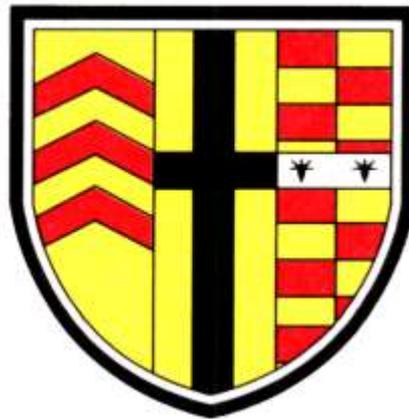


Brynteg School

Strategic Equality Plan 2012 – 2017

PART A



Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

.....*Date*

Scheme due for review:.....(date)

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1. Our Distinctive Character, priorities and Aims

1.1 School values

At Brynteg School we believe that 'equality' does not mean treating everyone the same. It means understanding and tackling the different barriers to equal opportunities that different people face so that everyone has a fair chance to fulfil their potential. In April 2011 a new single public sector equality duty was implemented and in the same month the Welsh Government introduced regulations putting in place a series of specific duties to underpin the general duty.

The aim of the new equality legislation is to ensure that equality is mainstreamed into the work of public authorities such as schools when providing services. This in turn should result in more appropriate services and outcomes taking into account individuals' backgrounds including their race, sex, disability, age, sexual orientation, religion or belief, transgender status, pregnancy and maternity, marriage or civil partnership.

The government and the Equality and Human Rights Commission (EHRC) has made it clear that public bodies must mainstream equality in both their internal and external functions.

We are committed to these principles and to mainstreaming equality and welcome these legislative changes. We are committed to providing high quality services to children and parents to whom we provide services and to being a good employer. We also believe that mainstreaming equality issues will ensure that we deliver our aims in a more meaningful way.

At Brynteg School 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 Brynteg School 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

1. Our Distinctive Character, priorities and Aims

1.1 School values

At Brynteg School, 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 Brynteg we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

At Brynteg, we are proud of the equal service we provide to a diverse intake. Brynteg serves pupils drawn not only from a wide local geographical spread, but also from a wide range of backgrounds. Brynteg is diverse in terms of some limited ethnicity and nationality. In socio-economic terms, levels of ability, challenges to ability and in terms of family and home structures, it is a truly comprehensive school. Approximately 17.7% of pupils live within the WIMD 20% most deprived areas of Wales which includes 9% of pupils who live in a Community First area.

The proportion of pupils eligible for free school meals has increased over the last 3 years from 11% to currently 13.7%. Some 4 pupils have a statement of special educational needs (SEN) and a further 219 have been identified as needing some support. A total of 157 pupils are on school action and 58 on school action Plus. The percentage of compulsory age pupils on the SEN register is 19.2%. Typically there are between 28 and 30 (32 this year plus 1 post 16) pupils "looked after" by the local authority and no pupils are dual registered. About 92% of the pupils come from homes where the predominant language spoken is English, and 1% of pupils come from Welsh-speaking homes. 16% have backgrounds which are defined as "new to English". A further 20% are defined as "early acquisition" of the English language. There are currently 100 pupils on the EAL register

Brynteg is an inclusive school. The following are some of the many comments from the 2009 ESTYN report which reflect the inclusive nature of Brynteg

- *The school's inclusive ethos is reflected in its commitment to equal opportunities. All relevant policies, including race equality, are in place. They are reviewed and updated regularly. The school has good regard to the different social, ethnic and linguistic groups amongst its pupils. Pupils from differing backgrounds are well supported and performance data are analysed to highlight any possible disadvantage. Provision for pupils with English as an additional language is good and is effectively delivered by a support officer. Pupils quickly acquire skills, expertise and fluency in English and are fully integrated into the school.*
- *The school actively promotes good race relations through the PSE programme and religious education. Assemblies supplement this with pupils from minority ethnic heritages explaining their beliefs, culture and religious practices. The school's arrangements for eliminating harassment and bullying, including racial discrimination, are outstanding. All reported incidents of bullying and discrimination are meticulously recorded. The school ensures that there is a positive outcome for*

each incident. The school has done much to eliminate bullying by text messages through their zero tolerance of mobile phone use on the school site.

- The school provides very effective support for disabled and sensory impaired pupils. They are fully integrated into the life of the school. The school ensures equal access to all its facilities for all pupils. It has a Disability Equality Scheme which builds on the school's previous work in this area. The school's accessibility plan is up to date, addresses a three-year rolling programme and fully meets with statutory requirements.*
- The school values diversity; this is reflected in the way it implements its range of equal opportunity policies and translates them into actions.*
- The quality of personal support provided for pupils is outstanding. A highly effective team of support staff, including learning coaches, counsellors and behaviour support officers, ensures this provision is of the highest quality.*
- Child protection procedures are good. There are two designated child protection officers, one male and one female. Update training takes place every two years and in-house training is provided for new staff, newly qualified teachers (NQTs) and initial teacher training (ITT) students. All members of staff are aware of procedures. Child protection procedures are well embedded.*
- The school has a strong inclusive ethos, and equal opportunities are well catered for. The small numbers of learning support assistants (LSAs) provide good support in specific settings for pupils with additional learning needs. Individual education plans (IEPs) are well maintained and informative, and the majority of teachers effectively employ a range of strategies within their lessons to ensure all pupils make appropriate progress, irrespective of gender, race or disability. In addition, many teachers give generously of their time outside of lessons to provide further support for pupils across the age and ability spectrum.*
- The promotion of pupils' and students' moral and social development is outstanding. Respect for all people is evident throughout the school. The ethos of the school reflects a clear sense of shared values and purpose. The moral development of all within the school is successfully achieved. Through many events substantial amounts of money are raised for different charities. The promotion of pupils' and students' moral and social development is outstanding. Respect for all people is evident throughout the school. The ethos of the school reflects a clear sense of shared values and purpose. The moral development of all within the school is successfully achieved. Through many events substantial amounts of money are raised for different charities*
- Behaviour in KS3 and the sixth form is exemplary and good or better by most pupils in KS4. There is a high priority for respect within the school which is an orderly community. Nearly all learners are courteous both within and outside the classroom.*
- The quality of care and support to all pupils by members of staff and support services is outstanding. This includes the pastoral support given by heads of year and their teams. This support includes members of the LT and non-teaching staff.*
- Outstanding support is provided for pupils with SEN. The quality of provision and management of SEN is a strength of the school and is an outstanding feature. A particular strength is the fine and gross motor skill programme offered to pupils with developmental co-ordination disorder. Strong effective links with the primary partner schools ensure early identification of pupils with learning difficulties*
- Students demonstrate very responsible behaviour and respect towards one another and towards all members of the school community. This is an outstanding feature. No discrimination or unpleasant behaviour is tolerated. The school is an orderly, caring and an inclusive community*

- *The school council is an effective body and contributes well to life within the school. Students are able to express views openly and honestly. They listen carefully to the view of others.*

The Motto of the school is “*A fo ben bid bont*”. It translates as “He who is a leader; let him be a bridge”. Consequently:

Our Mission:

To ensure support for every child in the school to fulfil their potential and strive for excellence in all that they do.

Our Vision:

To meet the diverse needs of every pupil and to help them acquire the knowledge, skills and qualifications needed to prepare them for a constantly changing world. Together with parents and governors, we strive to encourage all pupils, supported by well qualified, trained and caring staff, to develop pupils’ talents to the fullest possible extent to become the leaders of tomorrow.

Our Values:

Promote high expectations and a tradition of excellence in all that the school does, with a strong emphasis on ethos and a culture of respect that celebrates diversity and a belief that all our pupils are entitled to the highest quality learning experience.

Our Aims:

- Maximise opportunities for all our pupils to develop a range of academic, vocational, sporting, creative, social and cultural skills
- Create an ordered and caring environment in which pupils feel safe, secure and happy
- Ensure all our pupils have opportunities to develop lively, imaginative and enquiring minds
- Involve parents, governors, staff and the wider community in the life of the school to build an active and flourishing community
- Instil a strong sense of citizenship in which concern for others, tolerance and mutual respect are valued by all.
- Provide pupils with every opportunity to develop their own personal philosophies and high moral standards, including honesty, reliability and integrity.
- Equip our pupils with the skills of literacy, numeracy and ICT so that the transfer to the world of work or higher education is a seamless one.
- Ensure that equal value is placed on the abilities, talents and skills of every individual in our care by fostering a fully inclusive environment.

1.3 Mainstreaming equality into policy and practice

As well as the specific actions underpinning 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:

- 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
- Please also see our Equal Opportunities Policy

1.4 Setting our equality objectives

We recognise our duty and responsibility under the Equality Act 2010 to establish equality for all learners, staff, and other members of the school community. These include

- Age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity
- race
- religion or belief
- sex
- sexual orientation

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 our 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 our school council and other 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.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 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 (Headship Team)

The Headship 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 Equality 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. Further details on recruitment can be found in the school Recruitment Policy
- 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 the SEP through dissemination and appropriate CPD.

2.3 Staff – teaching and non-teaching associate 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 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 associate staff and encourage them to intervene in a positive way against any discriminatory incidents offering CPD training where appropriate.

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.

Stakeholder views are sought, analysed and acted upon through the

- Annual surveys of pupil well being
- Regular supplementary and bespoke pupil surveys e.g. E-safety, School day arrangements, transition etc
- Regular departmental subject based self-evaluation audits
- Pupil discussions as part of the school's cycle of departmental self-evaluation, both departmental and whole school.
- Learning trails and audits
- Feedback from parents' evenings.
- Feedback on reports from pupils and parents/carers
- The School Student Community.
- The Governing Body
- Police as part of PSE
- 'Communities First'
- Cynon project
- PUPIL project
- Bridgend Schools Behaviour Group
- Bridgend Healthy School
- This list is not definitive.

4. Equality Impact Assessment

An EIA is a way of looking at what we do as at Brynteg to ensure our policies and proposals do not discriminate against protected groups of people.

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all. 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.

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

- Publish and promote Equality Policy through school website, newsletters, staff meetings, pupil councils etc.
- 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
- Promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups;
- Ensure the curriculum promotes positive role models that young people positively identify with which reflect the school's diversity;
- Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve;
- 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, etc.
- Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs and involve representatives from a range of these to participate in our celebrations especially but not exclusively in RE, PSE and enrichment lessons.
- Continue to ensure that all racial, homophobic and disability incidents are reported, monitored and acted upon effectively and BCBC guidelines are followed
- Increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan;
 - ✓ Teachers work collaboratively with outside agencies and advise support staff accordingly;
 - ✓ Review access to protected groups
 - ✓ Needs of all stakeholders with disabilities will be taken into account in planning and undertaking school any refurbishment to the school;

- ✓ Clear signage in all areas of the school;
- ✓ Visual support in place in all areas of the school;
- ✓ Evaluate the use of user-friendly language in place for all communication;

Further information on how we will achieve these objectives is contained in Appendix 1.

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 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 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 produces an annual School Evaluation Review (SER) and School Improvement Plan (SIP). These address our equality objectives and are available to parents/carers and others as requested.

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. Please also refer to our school publication and data protection policies.

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 an annual review of the Strategic Equality Plan and publish an annual report. We will review our SEP by 2016.

Brynteg School

Strategic Equality Plan 2012 – 2016

Appendices

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