

Regional Equality Objectives

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 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 had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils 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 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, parents and staff.

Head teachers and Governors need to be confident that all pupils 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, 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 and Governors.

Brynteg School Strategic Equality Plan 2012 – 2020

Equality Objectives and Action Plan

- 1. Equality Objective 1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data. Monitor and analyse pupil achievement by protected characteristics, act on trends / patterns in the data that require additional support in order to narrow the gap**

Objective	Current situation. What we will do to achieve this objective	Success criteria	Equality Strand (protected characteristic)							Lead person	Links school policy or school development/ improvement plan	Actioned by (date)
Reduce gaps in achievement and attainment	<p>1. Introduce a series of intervention strategies to improve attainment across the school.</p> <p>2. From the general intervention measures specifically review information collected from surveys plus use PL/HOY, FT information on protected characteristic groups where appropriate.</p> <p>3. Assertive Infinity Mentoring programme.</p> <p>Several specific interventions including “boot camps” in English Maths and science at KS4, use of PDG to fund after school homework clubs and holiday revision etc. etc.</p> <p>Monitor attainment and achievement of supported groups</p>	<p>1.Improvement in school performance data</p> <p>2.Specific improvements in monitored groups</p>	X	X	X	X	X	X	X	Headship Team	In next SER and SIP	Ongoing

4. AFA (Achievement for All) Initiative. See Interventions strategy																		
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2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools

Equality Objectives: To review our current bullying policy and consequently reduced incidents and increase consistency in policy application													
Objective	Current situation	Success criteria	Equality Strand (protected characteristic)							Lead Person:	Links school policy or school development/improvement plan	Actioned by (date)	
			Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment				
Review current bullying policy and support provision in light of emerging social media issues.	Bullying policy praised by ESTYN in last inspection as `outstanding` feature	More stakeholder involvement	X	X	X	X	X	X	X	X	Headship Team	Current SIP	Ongoing
Share policy and procedures with student body via Pupil Council and tutor groups	Consulted before last ESTYN inspection	More stakeholder involvement	X	X	X	X	X	X	X	X	Headship Team	Next SIP	Academic year 2015-2016
Specifically review social media element of E-safety policy with stakeholders	E-safety policy was an excellent feature of school ICT MARK award achieved in 2011	More informed and specific social media element	X	X	X	X	X	X	X	X	Headship Team	In next SIP	Spring term 2016
Produce new updated bullying policy with social media addendum			X	X	X	X	X	X	X	X	Headship Team	In next SIP	Summer term 2014

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

			Equality Strand (protected characteristic)									
Objective	Current situation	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternal health	Sexual Orientation	Gender reassignment	Lead Person:	Links school policy or school development/improvement plan	Actioned by (date)
			Improve whole school attendance. Improve attendance of protected groups	Attendance is traditionally very good	Improved attendance in 2013-14	x	x	x	x			

4. Reduce the number of NEETS.

Equality Objectives: 2. Reduce the number of NEETs regional objective 4. To review our existing provision for alternative vocational education at KS3 and 4 and to ensure its funding support in School Effectiveness Grant and Pupil Deprivation Plan to South Central Consortium and BCBC.

Objective	Current situation	Success criteria	Equality Strand (protected characteristic)							Lead Person:	Links school policy or school development/ improvement plan	Actioned by (date)
			Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
Review existing provision for alternative vocational education at KS3 and 4	Alternative, vocational education provision in place	Improved provision to be measured by other external outcomes such as attendance, level of disaffection, external examination results etc.	X	X	X	X	X	X	X	Headship Team, CP	Already in SIP, SEG and PDG plan	Ongoing
Increasing staffing support by increasing Learning Coach provision	Limited staffing available	More staff to support targeted pupils.	X	X	X	X	X	X	X	Headship Team, ALN and CP	In SIP, SEG and PDF plan	Ongoing
Review curriculum accreditation	Some specific accreditation and links with Bridgend College and other providers	Bespoke appropriate additional accreditation e.g. pupil entry into BTEC Public services	X	X	X	X	X	X	X	Headship Team and CP	In SIP	Ongoing

4. Review visual support in place in all areas of the school	Old school with some existing disability access issues	Improved physical access Updated disability plan	x									
Review our use of user-friendly language in place for all communication;	Old school with some existing disability access issues	Improved physical access Updated disability plan	x									

6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors. Publish and promote Equality Policy through school website, newsletters, staff meetings, pupil councils etc.

Objective	Current situation	Success criteria	Equality Strand (protected characteristic)							Lead Person:	Links school policy or school development/ improvement plan	Actioned by: (date)
			Disability	Gender	Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender Reassignment			
Review existing related policies	Relevant policies exist but not in one co-ordinated strategy	Updated policies fit for purpose	x	x	x	x	x	x	x	HT, Headship Team and SSC	Yes in next SIP	Summer 2016
Organise external training for Headship Team and governors	To build on existing knowledge eg safeguarding/CP training	Increased awareness	x	x	x	x	x	x	x	DHJ	Yes in next SIP	Nov 2015
Organise staff, pupil and parent/carer surveys to raise awareness and gather information	Some limited information in existence	Increased awareness plus additional relevant information gained	x	x	x	x	x	x	x		Yes in next SIP	Autumn 2014

Produce SEP for consultation with governors	Shared with governors	Policy produced for further discussion	X	X	X	X	X	X	X		Yes in next SIP	Autumn term 2016
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6b. To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups;

			Equality Strand (protected characteristic)									
Objective	Current situation	Success criteria	Disability	Gender	Ethnicity	Religion/Belief	Pregnancy/Maternal	Sexual Orientation	Gender Reassignment	Lead Person:	Links school policy or school development/ improvement plan	Actioned by: (date)
1.Raise curriculum issue in SSC and identify any cultural celebration opportunities in `thought of the week` assemblies		Reports back from HOD								HODs, HOYs	Next SIP	Ongoing
Review classroom displays		Updated displays if necessary								HODs	Next SIP	Ongoing
.Review equity representation amongst school council		Groups selected by peers								RG	Next SIP	Ongoing

6c. Continue to ensure that all racial, homophobic and disability incidents are reported, monitored and acted upon effectively and BCBC guidelines are followed

			Equality Strand (protected characteristic)									
Objective	Current situation	Success criteria	Disability	Gender	Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender Reassignment	Lead Person:	Links school policy or school development/ improvement plan	Actioned by: (date)
1. Work with PL/HoY to review current policies and reporting procedures 2. Raise general staff awareness	Very few incidents	Even less incidents								HOY all staff	yes	Ongoing

Additional objectives: To review current support for FSM pupils by 1. Identifying and supporting academic progress 2. evaluate and implement a cashless system both in tills and in general payment to specifically eliminate the use of dinner tickets by FSM pupils and to reduce any embarrassment factor for potential FSM stakeholders
Date: December 2012 start

			Equality Strand (protected characteristic)									
Objective	Current situation	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment	Lead Person:	Links school policy or school development/improvement plan	Actioned by (date)
			To further and specifically target comparative FSM performance and support in school self evaluation system	All pupil performance is evaluated as part of the school self evaluation system	Targeted separate category in departmental and pastoral annual reviews. Ensure all FSM pupils at KS4 and “ “ pupils at 6 th form are achieving their full potential	X	X	X	X			
To ensure all families who are eligible for FSM apply do so	Comparative %s of Community First and actual FSM take-up do not match. Perceived social stigma amongst some potential FSM pupils related to current provision.	A more accurate current take-up of FSM provision. Introduce a cashless tills to reduce perceived stigma	X	X	X	X	X	X	X	Business Manager and Headship Team	Next SIP	Ongoing monitoring
To evaluate `cashless` practices in other BCBC school	No cashless tills exist. Unacceptable provision for FSM pupils	Examine best practice in BCBC	X	X	X	X	X	X	X	Business Manager	In next SIP	Ongoing

