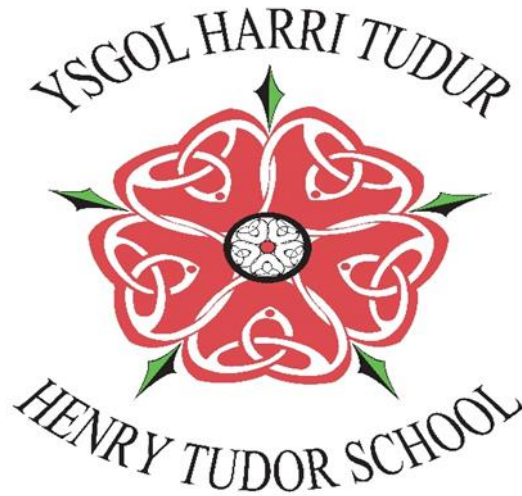


Ysgol Harri Tudur



Henry Tudor School

Strategic Equality Plan

Adopted by Governor Resources Committee:
New Policy May 2012:
Review every 4 years [Access & Disability Plans – annually]
Next Review: Summer 2021

Contents of our Strategic Equality Plan (SEP)

1.	Our distinctive character, values, priorities and aims	3
1.1	School values	
1.2	Characteristics of our school	
1.3	Mainstreaming equality into policy and practice	
1.4	Setting our equality objectives	
2.	Responsibilities	6
2.1	Governing Body	
2.2	Senior Leadership Team	
2.3	Staff – teaching and non-teaching	
3.	Information gathering and Engagement	7
3.1	Purpose and process	
3.2	Types of information gathered	
3.3	Engagement	
4.	Equality Impact Assessment	9
5.	Objectives and Action Plans	9
6.	Publication and reporting	10
7.	Monitor and Review	10

Appendices

App. 1	Regional Equality Objectives	12
App. 2	School Equality Objectives and Action Plan	13
App. 3	School Access Plan	14

1. Our Distinctive Character, priorities and Aims

1.1 School values

*At Ysgol Harri Tudur / Henry Tudor School we are committed to ensuring equal treatment of all its employees, pupils/students and any others involved in the school community. We aim to develop a culture of inclusion and diversity in which all people feel free to participate fully in school life. The achievement of pupils/students with protected characteristics will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At **Ysgol Harri Tudur / Henry Tudor School** we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.*

This Strategic equality plan sets out an approach to promoting equality in all and every aspect of our school's life and relates to:

- *Pupils/students*
- *Parents / carers*
- *Staff*
- *Members of the wider school community*

1.2 Characteristics of our school

Ysgol Harri Tudur / Henry Tudor School is a school of approximately 1330 pupils/students situated at the South West tip of Wales. The ethnic composition of pupils/students and staff is substantially white European, English speaking. The majority of the school's pupils/students are of Welsh origin with English as first language. There is little linguistic diversity in the school with less than 1% representation of any other minority groups.

The social-economic context of the school is highly diverse, with representation from both affluent and less affluent areas. Two areas within the schools catchment are within the Communities First Deprivation Band. In the context of Pembrokeshire, the school serves six of the ten most deprived electoral divisions in the local authority.

The most significant minority group is the traveller population, many of whom are now permanently resident on a traveller site at Monkton.

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/students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils/students;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils/students when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils/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 pupils/students to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents/carers in supporting their child's education;
- encouraging classroom 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/students

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 fully in school life.
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;

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 (p.9) 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/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;
- 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, carers and pupils/students;
- 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/carers.

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/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 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/carers 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:

The annual report to governors on examination success including an appendix relating to minority group attainment. This information will not be made available to the public, because the small number of pupils/students representing the different protected groups would make it possible for these pupils/students to be identified and this would be in breach of the Data-Protection act.

In the annual target setting exercise, the performance committee of the governing body may set separate targets for different protected characteristics if this is considered necessary and appropriate, basing the targets on current attainment and the attainment of similar pupils/students nationally where this is known.

If the Governing body consider it necessary a sample of pupils/students including pupils/students from varied racial groups will be given a questionnaire on an annual basis to enquire about instances of abuse or bullying related to protected characteristics. This will be an anonymous questionnaire. Victims of assault or bullying will be asked if this relates to a protected characteristic. This information will be reported to the Governor Pupil Discipline Committee in its final meeting of any academic year.

All disciplinary data on pupils/students with protected characteristics will be collected and made available to the Headteacher when required.

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. We have achieved this by using the following to shape the plan:

- Feedback from parental questionnaires, parents/carers' evening, aiming high days. And parent-consultation meetings;
- Input from staff surveys or through staff meetings / INSET;

- Feedback from the school council, PSE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in Standards Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;

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	Monitor and analyse pupil/student achievement by protected characteristic and act on any trends or patterns in the data that require additional support for pupils/students.
2	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.
3	Ensure all pupils/students are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Year /School Council by election or co-option), class assemblies, fund raising etc.
4	Identify, respond and report incidents related to protected characteristics as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.

We have action plans covering 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 Improvement 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, through publication on the school website. The school prospectus will be revised to include 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 to parents/carers.

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 September 2021.

Ysgol Harri Tudur / Henry Tudor School

Strategic Equality Plan 2018 – 2022

Appendices

- App. 1 Regional Equality Objectives**
- App. 2 School Equality Objectives and Action Plan**
- App. 3 Current School Access Plan**

Regional Equality Objectives

ERW region

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils/students and disabled children all perform poorly on average compared to other groups.

2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils/students had been 'bullied in a homophobic way'; 7% of year 7 pupils/students had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils/students had been 'bullied in some way due to race or ethnic origin'.

3. Reduce gaps in levels of attendance between different protected groups as identified in local data

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils/students with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. Reduce the number of NEETs

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24-year-old group than England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils/students, parents/carers and staff.

Head teachers and Governors need to be confident that all pupils/students can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

6. Raise awareness of equality and diversity issues among Pupils/students, Staff and Governors.

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils/students and Governors.

Ysgol Harri Tudur / Henry Tudor School

Strategic Equality Plan 2018 – 2022 Equality Objectives and Action Plan

Equality objective	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
1	Monitor and analyse pupil/student achievement by protected characteristic and act on any trends or patterns in the data that require additional support for pupils/students.	Achievement data analysed	Headteacher/ Governing body	Annually in Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
2	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSE	Headteacher	Ongoing	More diversity reflected in school displays across all year groups
3	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.	School council representation monitored by race, gender, disability	RED	Annually in September	More diversity in school council membership
4	Identify, respond and report incidents related to protected characteristics as outlined in the Plan. Report the figures to the Governing Body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and	Headteacher/ Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body

Equality objective	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
		parents/carers satisfied with the response?			

School Access Plan Statement

Ysgol Harri Tudur / Henry Tudor School's Access Plan has been prepared for the period 1st April 20?? to 31st March 20?? and each of the three strands of the planning duty have been considered, namely:

1. Increasing the extent to which disabled pupils can participate in the school curriculum and in activities such as after school clubs, leisure and sporting events and school trips
2. Monitoring full compliance in Ysgol Harri Tudur / Henry Tudor School new build
3. Improving the delivery to disabled people of written information provided to people who are not disabled

Each of the identified actions within these plans have been prioritised into the short, medium and long term, together with an indication of the resource implications of such actions.

Agreed at the Governor Resources meeting Autumn 2018

SCHOOL ACCESSIBILITY PLAN 2018 - 2022

YSGOL HARRI TUDUR / HENRY TUDOR SCHOOL

COMPLETED BY: ALNCO

DATE: September 2018

ACCESSIBILITY PLAN OUTCOME - PART A

Increasing the extent to which disabled pupils can participate in the school curriculum

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
Short Term (1 Year) To extend access to Alternative Curriculum activities, including through external providers To encourage/maintain participation in after school activities	Suitable activities available Pupils attending	ALNCO / Head of Pupil Support / Head of Special Learning / Head of PSE Bus Mgr	Up to £20 per day £500 for resources / equipment	Individual course records and pupil diary. Attendance records	Pupils successfully accessing a variety of courses. Pupil feedback as part of review.
Medium Term (2 Years) Maintain & extend courses available for disabled pupils in KS5. (pending pupil numbers)	Courses available to pupils.	REL / JOJ / NT / ALNCO		ALNCO, NT to investigate suitable options & delivery to disabled pupils.	Increased retention of disabled pupils in KS5. (appropriate to number on roll at KS5 & SEN)
Long Term (3 Years) Maintain strong links between Ysgol Harri Tudur / Henry Tudor School pupils & disabled pupils/students in feeder schools to aid transition.	Full knowledge of disabled pupils/students during transition process	SS, ALNCO / NT / CL / Head of Year	Admin time & LSA support	Admin staff to collate information from the database. Annual Review process for statemented pupils/students with disabilities. Questionnaires & feedback Primary visits.	Disabled pupils/students to review the process.

SCHOOL ACCESSIBILITY PLAN 2018 – 2022

YSGOL HARRI TUDUR / HENRY TUDOR SCHOOL

COMPLETED BY: Bus Mgr

DATE: September 2018

ACCESSIBILITY PLAN OUTCOME - PART B

Improving the physical environment of schools to increase the extent to which disabled people can take advantage of education and associated services in schools

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
Short Term (1 Year) Maintain gardens/outside areas (Basic Skills, SLC, LRC, Broadhaven Support Centre) in good condition Maintain full compliance in Ysgol Harri Tudur / Henry Tudor School new build	Continued use	School (minor works) SLT	£17k to be reviewed	Regular monitoring by Site Manager and Caretaker team	Continued use
Medium Term (2 Years) Maintain full compliance					
Long Term (3 Years) Maintain full compliance					

SCHOOL ACCESSIBILITY PLAN 2018 – 2022

YSGOL HARRI TUDUR / HENRY TUDOR SCHOOL

COMPLETED BY: Bus Mgr

DATE: September 2018

ACCESSIBILITY PLAN OUTCOME - PART C

Improving the delivery to disabled pupils/students of written information provided to pupils/students who are not disabled

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
Short Term (1 Year)					
To extend the availability of written and other materials in alternative formats.	Availability of various formats extended.	ALNCO / SLC / NT	Meeting time Estimate £500 for resources	Initial review evidence leading to development of new resources.	Pupil review of resources.
Medium Term (2 Years)					
Increase accessibility option on School website	Options available	Bus Mgr / Digital Champion	Nil	Review by SLT	Parent/pupil review
Long Term (3 Years)					
Review success of Ysgol Harri Tudur / Henry Tudor School provision	Pupil feedback IT review	SLT	Nil	Report / verbal	Staff / pupil review