

Strategic Equality Plan

Ysgol Gyfun Gŵyr

2020-2024

(which reflects in particular for children article 37-child's right to be treated fairly, as part of the UN Convention of the Rights of the Child)



City and County of Swansea
Dinas a Sir Abertawe



This Strategic Equality Plan (SEP) template has been refreshed to enable schools to update their SEPs. Schools are legally required to develop and publish Equality Objectives and a Strategic Equality Plan every 4 years. SEPs must include equality objectives and explain how the school will achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The plan is also required to outline processes for monitoring progress and assessing equality impacts.

Equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work and to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equality objectives included in schools' plans will emanate from issues identified as a result of consultation undertaken with pupils, parents, carers and governors. These combined objectives, together with issues arising from analysis of your school's data will form the basis of the equality objectives within your SEP for the next four years.

Should a school choose not to publish an equality objective covering each of the protected characteristics, it is required to publish robust and justifiable reasons for this choice.

Schools are advised to work in their clusters or Families of Schools in the preparation of their SEPs, so as to share information and resource.

Please note that whilst schools' current responsibilities to prepare Disability Equality and Race Equality schemes are revoked, the requirement to prepare Disability Access Plans remains and should be included as an Appendix to your SEP. Similarly, the requirement to record, monitor and report on all identity-based bullying / harassment incidents remains – following the updated process adopted in Swansea.

Introduction

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

Our School

Ysgol Gyfun Gŵyr has 1,120 pupils on roll, 561 males and 559 females, including 196 in the Sixth Form. There are 61 full-time equivalent teaching staff, and 29 full-time equivalent educational support staff at the school together with 20 full-time equivalent catering and cleaning staff, the majority of which are female in all groups. In 2020-21, 9.0% pupils were eligible for free school meals, a figure which has increased +3% since 2016. The percentage of compulsory age pupils on the Additional Educational Needs register is around 15%. All pupils are bilingual with around 20% coming from homes where Welsh is spoken and around 80% from homes where English is the main language. There is not a significant ethnic mixture in the school population, and the vast majority would consider themselves as White, Welsh/British.

The Legislative Background

The Equality Act 2010 protects people from discrimination, victimisation and harassment on the basis of the following characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (protection against direct discrimination only)
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation.

This Plan is a requirement of the Welsh Public Sector Equality Duty. We have 16 regulations in Wales, and this Plan sets out how we will meet the duty and regulations and continue to improve our equality performance via our Equality Objectives.

United Nations Convention on the Rights of the Child (UNCRC)

In May 2013 the City & County of Swansea signed an agreement with UNICEF UK to support the embedding of Rights Respecting Schools within **all** Primary & Secondary schools in Swansea by 2017 and thus all schools become rights based learning communities.

A Rights Respecting Schools recognises achievement in putting Children's Rights at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights within the United Nations Convention on the Rights of the Child but also models rights and respect in all its relationships between teachers and pupils, between parents and between pupils.

The UNCRC has 42 articles and covers many areas to ensure children and young people are safe, protected from discrimination, have the things they need to survive and develop and have a say in decisions that affect their lives.

In becoming a "Rights Respecting School" and by embedding children's rights within the strategic equality plan, schools are supporting equality and fairness for all children and young people and strengthening pupil wellbeing.

Developing Equality Objectives and Engagement

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
- reviewing our performance.
- undertaking Equality Impact Assessments

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. The reason that this progress is important is to understand the full range of needs of the school community.

The range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- views of pupils, parents/guardians, staff and governors
- analysis of data e.g. records of bullying and harassment on the grounds of any protected characteristic

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 ensure that we communicate with everyone in an accessible way, using interpreters and different information formats when appropriate.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities. They are invited through such means as the school website, letters, meetings, to express their views on the current situation.

Assessment of Impact

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of any protected characteristic.

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.

We will undertake EIAs on all our policies and proposals.

Knowledge, Awareness and Training

While the legislative duties require the reporting of data (as outlined above), we must also:

- promote knowledge and understanding of the general and specific duties amongst our employees
- use any performance assessment procedures to identify and address training needs of employees in relation to the duties.

This requirement is reflected in our equality objectives.

Publication, Monitoring and Review

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

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.

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

- revisiting and analysing the information and data used to identify priorities for our Equality Objectives
- undertaking an annual review of progress against our Equality Objectives..

We will undertake a full review of our SEP by September 2020.

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.

Ysgol Gyfun Gŵyr
 Strategic Equality Plan 2020 – 2024
 Equality Objectives and Action Plan

Equality Objective:				
Train, and develop awareness of matters of equality and diversity amongst staff and governors				
Associated actions required:				
Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
2020-				
Report regularly to staff/ governors on matters of equality and diversity as regards the school, and about any national developments	Jeffrey Connick	Annually	Staff/ governors increasingly become more knowledgeable on matters of equality and diversity	Monitor the impact of the implementation of the new ALN Measure in school No significant developments to report during 2019-20

2020-				
Invite governors to visit the school site in order to note for themselves the physical difficulties which affect equality and diversity. This is extremely important in the context of the expansion in the size of the school campus in 2020-21	Jeffrey Connick	Annually	Governors more aware of the physical difficulties of the school site	Governors had the opportunity to visit the school site during 2019-20 in order to assess the physical difficulties. Also, Governors regularly kept up to date on the expansion plans for the school and again are made aware of the possible difficulties. School's Health and Safety Committee met regularly in order to be kept abreast of the situation. Through all these actions, the school endeavoured to minimise physical difficulties.
2020-				
Inform staff/governors about current issues which counteract equality and diversity on the school site	Jeffrey Connick	Annually	Staff/governors more aware of the current situation	This accomplished when appropriate, by means of whole Governing Body meetings and sub-committees during 2018-19, in addition to staff meetings. Bulletins were also utilised during Lockdown of Spring 2020.
2016-				
Recognise specific training needs of staff/governors in the field of equality and diversity	Jeffrey Connick	Annually	Individuals' needs met	This accomplished by means of governors' training processes during 2019-20 (although limited due to Covid-19) in addition to processes such as Teachers' Performance Management

Ysgol Gyfun Gŵyr
Strategic Equality Plan 2016 – 2020

Equality Objective:				
Decrease the effect of deprivation on pupils through targetting and formulating strategies to support FSM pupils to improve standards and attainment				
Task	Responsible person	Deadline	Outcome (and its relation to the objective)	Progress update (this will be completed annually)
<u>2020 - 24</u>				
To continue to work closely with staff, parents and pupils to understand the effects of deprivation on pupil attainment. To use data to track the progress of pupils from deprived backgrounds, considering relevant steps to lessen the effects of poverty on pupils.	Rhodri Evans	Annually	To increase staff awareness of strategies to deal with and improve FSM pupils attainment	The school uses a tracking system to monitor pupil progress, focussing in particular on raising their academic attainment. The names of FSM pupils is shared with staff regularly, noting any additions to the county list. Statistics relating to the progress of FSM pupils is shared with staff at the beginning of every academic year to encourage staff to target these pupils.
<u>2020 – 24</u>				
To employ an experienced Mathematics teacher to work with FSM pupils on a one-to-one basis, either at home or in school.	Rhodri Evans	Continually	An increase in the number of pupils achieving grade C or above at GCSE. An increase in the percentage of FSM pupils achieving Level 2+ Threshold. An improvement in the A*/A grades of FSM pupils.	In Summer 2019, 76% of FSM pupils achieved the Level 2+ Threshold, with 16.7% of FSM pupils receiving 5 A*/A in their results. The percentage of FSM pupils gaining a C grade or above in Mathematics increased from 0% in 2017 to 66.7% in 2019. In 2020, 100% of eFSM pupils gained the Level 2+ threshold.
<u>2020 - 24</u>				

<p>To cooperate closely with the parents of FSM pupils who could be disadvantaged. This is done over the phone and face to face to discuss examination requirements, key dates and what they can do to aid their child at home to achieve their potential.</p>	<p>Rhodri Evans</p>	<p>Annually</p>	<p>Parents of FSM pupils to attend meetings, thus building a strong relationship between the school and the home. Regular communication to make parents aware of any difficulties e.e. homework, course work, oral exams etc</p>	<p>Parents of FSM pupils were targeted by discussing additional support offered e.g. private tutoring with Mathematics. Parents are invited to the school to discuss strategies which will help their children and their attendance at Parents Evenings is emphasised. The school uses the ParentCall system to inform parents of key information regarding exams, assessments, coursework etc</p>
<p>2020 - 24</p>				
<p>To track the progress of FSM pupils in KS3 and KS4 to identify any gaps regarding effort, homework, areas of difficulty and put in place appropriate interventions to aid those pupils.</p>	<p>Rhodri Evans SLT ALN Dept HoY</p>	<p>Annually</p>	<p>To introduce strategies when pupils fall behind with their work. Teacher knowledge of the needs of individual pupils.</p>	<p>We continue to track the progress of FSM pupils in KS3 by monitoring their interim and end of year reports. We use the SIMS system to identify any pupil who is at risk of underachieving due to a variety of factors, working closely with the HoY and ALN Department. FSM pupils in KS3 are added to the literacy target groups if they are borderline cases in order to give them the best opportunity to succeed. At the end of KS3, pupils are grouped strategically to ensure that they are with the most appropriate teacher for their needs but also with fellow-pupils who are ambitious and keen to succeed.</p>

<u>2020 – 24</u>				
<p>To target FSM pupils who have difficulty completing work or who have a lack of support at home etc by providing them with a place to work which is supervised by a member of staff. This is done in the “Hafan” and in after school homework sessions. This will also help departments to ensure that the work is complete and that the FSM pupils have all necessary resources to help them e.g. ICT, books etc</p>	SLT	Annually	<p>Pupil attendance in the additional revision / support sessions. To ensure that no folios are incomplete/ Pupils will be given time to practise for oral exams etc, meaning that their marks will increase as standards improve.</p>	<p>Revision / Catch-up / Support sessions are organised by staff on a weekly basis. The “Hafan” is a key centre for pupils who need a quiet location to work with an adult available in necessary. The “Hafan” includes all the necessary equipment e.g. ICT, books etc. Every Monday evening, and after-school club is held to enable FSM pupils to catch-up with any missed work. Pupils can refer themselves to the “Hafan” or can be referred by a member of staff who worries about their progress or who needs work from them.</p> <p>During the COVID-19 lockdown, EFSM pupils were provided with laptops and wifi dongles to ensure that digital learning was possible.</p>
<p>To take part in the RADY project (Raising Attainment of Disadvantaged Youngsters) alongside ERS</p>	Rhodri Evans / Whole School	July 2021	<ul style="list-style-type: none"> • To raise the academic attainment of eFSM pupils. • To increase engagement and aspiration of eFSM pupils, especially through extra-curricular activities. 	<p>Due to the absence of National Literacy and Numeracy test data for 2020, we intend using the Midiys data to target pupils who would benefit from being a part of this project.</p>

Equality Objective:				
To promote equality with regards to children's rights, race, sex, disability, gender and sexual orientation.				
Task	Responsible person	Deadline	Outcome (and its relation to the equality objective)	Progress update
To continue promoting children's rights according to the UNCRC by attending the Big Conversations, events with the Children's Commissioner, school assemblies, UK Parliament Week, PSHE etc.	RAE	Ongoing	To improve understanding of rights and how they affect young people.	Although the Big Conversations have been suspended during the lockdown, we intend attending an online webinar in order to continue with the work.
To establish and run rights groups e.g. children's rights, girls' rights, LGBT+, the Christian Union, anti-racism / Islamophobia group etc.	RAE / AO / AR / Year 12 and 13 students	Ongoing	To provide young people with the opportunity to promote rights on a personal level. To increase awareness and understanding of issues relating to young people.	In the absence of these clubs due to Covid-19, a blog was created by students - Erthygl 54 - to highlight current issues relating to rights e.g. the BLM protests. We celebrate Black History Month, LGBT+ History Month Pride, ASD Awareness Week etc.
To apply for the Unicef Rights Respecting School Gold Award. am Wobr Aur Uu	RAE / Whole school	July 2021	To gain accreditation based on an external assessment.	Currently all assessments are being done remotely. We intend adapting our paperwork in order to present them digitally to the assessor.
To promote awareness and understanding of the needs of pupils with ASD.	RAE / EJM	July 2021	To gain accreditation based on an external assessment.	Staff are currently being trained in this field.

**Cynllun Cydraddoldeb i Bobl Anabl a Chynllun Mynediad /Disability Equality Scheme and Accessibility Plan
Ysgol Gyfun Gŵyr 2019-20**

Targed Target	Dull Gweithredu Means of Action	Erbyn Pryd By When	Gwerthuso Meini Prawf/Llwyddiant Evaluation: Success Criteria
<ul style="list-style-type: none"> Parhau i gofnodi anableddau Llywodraethwyr, Staff a Disgyblion. Continue to record disabilities of Governors, Staff and Pupils. 	<ul style="list-style-type: none"> Sicrhau bod y gweithdrefnau presennol i gofnodi anableddau Llywodraethwyr, Staff a Disgyblion yn parhau. Ensure that the present procedures of recording disabilities of Governors, Staff and Pupils continue. 	<p align="center">Continuous/ Ongoing</p>	<ul style="list-style-type: none"> Cofnod cyfredol o anableddau Llywodraethwyr, Staff a Disgyblion ar gael. Current record of disabilities of Governors, Staff and Pupils available.
<ul style="list-style-type: none"> Cynyddu ymwybyddiaeth o anableddau rieni/gwarcheidwaid . Increase awareness of parents'/guardian' disabilities. 	<ul style="list-style-type: none"> Cynnig cyfle i bob rhiant/gwarcheidwad yn ystod Nosweithiau Rhieni i gofnodi anableddau. Provide an opportunity to every parent/guardian to record disabilities on Parents Evenings. 	<p align="center">Continuous/ Ongoing</p>	<ul style="list-style-type: none"> Cofnod o anableddau rhieni/gwarcheidwaid ar gael. Record of parents/guardians disabilities available.

<ul style="list-style-type: none"> • Asesu cyrhaeddiad addysgol disgyblion anabl. • Assess educational attainments of disabled pupils. 	<ul style="list-style-type: none"> • Dadansoddi canlyniadau disgyblion mewn asesiadau statudol ac arholiadau allanol, a chofnodi cyfranogiad mewn gweithgareddau allgyrsiol. • Analyse results of disabled pupils in statutory assessments and external examinations and record participation in extracurricular activities. 	<p style="text-align: center;">2021</p>	<ul style="list-style-type: none"> • Cofnod o gyrhaeddiad addysgol disgyblion anabl ar gael er mwyn ymateb i'r canfyddiadau. • Record of educational attainment of disabled pupils available in order to respond to findings.
<ul style="list-style-type: none"> • Asesu cyrhaeddiad gyrfaol staff anabl. • Assess the career attainment of disabled staff. 	<ul style="list-style-type: none"> • Ystyried disgrifiadau swydd staff anabl a thrafod eu cyfrifoldebau. • Consider job descriptions of disabled staff and discuss their responsibilities. 	<p style="text-align: center;">2021</p>	<ul style="list-style-type: none"> • Cofnod o gyrhaeddiad gyrfaol staff anabl ar gael er mwyn nmesur cynhwysiant proffesiynol. • Record of career attainment of disabled staff available in order to measure professional inclusion.
<ul style="list-style-type: none"> • Asesiad o effaith polisiau a gweithdrefnau'r ysgol ar gyrhaeddiad staff a disgyblion. • Assessment of the impact of school policies and procedures on disabled staff and pupils. 	<ul style="list-style-type: none"> • Holi sampl o ddisgyblion a staff anabl am bolisiau a gweithdrefnau'r ysgol. • Question a sampl of disabled staff and pupils about school policies and procedures. 	<p style="text-align: center;">2021</p>	<ul style="list-style-type: none"> • Adroddiad yn cael ei gynhyrchu er mwyn gweithredu ar ganfyddiadau. • Report produced in order to action findings.

<ul style="list-style-type: none"> • Parhau i wella safle'r ysgol ar gyfer pobl anabl. • Continue to improve the school site for disabled people. 	<ul style="list-style-type: none"> • Er Enghraifft:. • Ychwanegu at y rampiau mynediad sydd eisoes yn yr ysgol yng nghyswllt ehangu/datblygu campws yr ysgol. • Darparu mwy o ardaloedd parcio anabl yn ôl yr angen. • Adnewyddu drysau yn ôl yr angen i gydymffurfio gyda DDA yng nghyswllt ehangu/datblygu campws yr ysgol. • For Example: • Add to the accessibility ramps which are already in the school in the context of expanding/developing the school campus. • Provide further disabled parking spaces as required. • Renew doors across the school to comply with DDA in the context of expanding/developing the school campus. 	<p align="center">Parhaol/ Continuous</p>	<ul style="list-style-type: none"> • Bod yr agweddau sydd wedi eu nodi yn y 'dull gweithredu' wedi'u cyflawni i ran helaeth iawn. • The aspects noted in the 'action plan' have been accomplished to a large degree.
<ul style="list-style-type: none"> • Gwella ymhellach mynediad i ddisgyblion anabl i gwricwlwm yr ysgol. • Improve access for disabled pupils to the school curriculum. 	<ul style="list-style-type: none"> • Gweithdrefnau ysgol gyfan yn eu lle i: <ul style="list-style-type: none"> - Ganiatáu amser teg i holl ddisgyblion anabl cyflawni gwaith yn rhan o'r cwricwlwm. - Sicrhau strategaethau/cymorth dysgu addas mewn gwersi/gweithgareddau allgyrsiol i gefnogi'r ystod o anableddau cymedrol sydd gan ddisgyblion. - Hyfforddi staff ynghylch y prif egwyddorion o addysgu disgyblion anabl. • Whole school procedures in place to: <ul style="list-style-type: none"> - Allow sufficient time for all disabled pupils to accomplish work as part of the curriculum. - Ensure appropriate learning support/strategies in lessons/extracurricular activities to support the range of moderate learning difficulties had by pupils. - Train staff regarding the main principles of teaching disabled pupils. 	<p align="center">Parhaol/ Continuous</p>	<ul style="list-style-type: none"> • Bod yr agweddau a nodwyd yn y 'dull gweithredu' wedi'u cyflawni i ran helaeth iawn. • That the aspects noted in the 'means of action' have been accomplished.

