

BRYN CELYNNOG COMPREHENSIVE SCHOOL

STRATEGIC EQUALITY PLAN & ACCESSIBILITY PLAN 2023 – 2027

PART A: Strategic Equality Scheme



**LAST APPROVED BY GOVERNORS:
DECEMBER 2023
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1. Our Distinctive Character, Priorities and Aims

1.1 School values

Our Values

At Bryn Celynnog Comprehensive School we actively promote:

high standards
a positive work ethic
strong discipline
an enjoyment of learning
and the celebration of success
in an inclusive, supportive and caring learning environment.

We encourage all our students, regardless of ability or background,
to achieve their personal best
and to take a pride in their achievements
and in their school.

We believe in the education of the 'whole child' and we strive to create opportunities for students to develop:

a strong sense of self-worth
confidence to face new challenges
respect and compassion for others
active concern for the local and global environment
personal responsibility and
self-discipline.

At Bryn Celynnog Comprehensive School, we are committed to ensuring equality of education and opportunity for all students, 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 students will be monitored and we will use this data to support students, 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 Bryn Celynnog Comprehensive School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Bryn Celynnog Comprehensive School is a co-educational, Local Authority maintained Secondary School serving the residential area of Beddau, Tynant and Tonteg. In 2015, the LA widened the school's catchment to include two primary schools in Llantrisant and Cross Inn. A minority of students live outside the traditional catchment area and attend the school by parental choice.

There are currently 1,403 students (1,348 single reg and dual/main, 54 dual/subsidiary) aged from 11 to 18 years on roll, including 182 in the Sixth Form. The school is of eight or nine form entry, depending on the size of the cohort.

51.78% of our students are male and 48.22% are female.

Including the Head Teacher there are 79 teaching staff members (73.88 FTE), 10 of which are part-time. 21 are male and 58 are female.

In addition, the school employs 51 non-teaching staff, including technicians, admin staff, cover supervisors, SNSAs, caretakers; the majority of the support staff are female.

The percentage of students on the FSM register has risen slightly over the past three years and currently stands at 14.79%. This is below Local Authority and national averages.

There are currently 201 students with presenting needs, 24 with statements. This constitutes 16.80% of the total numbers on roll.

The school is proud to host a LA-funded Communication Disorder Unit for up to 21 children on the autistic spectrum. We aim to integrate these children fully into the life of the school.

There are currently 52 students in the school with English as an Additional Language (EAL). 25 are fluent English speakers, 13 are competent, 7 are developing competence, 3 are early acquisition and 4 are new to English.

Children with English as an Additional Language (EAL), Hearing Impaired (HI), Visually Impaired (VI), and those with physical disabilities are supported well in school via LA specialist services and ALN staff.

Sixteen students are on the CLA Register. There are no children amongst the pupil population from refugee and asylum seeker groups or traveller groups.

Students are predominately White British with 9.42% of students being of other ethnic origins. The main groups are:

- White British: 1,221
- Mixed background: 5
- Asian or Asian British: 14
- Black or Black British: 3
- Chinese or Chinese British: 9
- Other ethnic groups: 13
- White and any other: 37

- Not obtained: 3

Our students use English as their first language.

98% of teaching and non-teaching staff are English speaking, White British. Christianity is the main religion practised by the vast majority of our staff and students.

We are aware that we have LGBTQ+ students, and safe spaces and support services are signposted where appropriate; however, we do not ask our students to categorise themselves in this way, so numbers are not monitored closely.

All of these people, their faiths, cultures, communities and languages the school values equally.

1.3 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 students 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 students;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all students when planning for future learning and setting challenging targets;
- ensure equality of access for all students 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 students to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage 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 students.

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all students, 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 to:

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
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

To fulfil the three aims of the general duty outlined in the Act, schools have three sets of specific duties:

- To collect, analyse and publish information about their progress in achieving the three aims of the 2010 Act;
- To decide on specific and measurable objectives that they will pursue over the coming years to achieve the three aims and publish these objectives;

And when undertaking the first two sets of specific duties:

- To engage with people who have a legitimate interest - including all staff, all parents/carers and students, and local groups, organisations and individuals as appropriate.

Our SEP and Equality Objectives are set in the light of:

- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v girls;

The delivery of our SEP will contribute to all of our actions and commitments to:

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

Our School Equality Objectives are set out in **Appendix 1**.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to students, 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 students;
- ensures that no child is discriminated against whilst in our school.

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Senior Leadership Team (SLT)

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 this plan.

2.3 Staff – teaching 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 students are treated fairly, equally and with respect, and maintaining 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 recording 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 encouraging them to intervene in a positive way against any discriminatory incidents.

3. Information gathering and engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to conduct accurate impact assessments and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

We use a wide range of information to support our planning and action to promote equality and eliminate discrimination. Our starting point is often the questionnaires and includes an analysis of the responses received from students and parents. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views. Individual responses that require further investigation are then sensitively pursued by a Learning Coach.

We also include:

- 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**;
- engagement levels in enrichment activities and sport;
- data on the recruitment, development and retention of employees;
- **evaluation of historical actions and outcomes in relation to equality (e.g. outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage).**

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

4. 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.

5 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 is routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in school.

6. Objectives and Action Plans

Our chosen Strategic Equality objectives are:

Equality Objective 1: Reduce gaps in progress between **girls and boys and for disadvantaged groups** in literacy and numeracy.

Equality Objective 2: Reduce unequal outcomes in education due to social disadvantage **or other vulnerabilities**.

Equality Objective 3: Identify and address **discriminatory behaviour** towards protected groups.

Equality Objective 4: Continue to improve access to information and physical access to schools for students, parents, governors and staff.

Equality Objective 5: Continue to ensure that job equality, professional learning and opportunities for career progression are available to all staff.

We have action plans covering all relevant protected characteristics (Appendix 1). 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.

7. Gender Pay Objective

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.

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.

8. 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 and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school website 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. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

9. Monitoring and Review

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

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake an interim review of our SEP by September 2024.

Bryn Celynnog Comprehensive School

Strategic Equality Plan 2023 – 2027

Part B: Appendices

- App. 1 School Equality Objectives and Action Plan**
- App. 2 School Accessibility Plan**

Bryn Celynnog Comprehensive School Strategic Equality Plan 2023 – 2027

Equality Objectives and Action Plan

Equality Objective 1.

Reduce gaps in progress between **girls and boys and for disadvantaged groups** in literacy and numeracy

Our Research:

National research indicates inequalities in the levels of attainment between genders. School data highlights inequalities in outcomes between boys and girls in literacy.

School data highlights inequalities in outcomes between eFSM and non-FSM in Literacy and Numeracy.

Information has been gathered from a range of areas to identify need, using baseline and target-setting data, including:

- GL assessment and WNT data;
- end of KS2 Teacher Assessments;
- KS4 examination results;
- Comparative judgements provided through participation in 'No More Marking'
- in-house tracking and interventions;
- staff feedback;
- parental interviews.

Information from Engagement:

- We need to further develop effective strategies at KS2, KS3 and KS4 that support students' development in literacy and numeracy.
- We need to monitor the impact of interventions robustly.
- The cross-phase and cross-curricular skills development work established pre-pandemic needs to be refreshed **in line with the Curriculum For Wales.**

Data Development:

We need to gather data from the following areas:

- GL assessment and WNT data;
- End of KS2 Teacher Assessments;
- 'No More Marking' data at KS3;
- KS4 outcomes in English;
- outcomes from in-house interventions and tracking;

This objective will be judged to be successful if...

- **The Areas of Learning are underpinned by the cross curricular priorities: Literacy, Numeracy and Digital Competence.**
- **Pupils are presented with real life, problem solving situations in order for them to develop their literacy, numeracy, reasoning and ICT skills in ways that are relevant to their lives.**
- Annual literacy and numeracy data (GL and WNT) shows progress.
- The gap between the progress of **disadvantaged groups** in English, especially at KS4, is reduced over a three-year period.

Relevant School Policies, Plans and Strategies:

- School Development Plan 2023-4
- Curriculum Policy
- Assessment Policy

Actions:

	Description	Responsibility	Start date	Review date
1.1	<p><u>To improve boys' literacy</u></p> <p>In order to achieve this aim, we will:</p> <ul style="list-style-type: none"> • Ensure a regular diet of meaningful, real-life reading through Radical Reading. This needs to be promoted and monitored. • Ensure that reading is promoted to all groups through library resources and initiatives. (including pupil voice to inform resources) • Participation (led by English dept) in CSC's 'the Writing Revolution' (includes whole staff training on how to teach writing). • Ensure literacy is embedded and monitored across the AOLs and pupils have opportunities to engage in literacy tasks with authentic real-life contexts. 	<ul style="list-style-type: none"> • JKC • CD • Literacy Coordinator 	September 2023	August 2024
1.2	<p>To continue and develop our Back to Basics Recovery Plan to address deficits in the three cross curricular responsibilities.</p> <p>In order to achieve this aim, we will:</p> <ul style="list-style-type: none"> • ensure that all children who are struggling with any aspect of learning have access to appropriate support through literacy coaching, numeracy coaching and well-being support; • employ two literacy coaches and two numeracy coaches; • provide robust well-being support to enable the removal of barriers to learning; • facilitate accurate and effective assessment of pupil progress in literacy and numeracy; • ensure that numeracy and literacy skills are mapped for progression across the curriculum; • continue to develop the library as a Skills Support Centre; • use Wordwall Literacy programme; • continue to implement the Radical Reading resources for Key Stage 3 blanket reading programme; 	<ul style="list-style-type: none"> • CD • Literacy, Numeracy & IT Coordinators • Literacy & Numeracy Coaches • LKG and Well-being team 	September 2023	August 2024

	<ul style="list-style-type: none"> • purchase scientific calculator and dictionary-thesaurus for every Year 7 student; • continue to promote common approaches to Literacy, Numeracy and Digital Competence across the curriculum; support teachers to integrate approaches in classroom activities; • continue to issue Literacy, Numeracy and Digital Competence Toolkits to all staff at Bryn Celynnog and all Year 7 students; • <u>establish regular programme of 'Curriculum for Wales' assessments to enable tracking of students' ability to apply skills across the curriculum;</u> • ensure regular collaboration with teachers in primary schools to share resources and undertake cross phase planning in order to ensure consistency of approaches; • <u>establish a baseline of digital competence in KS2 by utilising student council members as digital ambassadors;</u> • <u>arrange family skills workshops;</u> • buy into the 'Young Film-Makers' Programme' to promote creativity across the school, focussing on Year 8; supporting cross-curricular skills development in literacy, digital competency, and including 4 AoLEs (Expressive Arts, LLC, Maths and Numeracy, Science and Technology). 	<p>JTW</p> <p>MMD</p>	<p>October 2023</p>	<p>October 2024</p>
<p>1.3</p>	<p><u>To ensure that curriculum arrangements and learning pathways at KS4 enable all students to attain relevant Level 2 qualifications</u></p> <p>In order to achieve this aim, we will:</p> <ul style="list-style-type: none"> • ensure that Level 1 and Level 2 courses meet the needs of students and employers; • continue to monitor the quality of teaching through Faculty Reviews; • engage Y7 and Y10 parents in induction and target-setting processes via one-to-one meetings; • provide additional resources from grant funding; • provide training for each year group in revision and home-learning techniques. 	<ul style="list-style-type: none"> • CD • HT 	<p>September 2023</p>	<p>August 2024</p>

Equality Objective 2.

Reduce unequal outcomes in education due to social disadvantage or other vulnerabilities

Our Research:

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani students and disabled children all perform poorly on average compared to other groups.

School data shows trends of underperformance in relation to students who are socially disadvantaged; this is particularly significant at Key Stage 4.

Information has been gathered from the following areas:

Information has been gathered from a range of areas to identify need, using baseline and target-setting data, including:

- GL assessment and WNT data;
- end of KS2 Teacher Assessments;
- KS4 examination results;
- in-house tracking and interventions;
- staff feedback;
- parental interviews.

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of students with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

- Attendance of socially disadvantaged students is generally lower.
- Student wellbeing is a key school priority. We want to further improve behaviour and attendance and reduce the number of exclusions.
- We want to embed a range of positive approaches such that they impact positively on the attendance of all students, including protected groups.

Information from Engagement:

We need to:

- introduce strategies to engage the families of e-FSM students;
- provide access to extra-curricular opportunities;
- provide one-to-one tuition in literacy/numeracy for targeted e-FSM students;
- track the progress of e-FSM students;
- provide targeted Learning Coach support;
- ensure that SMT maintain a focus on the achievements of socially disadvantaged students;
- strategies to improve attendance need to be aimed at cohorts, groups and individuals: flexibility is the key.

Data Development

KS4 targets for e-FSM 2023-26:

Capped 9	2023 - 2024	2024 - 2025	2025 – 2026
All Students	390	400	410
eFSM	300	320	340
Top Third	485	490	495
Middle Third	410	420	430
Bottom Third	300	320	340

Literacy Pts Sc	2023 - 2024	2024 - 2025	2025 – 2026
All Students	43	44	45
eFSM	36	38	40
Top Third	54	55	56
Middle Third	45	46	47
Bottom Third	32	34	36

Numeracy Pts Sc	2023 - 2024	2024 - 2025	2025 – 2026
All Students	43	44	45
eFSM	36	38	40
Top Third	54	55	56
Middle Third	45	46	47
Bottom Third	32	34	36

Sci Pts Sc	2023 - 2024	2024 - 2025	2025 – 2026
All Students	43	44	45
eFSM	36	38	40
Top Third	54	55	56
Middle Third	45	46	47
Bottom Third	32	34	36

SCC Pts Sc	2023 - 2024	2024 - 2025	2025 – 2026
All Students	43	44	45
eFSM	36	38	40
Top Third	54	55	56
Middle Third	45	46	47
Bottom Third	32	34	36

We need to gather data from the following areas:

- identification of need, using baseline and target-setting data;
- behaviour records, detentions, exclusions;
- positive reward points;
- staff feedback;
- parental interviews;
- GL assessment and WNT data;
- end of KS2 Teacher Assessments;
- KS4 outcomes, including early entry outcomes;
- outcomes from in-house interventions and data drops;
- weekly attendance data, with boys/girls/e-FSM and other protected characteristics scrutinised.

This objective will be judged to be successful if...

- the attainment of e-FSM students rises incrementally during the next three years.
- the Capped 9 reaches 300 for eFSM students in 2024.
- the points score in English, Maths, Science and the SCC for eFSM reaches 36 in 2024.
- the gap between the attendance of e-FSM students and non-FSM students is reduced incrementally during the next three years.
- attendance reaches target
- lateness to school is reduced
- vulnerable students requiring support receive support and their attendance improves.

Relevant School Policies, Plans and Strategies:

- School Development Plan 2023-24
- Curriculum Policy
- Assessment Policy
- Whole School Approach to Mental Health and Emotional Well-being
- Attendance Policy

Actions:				
	Description	Responsibility	Start date	Review date
1.1	<p><u>To improve the attainment of vulnerable and disadvantaged students</u></p> <p>In order to achieve this aim, we will:</p> <ul style="list-style-type: none"> • provide additional academic tuition for targeted disadvantaged students (using PDG). • track the progress of e-FSM students robustly and put in place appropriate interventions. • re-write the Quality Assurance programme to ensure that middle leaders are addressing key issues such as student leadership, student voice and student resilience. • Re-launch the School Council to ensure that opportunities for student leadership are increased and include targeted groups. 	<ul style="list-style-type: none"> • HT • CD • HoFs <ul style="list-style-type: none"> • JTW 	September 2023	August 2024
1.2	<p><u>To ensure that barriers to student learning and engagement are removed through a robust whole school approach to well-being</u></p> <p>In order to achieve this aim, we will:</p> <ul style="list-style-type: none"> • Provide support, guidance and leadership to every student, removing barriers to learning and well-being, and empowering students to achieve the Four Purposes. • Identify students who are underachieving, investigate the reasons behind it, and implement appropriate interventions • Ensure fairness and consistency while upholding standards of courtesy, behaviour, attendance, punctuality, dress and work ethic. • Promote the well-being of students and staff in the school, in line with the principles of Restorative Approaches. • Secure the support and engagement of parents, ensuring they are informed of significant issues relating to their child. • Ensure that vulnerable students are prioritised. 	<ul style="list-style-type: none"> • LKG and Well-being team 	September 2023	August 2024

1.3	<p><u>To improve provision for vulnerable and disadvantaged students and their families</u></p> <p>In order to achieve this aim, we will:</p> <ul style="list-style-type: none"> • develop links with alternative providers to establish vocational placements that suit students' learning needs. • implement a raft of interventions for to improve engagement with disadvantaged, vulnerable and e-FSM students and their families. • continue Art projects to improve engagement with Year 7 & 8 FSM students and their families • continue to pay for disadvantaged students to access free peripatetic tuition in Music and to take Music examinations • continue to pay for high quality sportswear for disadvantaged students to enable them to play for school sports teams. • continue the 'Community Cooks' project for disadvantaged KS3 students and their families 	<ul style="list-style-type: none"> • HT • JTW • HoFs 	September 2023	August 2024
1.4	<p><u>Ensure that our More Able and Talented (MAT) provision is in line with the Equality Duty and is inclusive of protected characteristics</u></p> <ul style="list-style-type: none"> • Ensure that the Seren Academy Programme is inclusive of protected characteristics, across all stages (Stage 1- Year 8/9, Stage 2-Year 10/11 and Stage 3-Year 12/13). • Continue to work in partnership with universities to ensure that activities/trips/visits focus on increasing the number of students entering Higher Education, especially those who are from under-represented groups e.g. pupils from socio-economically disadvantaged postcodes/first in family/BAME etc. • When appropriate, ensure that pupils are offered a contextualised place for the Seren Academy, using POLAR 4 data or Welsh Deprivation Index. 	<ul style="list-style-type: none"> • SE • MN 	October 2023	October 2024

1.5	<p><u>To reduce gaps in levels of attendance between different vulnerable/protected groups</u></p> <p>In order to achieve this aim, we will:</p> <ul style="list-style-type: none"> • Carry out detailed tracking of all students under 86% • Expediate our graduated response process • HoYs identify termly attendance focus groups, with priority given to vulnerable students, working with them and their families to determine and overcome factors affecting their attendance • Address key findings of the student and parent voice carried out July 2023 (including sleep, motivation, daily check ins and incentives) • Implement the AWS group initiative every half term (data from summer 2023, shows evidence of sustained impact) • Carry out the Green Light Project with Y11 students • Conduct regular meetings with cluster Attendance Leaders to establish a clear and consistent approach and enable early identification of issues • Improve communication to parents and students to increase awareness and understanding of processes, impact, expectations and consequences relating to attendance • Create bespoke support packages for reintegration of students based on individual needs e.g. alternative curriculum, YEPS involvement 	<ul style="list-style-type: none"> • LKG and Attendance Team 	September 2023	September 2024
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Equality Objective 3.

Identify and address **discriminatory behaviour** towards protected groups.

Our Research:

Estyn's publication: 'A review of the effectiveness of action taken by schools to address bullying on the grounds of students' protected characteristics', June 2014, states the following:

'Too many students have their lives spoilt by bullying. The effects of being bullied can be short or long-term, psychological or social, and often result in underachievement or attendance problems. Certain groups of students are at a higher-than-average risk of being bullied, including:

- *students with special needs or a disability;*
- *lesbian, gay, bisexual and transgender students; and*
- *students from a minority ethnic or religious background.*

A stark example of this is that 55% of lesbian, gay and bisexual young people say that they experience homophobic bullying in schools (The School Report: Stonewall (2012)).

Part of the reason for the lack of quantitative data on the extent of bullying on the grounds of the protected characteristics is due to deficiencies in school policies and practices, particularly in identifying and recording bullying. Very few primary or secondary schools use pupil focus groups successfully to obtain an accurate picture of the type and amount of bullying taking place in the school. The reasons that students experience bullying are complex and staff often find it difficult to record the cause of bullying or whether it relates to a protected characteristic.'

At Bryn Celynnog, we have very few reported incidents of bullying but we want to adopt procedures that help to reduce identity-based incidents and bullying across all of the protected characteristics.

Changes:

Estyn's publication '**The teaching of Welsh history including Black, Asian and Minority Ethnic history, identity and culture**', June 2021, **recommends that schools should:**

R1: Ensure that pupils develop their knowledge and understanding of the history and culture of their local area and Wales while considering different perspectives and making connections to the history and culture of the wider world.

R2: Ensure that pupils develop an understanding of antiracism and diversity and how they can become ethical, informed citizens of Wales and the world.

R3: Ensure that pupils develop an understanding of how Black, Asian and Minority Ethnic (BAME) individuals and communities contribute to the history and culture of Wales and the wider world.

R4: Evaluate their curriculum and provision to plan how they will develop pupils' knowledge and understanding of local and Welsh history, antiracism and diversity and BAME history and culture.

R5: Strengthen transition arrangements so that learning experiences for local, Welsh and BAME history and culture build on those of previous key stages and avoid repetition of work.

Ref: <https://www.estyn.gov.wales/document-page/20673/contents/document-details/recommendations>

Information from Engagement:

We need to:

- training for all new staff on how to record, report and address potential racist incidents.
- develop staff expertise in supporting protected groups and addressing associated issues
- provide safe spaces for protected individuals or groups who perceive threat
- signpost specialist services where appropriate for individuals or groups that need additional support
- signpost relevant training to staff/HoF to assist them with updating curriculum resources to reflect Welsh BAME histories.

Data Development:

We need to gather data from the following areas:

- Number of recorded incidents of racism/discrimination, especially in relation to protected characteristics.
- Use Class Charts well-being data to identify well-being trends in relation to individuals, groups and cohorts

This objective will be judged to be successful if...

- the number of recorded incidents of racism is minimised, especially in relation to protected characteristics;
- new staff are trained effectively to recognise and challenge racism;
- the annual well-being survey indicates that incidents of discriminatory behaviour towards protected groups are minimal;

Relevant School Policies, Plans and Strategies;

- School Development Plan 2023-24
- Dignity at Work Policy
- Anti-Bullying Policy
- Behaviour and Discipline policy
- Whistle blowing Policy

Actions:				
	Description	Responsibility	Start date	Review date
1.1	<p><u>To improve student wellbeing</u></p> <p>In order to achieve this aim, we will:</p> <ul style="list-style-type: none"> • Employ a raft of interventions designed to improve student wellbeing (ClassCharts Wellbeing Button, Therapy Dogs, Counselling Service, CBT teacher) • Through targeted professional learning, develop staff expertise in areas of emerging need. 	<ul style="list-style-type: none"> • HT • LKN • FSK 	September 2023	August 2024
1.2	<p><u>To raise awareness of discrimination on the grounds of the protected characteristics</u></p> <p>In order to achieve this aim, we will follow Estyn recommendations from the 2021 report (cited above). We will:</p> <ul style="list-style-type: none"> • raise awareness of our anti-racism policy with students, parents, staff and governors and take a more proactive approach to preventing and mitigating racism and its effects; • plan age-appropriate opportunities across the curriculum for pupils to learn about the history and experiences of Black, Asian and Minority Ethnic or LGBTQ+ people. • Plan opportunities for pupils to develop their understanding of the local area and of Welsh culture, history and language skills outside of Welsh lessons are underdeveloped. • record and monitor incidents of discriminatory behaviour in relation to the protected characteristics and use this information to review the school's Strategic Equality Objectives; • make sure staff know how to deal with and record incidents of racism and other discriminatory behaviours; • make sure all policies and procedures meet the requirements of the Equality Act 2010. • use assembly time to deliver whole school messages that respond flexibly to current issues and students' evolving needs; • provide safe spaces for individuals or groups who feel they need it; • make use of specialised services aimed at supporting individuals or groups displaying protected characteristics. 	<ul style="list-style-type: none"> • HT • LKN • FSK 	September 2023	August 2024

Equality Objective 4

Continue to improve access to information and physical access to schools for students, parents, governors and staff.

Our Research:

Head teachers and Governors need to be confident that all students can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. The school already has a Disability Access Plan in place. However, we are aware that schools and local authorities, through the public sector equality duties, need to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

Information from Engagement:

We need to ensure that all school users:

- are able to park safely on the school premises;
- have access to upper floors via lifts;
- are able to access documentation issued by the school in an appropriate format.

Data Development:

We need to gather data from the following areas:

- parental, staff, governor and student questionnaires;

This objective will be judged to be successful if...

- all user groups have good access to the school site and school documentation.

Relevant School Policies, Plans and Strategies;

All school documentation on request

Actions:

	Description	Responsibility	Start date	Review date
1.1	Review arrangements for raising awareness of the availability of information in accessible formats and communication support and action plan accordingly.	Headteacher	October 2023	October 2024
1.2	Review how accessible the school is to people with physical and sensory impairments and action plan accordingly.	Headteacher	October 2023	October 2024
1.3	Circulate to staff: <ul style="list-style-type: none">• the General Disability Etiquette (extract from A National Framework for Disability Equality & Etiquette Learning (DEEL) for	Headteacher	October 2023	October 2024

	<p>Health & Social Care Services, DRC & Department of Health 2007 and Planning for Inclusive Access (Disability Wales): Appendix 3</p> <ul style="list-style-type: none">• Unity & Diversity (WG publication, 2010): Appendix 2 - Opportunities in the school curriculum.• Guidance on the Duty to promote Community Cohesion (Department for Children, Schools & Families): Section 3 The role of the school in promoting community cohesion.			
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Equality Objective 5**Continue to ensure that job equality, professional learning and opportunities for career progression are available to all staff.****Our Research:**

Head teachers and Governors need to be confident that all staff are assured of job equality, regardless of age, gender or other protected characteristics. It is a statutory requirement to promote knowledge and understanding of the general duty amongst staff and to identify and address training needs during the performance management process. This is routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in school.

Information from Engagement:

We need to ensure that all members of staff:

- are assured of job equality;
- have access to relevant professional learning, at all stages of their career;
- have opportunities for career progression, facilitated through our performance management process and Leadership Development Programmes.

Data Development:

We need to gather data from the following areas:

- staff questionnaires;
- training outcomes from performance management processes.

This objective will be judged to be successful if...

- all staff have access to professional learning and opportunities for career progression.

Relevant School Policies, Plans and Strategies;

All school documentation on request.

Actions:

	Description	Responsibility	Start date	Review date
1.1	Review arrangements for raising awareness of the availability of cradle-to-grave professional learning, and action plan accordingly.	Headteacher	October 2023	October 2024
1.2	Review access to career development opportunities, and action plan accordingly.	Headteacher	October 2023	October 2024
1.3	Ensure that all governing body appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.	Headteacher	October 2023	October 2024

1.4	<p>Circulate to staff:</p> <ul style="list-style-type: none">• the Equality Duty;• WG publication Workforce Equality, Diversity and Inclusion Strategy: 2021-2026	Headteacher	October 2023	October 2024
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BRYN CELYNNOG COMPREHENSIVE SCHOOL ACCESSIBILITY PLAN **2023-27**

Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Access to curriculum	Increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan.	Monitor via ALNCo	ALNCo, Headteacher	Ongoing	Students make progress from starting points.
	Access arrangements in place for targeted students. Practical assistant may be required in practical subjects.	Monitor via ALNCo	ALNCo	Ongoing	Students make progress from starting points.
	Teachers differentiate work in the light of reports above.	Monitor via Curriculum Meetings with Heads of Faculty	SMT	Ongoing	Students make progress from starting points.
	Teachers work collaboratively with outside agencies and advise support staff accordingly.	Monitor via ALNCo	ALNCo, Headteacher	Ongoing	Students make progress from starting points.
Access to Physical environment	Take into account the needs of all stakeholders with disabilities in planning and undertaking school refurbishment.	Plans and accommodation include adaptations.	Local Authority, Governing Body, Headteacher, Site Manager	Ongoing	Easy access to physical environment.
	Clear signage in all areas of the school. Obstacles painted yellow.	Termly check	Site Manager	Ongoing	Easy access to physical environment.
Access to written environment	Visual support in place in all areas of the school (as required).	Termly check	ALNCo, Headteacher	Ongoing	Clear and accessible written/pictorial information for all students.
	User-friendly language in place for all communication.	Parental feedback	Headteacher, ALNCo	Ongoing	Clear and accessible written/pictorial information for all students.

	Communication translated into main community languages, as required.	Parental feedback	Headteacher, ALNCo	Ongoing	Clear and accessible written/pictorial information for all.
	Use of technology for translation purposes (e.g. for Ukrainians), such as EMAS translation tool.	Student feedback	ALNCo	Ongoing	Clear and accessible information for all.
	Translation services available for parents visiting the school site.	Parental feedback	ALNCo	Ongoing	Clear and accessible information for all.