation					
Further data required in future					
Success criteria School reaches annual attendance target, sharper focus on the attendance of vulnerable learners (including those with protected characteristics)					
Actions	Description	Resources	Lead Officer	Start Date	End Date
1.1	Clear strategy in place in order to improve attendance and each key individual aware of specific responsibility and working on this shared goal.	Funding for Attendance Officer (administrator)	Elen George	September 2022	Summer 2023 but continuous
1.2	Continue to collaborate effectively with AWS and RCT Wellbeing Service to track individuals’ attendance so that school target is reached annually	Lead Officer’s time	Elen George	September 2022	Summer 2023 but continuous
1.3	Ensure clear focus on tracking attendance and early intervention of vulnerable learners	Lead Officer’s and admin time	Elen George	September 2022	Summer 2023 but continuous

Equality Objective 4 Provision within the Curriculum (i) reflects equity for all learners and (ii) a focus on diversity and difference provides the pupils with a strong moral compass					
Engagement Findings Self-evaluation of KS4 curriculum, parent, staff and pupil voice, professional learning on CfW					
Key Self-Evaluation Findings Analysis of CPS data and the subjects on offer to pupils in KS4					
Further data required in future Self evaluation of 2025 GCSE exams data, book scrutiny and lesson observation					
Success Criteria An improved curriculum offer at KS4 ensures equity for all pupils, pupils have and increased awareness of diversity and difference through a planned CfW provision					
Actions	Description	Resources	Lead Officer	Start Date	End Date
1.1	Improve the curriculum offer at KS4 to appeal to learners of all abilities. Introduce more vocational subjects and subjects with more of an emphasis on course work.	Staffing costs	Angharad Morgan / SLT	September 2023	Summer 2025
1.2	Complete an audit of current provision across the school curriculum re diversity and difference	Lead Officer's time	Angharad Morgan / Cath Webb	January 2023	Summer 2023 but continuous
1.3	Act on findings of above audit and plan curriculum accordingly	Staff time – supply cost	Angharad Morgan Cath Webb and subject leaders	June 2023	Summer 2024
1.4	Re-visit current PSE provision to ensure an improved coverage of topics re equity, also reflecting the new RSE element of the CfW	Staff time – supply cost	Angharad Morgan Cath Webb and HoY	June 2023	Summer 2024
Equality Objective 5 Work towards excluding all forms of negativity around equality issues					
Engagement Findings Response to WG/RCT updated requirements					

Key Self-Evaluation Findings Pupil and parent voice, staff voice						
Further data required in future Re-visit objective with relevant stakeholders						
Success criteria Greater understanding of the equality issues amongst the school community						
Actions	Description	Resources	Lead Officer	Start Date	End Date	
1.1	Review and update anti-bullying policy ensuring input from school council and governors. Present to pupils and communicate to parents via school website. Continue to follow RCT guidelines with regards to reporting incidents	Lead Officer's time	Meinir Thomas Elen George	Summer 2022	March 2023	
1.2	Staff on long term absence to be confident when applying for phase return, knowing that the phased return is for their benefit and that of the school. Follow RCT procedures with regards to Occupational Health referrals in order to support individuals' emotional and mental wellbeing.	Lead Officer's time	Meinir Thomas	September 2022	Summer 2023 but continuous	
1.3	Accessibility Plan is up to date and relevant, allowing access to all parties and next steps for progress have been planned.	Lead Officer's time	Meinir Thomas Elin Hobbs Tim Edwards	September 2022	Summer 2023 but continuous	
1.4	Ensure all necessary steps are taken to ensure fairness and equality for pupils of all sexual orientations.	Lead Officer's time	Elen George	September 2022	Summer 2023 but continuous	