



Ysgol Plas Brondyffryn

Strategic Equality Plan 2019-2023

PART A: Scheme Model Text

Strategic Equality Plan agreed by Governors:

Signed by Chair of Governors: Del Roberts-Jones

Date: 21st May 2012

Scheme due for review: July 2013/September 2013
Reviewed: July 2014 – Chair of Governors – Mr John Nutley
To be reviewed: July 2015/September 2015
Reviewed: July 2015- Teaching & Learning Committee- Chair of Governors- Mr John Nutley
October 2109- Asset Management committee-chair of governors Alison Duncan

To be reviewed: July 2016/September 2016
October 2020

Equality Impact Assessment completed

An Equality Impact Assessment offers an opportunity for staff to think carefully about the impact of their work on local people and other members of staff.

Date completed:

May 2015

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1. Our Distinctive Character, priorities and Aims

1.1 School values/aims

Our school aims for all to 'be the best you can be' – 'Y gorau y gelli fod'

Aims and Objectives

- The creation of a first class special school environment and a centre of excellence for children with Autistic Spectrum Condition (ASC).
- The promotion of inclusion and integration which includes the provision of high quality educational and care services for children with ASC.
- The promotion of debate, training and research with regard to the education and care of children with ASC.

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

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

1.2 Characteristics of our school

Ysgol Plas Brondyffryn is a Local Authority Residential Special School maintained by Denbighshire Education Authority. The school specialises in meeting the needs of children/young people with Autistic Spectrum Disorders (ASD) aged 3-19 years. In addition to Denbighshire children/young people, the school also takes children/young people from across the six North Wales Authorities and a small number from England. Our policies are relevant to all our children/young people regardless of county of residence.

The majority of the children/young people are from English speaking families. For most children/young people, Welsh is taught as a second language. However, children/young people from Welsh speaking families are able to be educated in Welsh. The majority of the children/young people are boys due to the higher prevalence of autism in males.

At Ysgol Plas Brondyffryn we are conscious of the need to maintain a low arousal environment which has been shown to be beneficial for individuals with ASC, reducing their anxiety and aiding concentration. To this end, we strive to keep all areas tidy and free from clutter; to make sure classroom displays are orderly and muted in colour; to communicate information in a clear and concise manner and to aim for a quiet and calm atmosphere. The approach varies on each site as dictated by the needs and abilities of the pupils and our aim is always to organise the environment as far as possible to promote independence in our young people.

Ysgol Plas Brondyffryn has higher than average attendance for a special school of 88%, usually in the low 90% The number of Free School Meals (FSM) has risen in the past few years from 2015 of 29.75% to 38.81% in the last academic year of 2018

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:

- Ensure that an inclusive ethos is established and maintained;
- Ensure that all pupils and staff are encouraged to reach their full potential;
- Protect the rights of all pupils and staff, parents, governors and visitors to the School;
- Ensure that the School is a place where everyone - irrespective of their race, age, language, colour, gender, marital status, sexual orientation, size, religious or political beliefs, ethnic or national origin, previous occupation or disability - feels welcomed and valued;
- Prepare pupils for the challenges, choices and responsibilities of their living in a diverse society;
- Foster and encourage positive attitudes and behaviour towards members of the community whose race, sexuality or ability is different from their own;
- 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;
- To ensure that every child has an educational experience free from any racial discrimination or harassment;
- That procedures in school will promote the children's understanding of ethnic diversity, thereby reinforcing racial acceptance, understanding and consideration;
- That cultural tolerance and understanding will enrich the lives of all children and adults connected with the school;
- To enable the children to develop appreciation of the multicultural make up of society in Wales;
- To develop global awareness and global citizenship;
- To demonstrate that the school takes bullying seriously and that it will not be tolerated;
- To take measures to prevent all forms of bullying in the school and on off-site activities;
- To support everyone in the actions to identify and protect those who might be bullied;
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- To promote an environment where it is **not** an offence to tell someone about bullying; or
- To promote positive attitudes in pupils (including assertiveness training);

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 regional 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;
- Specific needs related to the unique nature of Ysgol Plas Brondyffryn – Specialist Regional Residential School for pupils with ASD;

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 Wellbeing Plan
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.10) 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 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;
- ensuring that all staff are aware of school's SEP;

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.

Ysgol Plas Brondyffryn believes that pupils, parents, staff, governors and those using the school services should be consulted and involved in the production of the Equality Act and Action Plan.

The consultation with these groups is done via questionnaires to parents, pupils, staff and governors. Information/suggestions received via correspondence and the school website are also considered and incorporated into the policy. The School Council views are also taken into account.

4. Equality Impact Assessment

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

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

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

5. Objectives and Action Plans

Our chosen Equality Objectives are:

1. Identify, respond and report bullying incidents as outlined in the Plan;
Report figures to the Governing Body/ Local Authority on a termly basis;
2. Publish and promote the Strategic Equality Plan through the school website, newsletters and staff meetings;
3. Monitor and analyse pupil achievement by race, gender and disability and act on trends or patterns in the data that require additional support for pupils;
4. Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, class assemblies, fund raising, etc;
5. Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender, religion, language and disability;

6. Celebrate cultural events throughout the year to increase pupil awareness and understanding of different cultures and communities e.g. Diwali, Christmas, Chinese new Year, St. David's Day, French Day, etc;

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 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 October 2022

This plan is to be read in conjunction with:

- The School's Accessibility Plan

**Ysgol Plas Brondyffryn
Strategic Equality Plan 2019 – 2023**

Appendices:

App. 1 DCC objectives

App. 2 School Equality Objectives and Action Plan

DCC objectives

- Reducing health inequalities
- Reducing unequal outcomes in education to maximise individual potential
- Reducing inequalities in employment and pay
- Reducing inequalities in personal safety
- Reducing inequalities in representation and voice
- Reducing inequalities in access to information, services, buildings and the environment
- Managing identified equality and fairness issues as part of our business planning and performance management framework

**Ysgol Plas Brondyffryn
Strategic Equality Plan 2019-2023
Equality Plan**

Equality Objective 1:

Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

The Research:

Certain groups of pupils perform better than others. This is sometimes connected with gender, race or/and disability.

Information from Engagement:

Use of school data (SIMS) to analyse performance for each group:

- Gender
- Race
- FSM

Data Development:

Use of school data

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

- All groups perform at the same level

Actions:

	Description	Responsibility	Start date	End date
1.1	Use data from SIMS to analyse performance of groups named above	AHT with responsibility for Assess	July 2020	September 2020
1.2	All groups perform at the same level	HT/All staff	July 2021	To be on going practise

Equality Objective 2:

Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option, class assemblies, fund raising etc.

The Research:

Pupils perform better when fully engaged in the school life and contribute to the decision making process.

Information from Engagement:

Class council meetings, school council meetings, Denbighshire Forum of School Councils.

Data Development:**This objective will be judged to be successful if...**

- Every class has a Class Council
- Every site has a School Council
- All sites come together once a year for a whole School Council
- The school has representatives in the county's School Council Forum

Actions:

	Description	Responsibility	Start date	End date
1.1	Every class elects its members	Class teachers	October 2019	December 2019
1.2	Every department has a school council, including Gerddi Glasfryn	AHT/ HoC	October 2019	December 2019
1.3	School is represented in the County's School Council Forum	AHT/TLR health and wellbeing	July 2020	To be on going practise

Equality Objective 3:

Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender, religion, language and disability.

The Research:**Information from Engagement:**

Use of the school, staff, parents and pupil's individualities and strengths to extend the school's curriculum and experiences.

Data Development:**This objective will be judged to be successful if...**

- Curriculum reflects the diversity and richness of the school's cultural diversity.
- School calendar includes a variety of celebrations that reflect the school's cultural diversity.

Actions:

	Description	Responsibility	Start date	End date
1.1	Include different celebrations into the school calendar that reflect the cultural diversity of the school community	All school community	November 2019	To be on going practise
1.2	Current review of the curriculum to include an audit re diversity	TLR postholders	December 2019	July 2020
1.3	Action plan for new AOLEs to include promotion of diversity	TLR postholders	December 2019	Ongoing