

Equality Plan and Policy

Policy approved by	Date Approved	Policy Owner	Review
ECS JMT	11/12/2024	DCC Education	As is the case with all intranet documents, this policy is subject to regular review due to legislative and policy changes.

Version No.	Date Approved	Approved by	Amendment
V1.0	11/12/2024	DCC JMT	Policy reviewed in line with legislation and approved a the new DCC Education Template for schools.

Introduction and Context

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). The duty applies to public bodies such as Denbighshire County Council and includes any maintained schools. This duty was introduced to replace previous equality duties on race, disability and gender.

What does the duty say?

Public bodies (including schools), when carrying out functions, are required to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the act.
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Public bodies must publish information that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information must include equality information relating to people who share a relevant protected characteristic such as: age, gender, disability, ethnicity, religion and belief, sexual orientation, pregnancy and maternity, gender reassignment, marriage and civil partnerships who are:

- employees (for authorities with more than 150 staff)
- people affected by our policies (e.g. pupils, parents etc...)

Public bodies must publish this information, so that it is accessible to the public, on an annual basis. This is usually shown as an annual report.

How does this affect schools?

The specific duties under the PSED require schools to:

- Prepare and publish equality objectives (once every four years)
- Publish information to demonstrate how we are complying with the PSED (annually – guidance attached)

Schools should set as many objectives as it believes are appropriate to its size and circumstances. The objectives should fit the school's needs and they should be achievable. Schools do not have to write objectives for each protected characteristic.

Each school will carry out the required actions to deliver on the agreed equality and diversity targets.

Our Distinctive Character, priorities and Aims

School Values

At Ysgol Borthyn, we are committed to creating a creative, happy, and nurturing environment where every child can flourish. Guided by strong Christian values, we deliver a well-rounded education that develops each pupil's skills and prepares them for life. We foster a caring, inclusive community where children feel valued, supported, and inspired to live out our motto—*Believe, Aspire, Try, Succeed*. Working in partnership with families, the Church, and the wider community, we celebrate every child's achievement and strive to help them grow into confident, capable, and valued citizens.

To support these aims the school will aim to:

- *Give equality of opportunity.*
- *Offer a curriculum that provides the knowledge, values and experiences and skills necessary for success in a complex, technological, global 21st Century society.*
- *Promote the skills of resilience and perseverance to allow young people to succeed.*
- *Provide a well-ordered and supportive environment.*
- *Promote the professional development of all who work at the school*
- *Work in partnership with parents, recognising their vital role in ensuring the welfare and success of their children and encouraging their active participation in the life of the school.*
- *Develop partnerships with employers, community groups and individuals, becoming an integral part of the local, national and global communities in which our pupils will live and work.*
- *Work constructively with our family of primary schools to promote co-operation and continuity for the benefit of all our pupils.*
- *Work with (other) High Schools, further and higher education and other training institutions to provide a breadth of learning opportunities.*
- *Encourage an ethos of continuous improvement.*

At Ysgol Borthyn, we are committed to equality, inclusion, and respect for all, ensuring every member of our community feels valued regardless of background or identity. We celebrate diversity as a strength, promote fairness, and actively challenge discrimination, bullying, and stereotypes. By monitoring pupil achievement and providing targeted support, we strive to raise standards and ensure all learners can fully participate, thrive, and succeed within a caring and inclusive environment.

Characteristics of our School

Ysgol Borthyn is a Voluntary Controlled Church in Wales primary school, situated on its present site since 1990 following extensive redevelopment. It is a co-educational day school, organised and reviewed annually, and operates as a Category 4 English-medium school with Welsh taught as a second language.
Rooted in its Christian foundation, the school works in close partnership with the Church at parish and diocesan levels to preserve and promote its religious character, fostering strong values and a caring ethos.
As recognised in the 2022 Estyn report, “a caring ethos permeates school life, creating an inclusive environment where all pupils and adults are valued and supported to become ambitious learners.”
The school serves a diverse community, with approximately 10% of pupils identified with Additional Learning Needs (ALN), 34% eligible for Free School Meals (FSM), 20% learning English as an Additional Language (EAL), and 2% looked after by the local authority (LAC).
Ysgol Borthyn is fully committed to inclusion and equality, ensuring that all pupils can access learning and participate fully in school life. Facilities have been purposefully developed to support accessibility, including adapted toilets with a hoist and fully accessible doors and pathways across the site.
The school also ensures that resources, visits, and activities are inclusive, making appropriate adaptations so that every pupil can engage and succeed.
The school aims to provide the highest quality education within a Christian context, promoting an understanding of faith alongside academic and personal development.
Through a strong partnership with families, the Church, and the wider community, Ysgol Borthyn supports all pupils to become confident, respectful, and valued members of society.

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 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.

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 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:

We regularly involve stakeholders, including children, staff, parents/carers, governors, other users of the school and community representatives in relation to the development of policies as well as required by the equalities duties. We use a wide range of mechanisms including:

- Involving the School Council

- Circulating questionnaires to a variety of stakeholders, making them accessible as a means of communication
- Holding meetings and focus groups ensuring the timing and venue is accessible and inclusive for stakeholders

Specifically for this scheme we:

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 Wellbeing Plan
- promote community cohesion

Our School Equality Objectives are set out in **Section 5.**

Responsibilities

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 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 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.

Senior Leadership Team

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
- ensuring that all staff are aware of the SEP

Staff – Teachlng 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 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.

Information gathering and Engagement

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.

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;
- 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.

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.

- Pupil views are actively sought via Year reps and the School Council
- Parents views are actively encouraged via verbal, written and formal responses e.g. Parents surveys at Consultation Evenings and response to pupil reports, Parent Forum etc.

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.

Objectives and Plans

Our chosen Equality Objectives are;

2. *Ensuring children who are vulnerable have opportunities to succeed.*
3. *Monitor Attendance of groups of pupils*

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 with the School Development 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.

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 (according to the needs of the pupils/parents/stakeholders) and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes 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.

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.

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.
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We will undertake a full review of our SEP by September 2026. The first annual review will take place in autumn term and any changes will be reflected following this date.

A report will be given to the Governing Body.

Approval

Created on	Dec 2024
Last updated on	Dec 2024
Adopted by Full Governing Body on	June 2026
Scheduled review date	June 2027
Chair of Governor's signature and date	Rhian Williams June 2026

Appendices

Appendix 1 Regional Equality Objectives

Appendix 2 Schools Equality Objectives and Action Plan (Template)

Appendix 3 Schools Accessibility Plan (Template)

Appendix 4 SEP Annual report guidance

APPENDIX 5Equality Impact Assessment [template]

Appendix 1 Regional Equality Objectives

Equality plan

Our Corporate Plan also serves as our Wellbeing Plan and our Equality Plan.

As part of our duty, we are required to produce a Strategic Equality Plan for a four-year term and report annually against progress. This does not necessarily have to be a single standing document, thus we have opted to incorporate it within our Corporate Plan which strengthens the value of our diversity and equality work and underpins the goal within the Wellbeing of Future Generations (Wales) Act 2015.

We believe we are able to take this integrated approach because the Plan equips the Council to deliver significant progress for all, by addressing current inequalities. The principles of equality are embedded throughout the council's functions and services.
The integrated plan is intended to ensure fair treatment for all, and to eradicate the risk of unfair or unequal treatment, such as harassment, victimisation or unlawful discrimination, in our work and service delivery. This includes our internal processes and treatment of employees, as well as services delivered to the public, and treatment of the public. We aim to foster good relations and equality of opportunity, and contribute to positive outcomes for all the people of Denbighshire.
During the lifetime of the Corporate Plan and beyond, we will ensure that all new projects and areas of work will:

- Engage, where appropriate, with groups that represent people with protected characteristics.
- Consider limitations to physical access, in particular with new builds, but also with regard to access to information and services.
- Consider the appropriateness of the facilities that we have available within the council's estate for use by those people with protected characteristics.
- Engage, challenge and, where possible, remove barriers to opportunities (including work) for those with protected characteristics.
- Condemn hate related bullying and harassment

Appendix 2 Schools Equality Objectives and Action Plan [Template]

We will undertake a full review of our SEP by July 2027. The first annual review will take place in the Summer term 2027 and any changes will be reflected following this date. A report will be given to the Governing Body.

Strategic Equality Plan 2026- 2027 **Equality Objectives & Action Plan**
Equality Objective 1: *The monitoring of achievement of groups of pupils*
Our research: *Data analysis suggests that depending on the cohort in question, there can sometimes be a gender imbalance in the achievement of pupils in specific subjects at the end of each Key Stage.*
Information from engagement:

Feedback from staff suggested review in curriculum, rewards and teaching strategies linked to SDP.

Data development:
External results analysis at FPh and KS2. Core Data. CATs data, National test results.

This objective will be judged to be successful if:

- Data shows the 'gap' between boys and girls has narrowed.
- Both boys and girls improve performance in external tests/examinations.

Actions:

	Description	**Responsibility**	**Start date**	**End date**
1.1	Monitor and refine the curriculum in order to allow for opportunities for both boys and girls to achieve and thrive at different aspects, which reflect their different characteristics.	CT	07/26	07/27
1.2	Examine and determine the subjects in which boys/girls out perform each other and in which particular aspect.	HT & AHT	07/26	07/27
1.3				

Strategic Equality Plan 2026-2027
Equality Objectives & Action Plan

Equality Objective 2: *Ensuring children who are vulnerable have opportunities to succeed*

Our research:
Due to funds being allocated from the WG to ensure that the gap between eFSm and non-FSM, we have found that the gap has begun reducing in the last few years. Significant work has been completed by the school in order to do this, based on the work completed by the PDG Focus Group.

Information from engagement:
Feedback from staff suggested the best way to track and monitor pupil progress was to ensure that all staff were aware of the vulnerable pupils in each class/year group. Once these were discussed, it was clear to see which pupils required additional interventions/resources etc.

Data development:
PDG analysis of data each academic year, looking into the gap in achievement of eFSm and non-FSM pupils. PDG file.

This objective will be judged to be successful if:

- Data shows the 'gap' between eFSm and non-FSM has narrowed.
- Vulnerable pupils are shown to have equal opportunities to 'shine' and achieve.
- Positive pupil wellbeing indicators (survey/voice).
- Narrowing of attainment gaps between vulnerable groups and peers.

Actions:

	Description	**Responsibility**	**Start date**	**End date**
1.1	Identify vulnerable learners (ALN, FSM, EAL, LAC) through robust tracking systems. .	HT & AHT		
1.2	Provide inclusive teaching strategies and differentiated learning opportunities	CT		

1.3	Implement targeted interventions (academic, emotional, and pastoral support).	CT& ALNCO		
1.1	Ensure access to all activities, including trips and enrichment, through appropriate adaptations.	HT&AHT		
1.2	Strengthen engagement with parents/carers and external agencies	HT&AHT		
1.3				

Appendix 3 Schools Accessibility Plan [Template]

SEE SHAREPOINT Accessibility Plan

Appendix 4 SEP Annual report guidance



Strategic-Equality-Plans-Annual-Report

Appendix 5 Equality Impact Assessment [Template]



Example_of_an_Equality_Impact_Assessr

Strategic Equality Plans – Equality Act 2010

The Council and all of its schools are required to meet its commitment to equality and account for how the legal obligations contained within the **Equality Act (2010)** will be met. The Equality Act 2010 provides protection from discrimination, harassment and victimisation of individuals who have one of the protected characteristics set out in the 2010 Act.

Under the Equality Act 2010, it is against the law to discriminate against someone because of: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. These are called **protected characteristics**

Requirements of the Equality Act (2010) and the Public Sector Equality Duties

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Scheduled review date	Summer term 2027
Chair of Governor's signature and date	