




STRATEGIC EQUALITY PLAN

Version Control	Version 1
Adoption Date	11 th November 2024
Review Date	Autumn 2025
Signed Chair of Governors	
Date	11 th November 2024



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OUR PURPOSE, VISION AND VALUES

PURPOSE

At Ysgol Bro Taf we are committed to harnessing the power of education to enrich our learners' lives, ensuring that the communities of Pontypridd thrive now and for future generations.

Delivering equity and excellence is at the heart of our school, where there is a place and opportunity for everyone, every day, to discover their brilliance.

VISION

- Foster a culture of aspiration where everyone strives to discover their brilliance
- Provide a dynamic and innovative curriculum which broadens our learners' horizons through progressive learning experiences
- Enable consistently outstanding teaching and embrace every moment as an opportunity to learn
- Build **ONE** community characterised by fun, equity, and inclusivity, where everyone feels supported, trusted and valued
- Empower our community to realise that leadership is not confined to a select few but can be embraced by all.

VALUES

Be **Brave** We will not be afraid to take risks and will overcome challenges by being resilient.

Be **Respectful** We will be kind and value everyone in our community.

Be **Optimistic** We will embrace opportunities and challenges with a 'can-do' attitude.

Be **Trusting** We will rely on each other's integrity and competence, fostering a collaborative and supportive culture.

Be **Aspirational** We will set ambitious goals, strive for excellence and pursue personal growth to achieve our full potential.

1.FORWARD

At Ysgol Bro Taf we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act. Our Strategic Equality Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and that equity and equality underpins everything that we do as an education provider and an employer. This Plan sets out our Equality Objectives for a four-year period from 2024 – 2028 and the actions we will take to reduce identified inequalities, improve outcomes and to foster good relations within school and beyond the school gates. As a community school, ensuring that everyone associated with the school is treated with care, respect and dignity is at the core of everything we do.

The school and governing body, will collect, analyse and publish information about our progress in achieving our Equality Objectives as outlined in the Plan, and the three aims of the 2010 Equality Act. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with protected characteristics in our school and to members of our school community.

Mark Thomas
Headteacher

Hayley Jacobs
Chair of Governors

2.INTRODUCTION

- 2.1. In Ysgol Bro Taf, we recognise the importance of diversity and strive to promote an inclusive culture and ethos in which all learners, parents/carers, staff and members of the school and wider community are welcomed and supported to fulfil their potential, irrespective of their background or protected characteristics (e.g., age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation).
- 2.2. Our school purpose, vision and values are aligned with the principles of the Equality Act (2010) and ensures that diversity is celebrated in our community school.
- 2.3. Furthermore, our school values support the development of equality for all due to its strong focus on supporting the wellbeing and achievement of all learners and where all members of the school community are treated fairly and with respect and dignity.
- 2.4. Ysgol Bro Taf ensures that difference is valued and there is a widely held belief that permeates across our policies, actions and behaviours that diversity enriches our lives and experiences. As a school community we are committed to identifying and overcoming any barriers to learning and engagement, and to ensuring that all members of our school community achieve their potential.
- 2.5. The Policy and Strategic Equality Plan highlights our Statement of Intent that as a school we do not tolerate any forms of unlawful and unfair discrimination or bullying and harassment in any form. We are committed to championing equality and to ensuring that necessary adjustments are made to ensure the active participation of all learners in the life of our school.
- 2.6. It is our firm belief that all learners should be able to learn and develop fully in a truly diverse and inclusive environment and should be supported to achieve their potential, in order to support our own mission and the local authority's mission of 'Achieving Equity and Excellent in Education and enhanced wellbeing for all'.

3. INTEGRATING EQUALITY INTO STATUTORY AND NON-STATUTORY POLICIES

Our commitment to equality underpins all school policies, processes and procedures. There are a number of key statutory and non-statutory policies that strongly reflect the requirements of the Equality Act (2010) and where there is significant alignment with this Policy and Plan. These include the:

- Attitudes to Learning Policy
- Anti-Bullying Policy
- ALN Policy
- Safeguarding Policy
- Curriculum Policy
- Complaints Policy.

4. AIMS OF THE STRATEGIC EQUALITY PLAN

- 4.1. All schools are required to have a detailed Strategic Equality Plan to ensure that the legal requirements of the Equality Act (2010) and the Public Sector Equality Duties in Wales are met.
- 4.2. The purpose of the Strategic Equality Plan is to fulfil the duties to provide equality for individuals with protected characteristics and to ensure that fairness and equality is at the heart of everything we do at all levels within our school and community.

5.EQUALITY ACT (2010) AND PUBLIC SECTOR EQUALITY DUTIES IN WALES

- 5.1. The Equality Act (2010) outlines the requirement of all schools to meet three key aims which includes:
- Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
 - Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
 - Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 5.2. In order to fulfil these three key aims, we are required by law to produce a Strategic Equality Plan and Equality Objectives every four years. To ensure compliance with the requirements of the Act, our school will:
- Collect, analyse and publish information about the progress we have made in achieving the three aims of the 2010 Equality Act,
 - Self-evaluate effectively and decide on specific and measurable Equality Objectives that we are published and actively pursued over four-year interval to secure positive outcomes; and
 - Engage with all key stakeholders, including learners, parents/carers, staff and the wider community to shape, inform and evaluate the effectiveness of our Strategic Equality Plan.
- 5.3. The Public Sector Equality Duty came into force in April 2011 (s.149 of the Equality Act 2010) and requires schools to take action to improve outcomes for learners with different protected characteristics. It is a legal requirement, under the 2010 Act, which schools in Wales must follow. The effective and consistent delivery of our Strategic Equality Plan will enable our school to positively contribute to a fairer society by promoting equity, equality and positive relationships between all members of the school community irrespective of their protected characteristics. Furthermore, we will also aim to remove or minimise any disadvantage experienced by individuals due to their protected characteristics and ensure that appropriate steps are taken to overcome any barriers, particularly if participation in aspects of school life is disproportionately low. We will also aim to develop positive relations by tackling prejudice and discrimination, and by promoting understanding between individuals who share a protected characteristic and those who do not.

6. ROLES AND RESPONSIBILITIES

- 6.1. A The following members of school staff will be responsible for ensuring the effective implementation of the Strategic Equality Plan.

GOVERNING BODY

- 6.2. The governing body has set out its commitment to equality and diversity in our Education Strategic Plan and it will continue to do all it can to ensure that the school is fully inclusive of learners, and responsive to their needs based on the various protected characteristics.
- 6.3. 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 learners; and
 - Ensures that no individual is discriminated against whilst in our school.
 - In order to meet its reporting responsibility, the governing body will report on the progress of the Strategic Equality Plan annually, as part of its Annual Report to Parents/Carers.

SENIOR LEADERSHIP TEAM

- 6.4. Senior Leaders in our school promote equality and eliminate discrimination by:
- implementing the school's Strategic Equality Plan, 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 Strategic Equality Plan and Equality Objectives
 - ensuring that all appointment panels give due regard to the Strategic Equality 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 local authority and school policies; and
 - ensuring that all staff are aware of the Strategic Equality Plan.

TEACHING AND NON-TEACHING STAFF

- 6.5. The school regards equality as everyone's responsibility.
- 6.6. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all learners are treated fairly, equally and with respect, and will maintain awareness of the school's Strategic Equality Plan
- 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 local authority and school's policies, e.g., reporting of racial incidents
- supporting the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. ENGAGEMENT

- 7.1. Engagement with stakeholders has been important in ensuring that we have a clear view of what actions are deemed important to tackle inequalities and discrimination in our school setting. Active engagement with stakeholders has also been an effective means of reviewing the impact of the current Strategic Equality Plan and for identifying any further areas for improvement.
- 7.2. Successful engagement requires information gathering and interaction with a range of different groups, whilst also remaining sensitive to the needs of individuals with different protected characteristics. Meaningfully securing the voices of learners, and their families and carers, is critical to understanding the needs of our learners and families, particularly the most vulnerable.
- 7.3. An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:
- an analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning
 - learner voice activities and school council feedback
 - an analysis of school complaints
 - feedback provided from parental consultation events and workshops
 - feedback from annual review processes
 - outcomes from community cohesion events and activities.
- 7.4. When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in this country. Modified materials have also been used to ensure accessibility for those with disabilities or ALN.

8. DATA ANALYSIS AND EVALUATION

- 8.1. A The school's self-evaluation and school improvement planning processes have also informed the Strategic Equality Plan. A comparison of the school's data, with local or national data (where available) has also been taken into consideration and includes:
- pupil attainment and progress data relating to different vulnerable groups and protected characteristics
 - an analysis of curriculum access and choices according to vulnerable groups and protected characteristics
 - attendance, exclusion and bullying/harassment data analysed according to vulnerable groups and protected characteristics where appropriate
 - engagement levels in enrichment activities according to vulnerable groups or protected characteristics
 - data on the recruitment, development and retention of employees
 - evaluation of historical actions and outcomes in relation to equality.

9. EQUALITY IMPACT ASSESSMENTS

- 9.1. The school has well established equality impact assessment processes in place.
- 9.2. Impact assessments have included the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure that 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.
- 9.3. As part of the school's compliance with 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 Strategic Equality Plan itself.

10. STAFF PROFESSIONAL LEARNING

It is a statutory requirement to promote knowledge and understanding of the general duty amongst staff and to identify and address training needs in this area during the performance management process. This routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

11. EQUALITY OBJECTIVES

- 11.1. Our Strategic Equality Plan and Equality Objectives are set in light of stakeholder engagement, data analysis and self-evaluation (e.g., issues arising as a result of our analysis of our attainment data of boys v. girls; eFSM v non-eFSM, etc.).
- 11.2. Please see Appendix A for the details of the Strategic Equality Plan for 2024-2028 and the Equality Objectives for our school as informed by engagement activities, self-evaluation and local/national priorities. The Strategic Education Plan does/does not cover all the relevant protected characteristics as defined by the Equality Act (2010). Excluded protected characteristics includes INSERT due to INSERT.
- 11.3. The actions detailed in Strategic Equality Plan are aligned with our School Improvement/ or school development Plan and both plans are cross referenced so that they are inextricably linked.
- 11.4. The Strategic Equality Plan has clearly identified:
- Equality Objectives and specific actions
 - Expected impact and indicators of achievement (success criteria)
 - Clear timescales
 - Lead responsibilities for identified actions
 - Resource implications
 - Specified dates for impact assessment and review.
- 11.5. The Strategic Equality Plan will be routinely reviewed and annual reports provided to the governing body for parents/carers.

12. GENDER PAY OBJECTIVE

- 12.1. A The legislation requires that a gender pay objective is developed where a gender pay difference is identified, this will require statistical analysis of pay data and comparisons between male/female staff.
- 12.2. In our school, we have not been able to identify a pay difference as the staff group is too small to make statistical analysis appropriate.

13. PUBLISHING AND MONITORING RESULTS

- 13.1. A The school annually provides a report detailing the Strategic Equality Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents/Carers. The Plan and its evaluation will be shared with parents/carers.
- 13.2. All data collected has been used for the purpose of analysing trends by protected characteristic in performance, engagement and satisfaction with the support and provision offered by the school, whilst also being mindful of data protection requirements and legislation.
- 13.3. Please see Appendix 1 for further information on our Strategic Education Plan. This plan will be monitored by the governing body and all new plans will be submitted to the local authority.

14. STRATEGIC LEADERSHIP

- 14.1. The lead for the Strategic Equality Plan in Ysgol Bro Taf is Mrs Claire Finney.
- 14.2. Further information can also be provided by the Headteacher if required.

APPENDIX A: STRATEGIC EQUALITY PLAN 2024-2028

Date of Issue: Autumn 2024

First Review of the Strategic Equality Plan: Autumn 2025

Formal Review of Strategic Equality Plan: Summer 2028

Equality Objective 1					
To promote equality and celebrate diversity through the curriculum and pastoral provision through the support of pupil's mental health and gender identity (Age, Gender Reassignment, Sexual orientation, Disability)					
Engagement Findings (e.g., priorities identified from stakeholder surveys, meetings, workshops etc.)					
Progress meetings – CSC/LA/Governors/Stakeholders, Pupil Voice as part of school self-evaluation programme, identifies and confirms priorities.					
Key Self-Evaluation Findings (e.g., priorities identified from qualitative and quantitative data)					
Self-evaluation shows increasing diversity in school population. Review of Pastoral support to provide support of and experiences to celebrate deeper understanding of these differences.					
Further data required in future					
Revised and updated SOW in PHSE and Pastoral programme with equality.					
Success criteria					
Actions	Description	Resources	Lead Officer	Start date	End date
1.1	Introduction and embed mental health/gender identity programme within Pastoral programme and PSHE curriculum.	Funding for resources/visitors. Time to revisit and develop Pastoral Programme and PSHE curriculum.	Head of Skills for Life and Health and Wellbeing department	September 2024	August 2028
1.2	Introduce LGBTQ+ drop in sessions, accessible to all pupils	Dedicated place to meet	Health and Wellbeing ALNCo and Inclusion Lead	September 2024	August 2028
1.3	Whole school assembly themes to cover equality and diversity.	Time to prepare resources for assemblies.	Head of Skills for Life and Health and Wellbeing department	September 2024	August 2026

1.4	To further develop pupils understanding of cultural diversity through the PHSE curriculum. To further extend the current PHSE curriculum.	Time to revisit and develop the PSHE curriculum	Head of Skills for Life and Health and Wellbeing department	September 2024	August 2026
1.5	Arrange a variety of relevant events such as 'Show Racism the red card' day, charity events for a range of disabilities.	Organisation and time to prepare resources.	Dept Head Teacher Wellbeing and Skills for Life.	September 2024	August 2028
1.6	Targeted external and internal interventions following any incidents as follow up work to change viewpoints and increase tolerance and understanding	Visits from Schools PC Liaison officer, local community Youth role models. Eg. Fearless (Crime stoppers) contact to be made PREVENT (Counter Terrorism Case Officer) YEPS involvement	Dept Head Teacher Wellbeing, ALNCo, Heads of Schools	September 2024	August 2028

Equality Objective 2					
Reduce difference in attainment between boys and girls and between other protected groups as identified in local data (Age, Gender Reassignment, Sex, Disability, Sexual Orientation)					
Engagement Findings (e.g., priorities identified from stakeholder surveys, meetings, workshops etc.)					
Progress meetings – CSC/LA/Governors/Stakeholders, Pupil Voice as part of school self-evaluation programme, meetings with staff, Parent Voice – Parent evening/Annual Reviews/Attendance Meetings/Wellbeing Meetings.					
Key Self-Evaluation Findings (e.g., priorities identified from qualitative and quantitative data)					
Self-evaluation shows a gap between performance of boys and girls with girls outperforming boys and some protected groups are below target.					
Further data required in future					
Pupil performance data to include external and internal examinations, assessments and personalised assessments.					
Success criteria					
Gap continues to narrow between performance of boys and girls and standards improve in protected groups.					
Actions	Description	Resources	Lead Officer	Start date	End date
2.1	Data analysis of external and internal examinations and assessments, National Tests for all Year groups Teachers using data to inform planning and teaching to raise attainment	Funding for interventions strategy – literacy and numeracy catch-up	Head of Stem and Communications ALNCo	September 2024	August 2028
2.2	Develop strategies to support pupils with literacy and numeracy development.	Scheme of Learning to incorporate strategies to support pupils from protective groups.	Head of Stem and Communications	September 2024	August 2028

Equality Objective 3					
Ensure that the quality and use of our Equality Monitoring and Data Collection is an ongoing feature of our school improvement.					
Engagement Findings (e.g., priorities identified from stakeholder surveys, meetings, workshops etc.)					
Transition meetings, ALNCo Cluster Meetings, PCP Meetings, Parents Nights, Helping Hands Transition Program, Transition days.					
Key Self-Evaluation Findings (e.g., priorities identified from qualitative and quantitative data)					
Self-evaluation shows accuracy of data recorded.					
Further data required in future					
All data includes outside agency reports and medical evidence.					
Success criteria					
All data collection is ongoing and monitored.					
Actions	Description	Resources	Lead Officer	Start date	End date
3.1	Ensure equality data collected from feeder primaries is accurate and detailed (included legal and preferred name choices)	ALNCo, Head of Middle school and HOY to link through Primary Headteachers' meetings and transition information sharing to gather the most up to date data in relation to the protected characteristics.	ALNCO, Head of Middle School, HOY	September 2024	August 2028
3.2	Regularly update pupil equality information on SIMS	Data to be reviewed at the start of the year and at the start of the Spring term. Evaluation of data informs practices and procedures in school.	ALNCo, Heads of Schools, Data Managers	September 2024	August 2028

3.3	Monitoring and tracking of incidents to include bullying/race related/homophobic/an ti-disabled/sexists and bullying relating to religion or beliefs.	Logs updated and sent to LA each term	Deputy Head Teacher Wellbeing Data Manager	September 2024	August 2028
3.4	Continuing to ensure that any complaints from pupils, parents/carers and staff is dealt with appropriately.	Continue to deal with any complaint in an honest and open way. The school has a formal complaints procedure if complaints cannot be resolved informally.	HT and DHT	September 2024	August 2028

Equality Objective 4					
Strengthen pupil leadership and their voice in forming school policy and practice (Age, Gender Reassignment, Sexual orientation, Disability).					
Engagement Findings (e.g., priorities identified from stakeholder surveys, meetings, workshops etc.)					
Progress meetings – CSC/LA/Governors/Stakeholders, Pupil Voice as part of school self-evaluation programme, identifies and confirms priorities.					
Key Self-Evaluation Findings (e.g., priorities identified from qualitative and quantitative data)					
Self-evaluation shows pupils need to develop their leadership skills to shape the school learning environment.					
Further data required in future					
School Council minutes minutes/Pupil Voice/Self-evaluation observation					
Success criteria					
Pupils actively informing school planning and provision. Pupils support recruitment. Pupils attending Governors meetings – Pupils establish positive links with the wider community.					
Actions	Description	Resources	Lead Officer	Start date	End date
4.1	To further develop the school council to include a fair representation of pupils in the school to foster strong relationships in school between those that have protected characteristics and those who do not.	Funding for school council.	HT Heads of Schools Head of Skills for Life	September 2024	August 2028
4.2	Introduce leadership for Lower school.	Funding for resources.	HT Heads of Schools Head of Skills for Life	September 2024	August 2028