



# **School Strategic Equality Plan**

2024-2028

# Ysgol Uwchradd Tywyn

2024 - 2028



**Strategic Equality Plan agreed by the governors:**

Date: January '25

**Plan for review: September '28**

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# 1. Our Character, Priorities and Distinctive Objectives

## 1.1 The School's Values

At Ysgol Uwchradd Tywyn we are committed to ensure equality in education and an opportunity for all pupils, staff, parents, and carers who receive services from the school, whatever their disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage, and civil partnership. Our aim is to develop a culture of inclusion and diversity that enables all who are associated with the school to feel proud of their identity and participate fully in the life of the school.

Pupils' attainment will be monitored, and we will use this data to support the pupils, raise standards and ensure inclusive education. We will tackle discrimination through positive promotion of equality, through challenging bullying and stereotypes and creating an environment that encourages respect towards all. At Ysgol Uwchradd Tywyn we believe diversity to be a strength that should be respected and celebrated by all who teach and learn here and who visit the school.

## 1.2 Our School's features

Ysgol Uwchradd Tywyn is a bilingual comprehensive school which celebrated 125 years in 2019. The school, with 376 pupils on roll in September 2024, and 20 full time teaching staff, (including Senior Management Team) 8 part time staff, 6 fulltime and 3 part-time Learning Support Staff, is an 11-16 school. 16+ pupils travel to a variety of colleges/schools in Gwynedd, Powys, Dyfed and beyond, though the majority go to Coleg Meirion-Dwyfor (Dolgellau).

The approximate annual catchment intake of around 80 pupils come from four primary schools, stretching from Craig y Deryn, Llanegryn to the north, Corris to the east and Pennal to the south, and thus many travel some distance to school. In addition, a number travel from outside the catchment area. The home and educational background of the pupils is varied and includes those who come from a home where both parents are Welsh speaking, to those whose knowledge of Welsh is very limited, only having moved into the area recently.

The school aims to offer a friendly and welcoming atmosphere which supports a learning and working environment and to this end has always aimed to involve parents actively in their children's educational well-being.

## 1.3 Mainstreaming equality in policy and practice

In addition to the specific steps outlined in this plan, the school implements equal opportunity in its day-to-day practice in the following ways.

We try to give the opportunity to every pupil to succeed and 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 attainment data according to the various protected characteristics and take steps in relation to any gaps;
- consider all of the pupil's achievements when planning for learning in the future and set challenging targets;
- ensure equality of access to all pupils and prepare them for life in a diverse society;

At Ysgol Uwchradd Tywyn we are committed to ensuring that every child receives equal opportunities to:

- develop their Welshness;
- develop attitudes of respect towards their peers;
- develop attitudes that encourage pupils to do their best;
- use materials that reflect the diversity of the school's population and that of the local community in terms of the various protected characteristics, without stereotypes;
- 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 other cultures' diversity;
- attempt to include all of the parents whilst supporting their children's education;
- encourage a discussion in the classroom and the staff room on equality matters that considers social stereotypes, expectations, and the impact on learning;
- include teaching and classroom methods that are appropriate to the whole school's population, that are inclusive and reflect our pupils.

## 1.4 Determining our equality objectives

We acknowledge our duty and our responsibility to establish equality for all our pupils, staff, other members of the school community and service users, whatever their race, gender, disability, gender reassignment, sexual orientation, pregnancy and maternity, religion or belief, marriage or civil partnership as defined in the Equality Act 2012.

The purpose of our **Strategic Equality Plan (SEP)** is to undertake the duties to promote equality for people with 'protected characteristics' and to embed fairness and equality at the heart of our school's community and in every aspect of our school's plans and policies.

When determining equality objectives for this school, we will consider the general duty of the Equality Act:

1. Remove discrimination, harassment, victimisation, and other conduct that is prohibited under the Act;
2. Develop equality of opportunity between people who share a protected characteristic and those who do not; this means:
  - a. removing or reducing disadvantages suffered by people who share a relevant protected characteristic associated with that characteristic
  - b. taking steps to satisfy the needs of individuals who share a relevant protected characteristic that are different to the needs of individuals who do not share it
  - c. encourage people who share a relevant protected characteristic to contribute to public life or to any other activity where the contributions of such people are disproportionately low
3. Foster good relations between people who share relevant protected characteristics and those who do not share them.

## **Our SEP and Equality Objectives are determined in light of the following:**

- The Corporate Equality objectives (appendix 1);
- views expressed by stakeholders who have been part of developing the plan;
- matters arising due to analysing our pupils' data, e.g. pupil group attainment.

Presenting our SEP will contribute towards all actions and our commitments to:

- raise standards;
- reduce the attainment gap in outcomes for children and young people;
- promote community cohesion.

The School's Equality Objectives are outlined in **section 5 and Appendix 2.**

## **2. Responsibilities**

### **2.1 The Governing Body**

The governing body has noted its commitment to equality and diversity in this plan, and it will continue to do everything in its power to ensure that the school is totally inclusive of pupils, and responds to their needs, based on the various protected characteristics. The Governing Body:

- endeavours to ensure that individuals are not discriminated against when applying for posts at our school
- takes all reasonable steps to ensure that the school's environment provides access for people with disabilities and endeavours to make communicating as inclusive as possible for parents, carers, and pupils
- ensure that no children are discriminated against when at our school.

To achieve its reporting duty, the governing body will report on the SEP's progress every year, as part of its Annual Report to parents.

### **2.2 Senior Leadership Team (SLT)**

The SLT promotes equality and removes discrimination through:

- implementing the school's SEP, with the support of the Governing Body whilst doing so;
- ensuring that all staff are aware of their responsibilities under the act and have been fully informed about the SEP and our school's equality objectives;
- ensuring that all appointment panels give due consideration to this plan, so that there is no discrimination against anyone in terms of employment opportunities or training;
- promoting the principle of equal opportunity when developing the curriculum, and promoting a respect of others and equal opportunity to participate in every aspect of school life;
- handling all unfair treatment cases and any cases of bullying or discrimination, including racist incidents, according to the policies of the authority and the school;
- ensuring that all staff are aware of this.

## **2.3 Staff - teaching and non-teaching staff**

The school considers equality for all a responsibility for all. Every staff member contributes towards ensuring that our school is a fair, equitable and cohesive community through:

- ensuring that all pupils are treated fairly, equally, with respect, and will raise awareness of the school's SEP;
- attempting to provide material that will give positive images based on the protected characteristics and challenge stereotypical images;
- challenging any cases of prejudice, racism, or homophobia, and record any serious incidents as prescribed in the LA and school's anti-bullying policies, e.g. report racist incidents;
- support the work of the ancillary staff and encourage them to intervene positively against any discriminatory incidents.

# **3. Information gathering and engaging**

## **3.1 Purpose and process**

Collecting information is essential to support us to decide what actions to take to improve equality and remove discrimination in the school's community. Following this, the information also helps us to revise our performance, therefore it needs to be detailed enough to enable us to measure how we achieve our equality responsibility. The information also helps us to make an accurate impact assessment and note which of the school's objectives were achieved, and the things that we need to do better.

Engagement is also based on the information that was gathered regarding representation of different groups. We attempt to do this as fully as possible by acknowledging sensitivity matters in terms of different protected characteristics. We take specific steps to ensure that children and young people with disabilities, parents and carers are included according to their right. The reason as to why this progress is important is to understand all the diverse needs of the school community.

### **3.2 Types of information gathered**

The broad range of information that is collected to support our planning and steps to promote equality and remove discrimination contains the following:

- analysing the responses received from pupils, parents/carers, staff, governors, and community groups following distributing the parents' opinion questionnaire. The questions included in the questionnaire do not highlight specific protected characteristics, but they seek the general opinion of stakeholders;
- noting children and young people, parents, carers, staff, and other users of the school who represent the different protected characteristics, if possible and appropriate. This helps us to develop and monitor the plan. Comprehensive and sensitive efforts are made to gather accurate information and to satisfy the data protection requirements, as well as our duty to ensure accurate information regarding ethnicity and first language;
- pupils' attainment and progress data regarding different groups;
- seeking the opinions of children and young people and include them in a way that sees a value in their contribution;
- information on how different groups obtain access to the whole curriculum and how they make decisions between the choice of subjects;
- sports and activities choices per group;
- enrichment activities per group;
- exclusions data analysis that is analysed per group;
- bullying and harassment records based on any equality matter;
- data on recruitment, development, and retention of employees;
- the outcomes of activities that promote community engagement and community cohesion;
- the results of steps taken to ensure the inclusion of parents and those who are identified as difficult to engage with.

### **3.3 Engagement**

The school includes stakeholders including children and young people, staff, parents/carers, governors, and other school users in terms of equality duties. We consider the communication methods chosen by those we engage with, e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or who have just arrived in this country.

The opinions of stakeholders and other groups involving equality are considered in all seriousness when we determine priorities. The school discusses regularly with the Parent and Teacher Association, the pupils, Governors, and all parents/guardians who are stakeholders in the school's community.

## **4. Equality Impact Assessment**

The impact assessment refers to reviewing all current and proposed plans and policies to help us operate to promote equality and ensure that no one is at a disadvantage because of the school's activities due to discrimination. The impact assessments are an ongoing process to ensure that the school's plans and policies are developed in an inclusive and fair way.



As part of this school's compliance with the specific duties of the Act, we will continue to deliver an impact assessment of every new policy and plan before implementing it. Likewise, we will implement an impact assessment of our current policies and plans whenever they are reviewed. In this way, the impact assessments will be included in the school's reviewing and amendment procedure of all its policies.

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

## 5. Objectives and Action Plans

Our selected Equality Objectives are:

- **Gather, analyse, and act on data relating to cases of bullying.**
- **Remove barriers to education and implement a range of Mental Health and Well-being interventions to support learners, whatever their background and protected characteristics.**
- **Identify, Monitor and Act to improve the attendance and attainment of various groups of pupils.**
- **Ensure effective procedures for identifying and acting on the voice of the pupil within the school's day-to-day running, whatever their protected characteristics and needs.**

We have action plans that include relevant protected characteristics (Appendix 2). These describe how we take steps to achieve the general and specific duties.

Our Action Plans have been cross-referenced in the School Improvement Plan which ensures that they are checked, monitored, and evaluated in an orderly manner.

The action plans show:

- specific objectives and actions
- expected impact and achievement indicators (criteria)
- clear timetables
- who has the leading responsibility
- implications in terms of resources
- specific dates for impact assessment and revision.

The school evaluates the effectiveness of the SEP regularly, through the governing body and with Estyn when the school is being inspected.

## 6. Publishing and reporting

The school provides a copy of its SEP and its action plan to achieve its equality objectives in various formats and ensures that it is available for parents/carers and others, including those who are identified as difficult to engage with. The school's prospectus contains a reference to the SEP and the values it is based on.

The school presents an annual report on the progress made on the action plans and the impact of the SEP itself on the school's ethos and practice. This is accomplished as part of the Governors' Annual Report.

All the data collected is used for the purpose of analysing tendencies, by protected characteristics, in terms of performance, use of the school's or local authority's services and their satisfaction with them. Such information is stored separately to the personal information that identifies the individual. To protect the individuals' identities when information about trends is published, no figures that include fewer than five individuals would be published.

## **7. Monitoring and Reviewing**

As part of our responsibility to monitor the SEP, we commit to:

- revisit the information and the data used to note priorities for the SEP and the action plans and analyse them. This includes using an overview of the results;
- use the impact assessments to ensure that the actions taken have a positive impact across all the protected characteristics, that promoting equality is central to the school's planning and that discrimination is eliminated effectively.

Reviewing the SEP refers the work of amending it, determining new priorities and action plans. This process continues to:

- include a full variety of stakeholders;
- be based on evidence - using information and data that the school has gathered and analysed;
- use the evidence to undertake an accurate impact assessment that will direct priorities.

We will conduct a review of our SEP annually.



# Ysgol Uwchradd Tywyn

## Strategic Equality Plan 2024-2028

### Appendices

Appendix 1: [Corporate Equality Objectives](#)

Appendix 2: Equality Objectives and the School Action Plan

Appendix 3: School's Admission Plan (use the current plan for 2024-28)

<b>EQUALITY OBJECTIVE 1: Gather, analyse, and act on data relating to cases of bullying and hate crimes:</b>					
<b>RESEARCH:</b> <a href="#">Factsheets by domain   EHRC (equalityhumanrights.com)</a>					
<b>PROTECTED CHARACTERISTICS / OTHER MATTERS REGARDING EQUALITY THAT ARE COVERED</b> This objective covers all the protected characteristics					
<b>Links with other Strategies and Plans:</b> <a href="#">Anti-Racist Wales Action Plan (gov.wales)</a> Anti-Bullying Policy / School Development Plan					
<b>STAKEHOLDERS:</b> Pupils, Staff, Parents, Governors					
<b>ACTION</b>	<b>RESPONSIBILITY</b>	<b>TIMETABLE</b>	<b>OUTCOME</b>	<b>Resources</b>	<b>Review Date</b>
<ul style="list-style-type: none"> <li>• <a href="#">Implement statutory guidance for the Governing Bodies of maintained schools and ensure awareness by all the school's stakeholders of the anti-bullying policy and procedures.</a></li> </ul>	Governors, Headteacher / SMT	December '24	Clear awareness by all the school's stakeholders of the anti-bullying policy and procedures.	Bullying Policy	December '24
<ul style="list-style-type: none"> <li>• Record cases of bullying / abusive behaviour in accordance with the school's anti-bullying policy.</li> </ul>	Headteacher / SMT / Safeguarding Officer	September '24	Bullying data being analysed and influencing policies/training.	Bullying Report	Summer Term '25
<ul style="list-style-type: none"> <li>• Report annually to the Governors and the Authority on the numbers and trends of bullying cases.</li> </ul>	Headteacher / SMT / Governors	Spring Term '25	Data on cases of bullying reported and analysed by the Governors and the Authority.		Summer Term '25

**EQUALITY OBJECTIVE 2:** Implement a range of Mental Health and Well-being interventions and remove barriers to education to support learners - whatever their background and protected characteristics.

**RESEARCH:** [Factsheets by domain](#) | [EHRC \(equalityhumanrights.com\)](#)

**PROTECTED CHARACTERISTICS / OTHER MATTERS REGARDING EQUALITY THAT ARE COVERED:**

This objective covers all the protected characteristics

**Links with other Strategies and Plans:** [Anti-Racist Wales Action Plan \(gov.wales\)](#)

**STAKEHOLDERS:** Pupils, Staff, Parents, Governors

ACTION	RESPONSIBILITY	TIMETABLE	OUTCOME	Resources	Review Date
<ul style="list-style-type: none"> <li>• <a href="#">Implement the objectives of the Child Poverty Strategy for Wales 2024 when evaluating</a> and implementing the school's policies.</li> </ul>	Governors, Management Team, School Staff	September '24	Clear awareness of the challenges and the costs associated with attending the school. Day-to-day policies and operations should be sympathetic of the financial challenges that families face.	Staff time	September '25
<ul style="list-style-type: none"> <li>• Implement the principles of the <a href="#">Framework on embedding a whole-school approach to emotional and mental well-being</a></li> </ul>	Headteacher / Management Team / School staff	September '24 – July '25	Needs identified and mapped and enriching the whole Curriculum especially the Health and Well-being Area of Learning and Experience.		
<ul style="list-style-type: none"> <li>• Continue to develop the school to be a trauma-informed establishment to support pupils to reach their full potential.</li> </ul>	All school staff	September '24 – July '25	All members of school staff having received an appropriate level of training. The school's operation to be mindful of pupils who have experienced trauma.	Staff time	September '25

<b>EQUALITY OBJECTIVE 3:</b> Identify, monitor and act to improve the attendance and attainment of various groups of pupils.					
<b>RESEARCH:</b> <a href="#">Factsheets by domain</a>   <a href="#">EHRC (equalityhumanrights.com)</a>					
<b>PROTECTED CHARACTERISTICS / OTHER MATTERS REGARDING EQUALITY THAT ARE COVERED</b> Race, characteristics that can lead to socio-economic difficulties					
<b>Links with other Strategies and Plans:</b> <a href="#">Anti-Racist Wales Action Plan (gov.wales)</a> , School Development Plan					
<b>STAKEHOLDERS:</b> Pupils, Staff, Parents, Governors					
ACTION	RESPONSIBILITY	TIMETABLE	OUTCOME	Resources	Review Date
<ul style="list-style-type: none"> <li>Use the school's data systems to identify and analyse attendance / absence levels. Implement <a href="#">Belonging, Engaging and Participating guidance</a> (Government Draft) to reduce persistent absences (those over 10%).</li> <li>Identify and analyse the attendance data of various groups of pupils to ensure that the support and the suitable interventions are available for them.</li> <li></li> </ul>	<p>Headteacher / Management Team / Welfare Leader</p> <p>Headteacher / Data Officer / Welfare Leader</p>	<p>Daily / weekly</p> <p>Weekly</p>	<p>The school's Attendance Strategy is operational when supporting pupils who have a high absence level.</p> <p>Effective use of data when analysing various groups of pupils to implement suitable support interventions.</p>	<p>Staff time</p> <p>Staff time</p>	<p>September '28</p> <p>Termly</p>

<b>EQUALITY OBJECTIVE 4:</b> Ensure effective procedures for identifying and acting on the voice of the pupil, whatever their protected characteristics and needs.					
<b>RESEARCH:</b> <a href="#">Factsheets by domain</a>   <a href="#">EHRC (equalityhumanrights.com)</a>					
<b>PROTECTED CHARACTERISTICS / OTHER MATTERS REGARDING EQUALITY THAT ARE COVERED</b> This objective covers all the protected characteristics					
<b>Links with other Strategies and Plans:</b>					
<b>STAKEHOLDERS:</b> Pupils, Staff, Parents, Governors					
ACTION	RESPONSIBILITY	TIMETABLE	OUTCOME	Resources	Review Date
<ul style="list-style-type: none"> <li>Act to ensure that the voice of all the pupils is central to every aspect of school life by establishing and implementing councils, forums, and ambassadors.</li> <li>Make effective use of the voice of the pupil when establishing the school's strategic and operational direction by considering every child's requirement.</li> </ul>	<p>Headteacher / Management Team / staff</p> <p>Governors / Management Team</p>	<p>September '24 – July '25</p>	<p>School forums and councils are operational and are a platform for the voice of all pupils to be heard when making decisions.</p> <p>The structure is operational so that the voice of every pupil contributes to decisions on an operational, strategic and governance level.</p>	<p>Staff time</p>	<p>July '25</p>