Education & Youth

STRATEGIC EQUALITY PLAN (SEP) 2024-2028

Model plan for all primary and secondary school provision including specialist schools and pupil referral unit (PRU).

PLEASE NOTE: Areas highlighted in grey require personalisation / further detail

Date first implemented	
Date of last amendment	2020
Version	3
Date of next review	2028
Policy owner for review	Learning Advisor – Health, Wellbeing & Safeguarding

School	Ysgol Brynffordd
Date SEP objectives approved	
Review frequency	Every 4 years
Review date	2028
Head teacher Declaration	*Rachel Critchell*
Chair of Governors Declaration	*Jane Banham*

Accessible Formats
This document is also available in Welsh; in Microsoft Word and pdf formats in Arial font size 12 as standard. Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request. To request a copy of this document in an accessible format contact 01352 713184.

1. Introduction

At Brynford school we recognise our duty and responsibility to eliminate discrimination and promote equality for learners, employees, and members of the school community regardless of their Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation as defined within the Equality Act 2010.

We have developed our Strategic Equality Plan (SEP) to ensure equality is at the heart of everything that we do as an education provider and as an employer. The SEP sets out Brynford school's commitment to equality and diversity and explains how we will work to promote these principles and build upon progress achieved since the publication of our previous SEP in 2020.

The SEP establishes our priorities for 2024 -2028 and the actions we will take to reduce identified inequalities, improve outcomes in education and employment and foster good community relations. Within this plan we set out clear steps, detailing how we aim to achieve them, and how our success will be measured.

1.1 School Profile

Description of school and add supporting data to include:

- Ethnic and religious mix of school and its community
- Demographics of the catchment area
- Gender balance
- Religions in the school
- Languages spoken by learners
- Details of Additional Learning Needs (ALN) within school and its community.

1.2 Our Aims

The overall aim of the Strategic Equality Plan is to provide a framework for Brynford school to pursue its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. The delivery of our Strategic Equality Plan will also contribute towards our commitment to:

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

We aim to provide all our learners 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 learners

- monitor achievement data according to the various protected characteristics and action any gaps
- take account of the achievement of all learners when planning for future learning and setting challenging targets
- ensure equality of access for all learners 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 learners to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our learners.

1.3 Legal Context

Brynford school has considered several pieces of legislation, regulations, and guidance related to equality, inclusion, and accessibility in the development of the Strategic Equality Plan. Key legislation and frameworks include:

Equality Act 2010

Public Sector Equality Duty (PSED): Schools, as public bodies, have a duty to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity between people with and without protected characteristics.
- Foster good relations between people with and without protected characteristics.

The Equality Act 2010 protects people from discrimination in employment and services based on the following 9 protected characteristics: -

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Specific Duties for Wales under the Equality Act 2010 including:

- Publishing Equality Objectives: Schools must set objectives addressing the most pressing equality issues.

- Engaging with Stakeholders: Involving learners, parents, staff, and the wider community.

- Publishing and Reporting: Publishing strategic equality plans, and annual reports, and demonstrating progress against equality objectives.

- Undertaking Equality Impact Assessments (EIA): Ensuring policies and practices do not disadvantage individuals with protected characteristics.

Welsh Language (Wales) Measure 2011
The Measure ensures that the Welsh language is treated no less favourably than English in educational settings. Schools are required to account for promoting bilingualism and ensuring access to services in Welsh.

Education (Wales) Act 2021
The Act governs the new Curriculum for Wales that emphasises equity, inclusivity, and ensuring all learners achieve their potential. The Act reinforces the responsibility of schools to meet diverse needs, address barriers, and embed equality in teaching and school culture.

Anti-Racist Wales Action Plan (2022)
Schools must adopt anti-racist policies and practices, fostering an inclusive and equitable environment for all ethnic backgrounds.

Additional Learning Needs and Education Tribunal (Wales) Act 2018
The legislation places a duty on schools to create an inclusive environment for learners with additional learning needs (ALN) and ensure that Individual Development Plans (IDPs) align with their rights.

Cymraeg 2050: A Million Welsh Speakers
Aims to promote the Welsh language and its inclusion in education strategies.

Rights of Children and Young Persons (Wales) Measure 2011
Schools must embed the United Nations Convention on the Rights of the Child (UNCRC) into planning and decision-making processes.

Welsh Government LGBTQ + Action Plan for Wales (2023)
Plan to make Wales the most LGBTQ+ friendly nation in Europe

1.4 Related Policy documents

The school's Strategic Equality Plan (SEP) interacts with many school policies as it ensures that equality, diversity, and inclusion principles are embedded across all areas of school life. This Strategic Equality Plan should be viewed alongside the following:

- Accessibility Plan
- Equality and Diversity Policy
- Admissions policy
- Behaviour policy
- Recruitment and Selection policy
- Complaints policy
- Challenging Bullying policy
- Safeguarding policy

2. Strategic Equality Objectives

Our chosen Equality Objectives are:

Objective 1: detail here

Objective 2: detail here

Objective 3: detail here

Add additional Objectives if required.

We have developed an action plan which incorporates all relevant protected characteristics and describes how we are taking action to fulfil both the general and specific duties. Please refer to Appendix 1.

3. Role and Responsibilities

3.1 Responsibilities of the governing body

The governing body has set out its commitment to equality and diversity in the SEP and it will continue to do all it can to ensure that the school is fully inclusive to learners, and responsive to their needs based on the various protected characteristics. The governing body of Brynford school seeks to:

- ensure the school complies with the Equality Act 2010
- ensure a designated member of the governing body has oversight of the SEP and its implementation. At our school this is: Jane Banham

- ensure the governing body reports on the progress of the SEP annually, as part of its Annual Report to parents.
- Ensure recruitment procedures are fair and robust
- take all reasonable steps to ensure that the school environment gives access to people with disabilities
- strive to make communications as inclusive as possible for parents, carers and learners;
- ensure that no child is discriminated against whilst in Brynford school.

3.2 Responsibilities of the headteacher

The headteacher of Brynford school is responsible for implementing this policy statement; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

The headteacher promotes equality and eliminates discrimination by:

- providing leadership in the operation and implementation of the SEP
- ensuring all staff are aware of their responsibilities under the Equality Act 2010 and are given the appropriate training and support.
- take appropriate action in any case of unlawful discrimination
- be the designated senior member of staff for the operation, management and coordination of all aspects of this policy and will be supported by the governing body in doing so.
- devise and recommend policies, procedures and action plans to ensure that all legislative requirements are met and best practice adopted.
- collect and review data in relation to the protected characteristics and the Welsh Language relating to learners and staff.
- review policies and procedures in relation to compliance with the Equality Act 2010 and to make changes as appropriate.
- advise on the provision of appropriate equality training and awareness-raising in relation to all equal opportunities and diversity matters.
- ensure that all appointment panels are aware of this policy and give due regard when it comes to employment or training opportunities.
- reviewing the Strategic Equality Plan annually and report to the governing body.

3.3 Responsibilities of all staff

All staff members in Brynford school play a pivotal role in the successful implementation of the Strategic Equality Plan (SEP). They are responsible for upholding and promoting its principles through their professional conduct, interactions, and daily practices including:

- promoting equality and inclusion
- adhering to policies and guidelines

- creating an inclusive learning environment and workplace
- Providing equal opportunities and celebrating difference
- engaging in professional development
- acting as role models
- supporting positive relationships
- communicating effectively
- implementing equality impact assessments (EIA)
- encouraging learner voice and participation
- monitoring and reporting progress.

3.3.1 Additional responsibilities for senior leadership / key staff

While all staff contribute to the SEP, specific staff roles such as senior leaders, pastoral teams, and inclusion coordinators have enhanced responsibilities, including:

Leadership team: Setting strategic priorities, allocating resources, and monitoring overall implementation of the SEP.

Pastoral/support staff: Providing direct assistance to students facing discrimination or inequality and working with parents and carers to resolve issues.

Inclusion co-ordinators/ALNCOs: Developing tailored strategies to support learners with additional needs and promoting best practices in accessibility and inclusion.

By working collaboratively and consistently integrating these responsibilities into daily school life, staff ensure that the principles of equality and inclusion are embedded in the culture and operations of Brynford school.

3.4 Responsibilities of parents / carers

Parents and carers play a critical role in supporting and implementing Brynford school's Strategic Equality Plan (SEP) by reinforcing its principles at home, collaborating with the school, and helping create a more inclusive and equitable school environment. The active participation of parents and carers ensures that equality and inclusivity extend beyond the school setting by:

- promoting and modelling equality values
- engaging with the school community
- supporting education on equality
- communicating constructively with the school
- respecting and upholding school policies
- encouraging positive peer relationships
- providing input on accessibility needs
- challenging bias and discrimination.

3.5 Responsibilities of learners

Learners play an essential role in the successful implementation of Brynford school's Strategic Equality Plan (SEP) by fostering an inclusive and respectful school environment by:

- demonstrating respect and empathy
- engaging in awareness activities
- reporting incidents of discrimination or bullying
- promoting positive behaviours
- participating in decision-making
- championing peer support
- commitment to learning and understanding
- respecting and using school resources.

4. Engagement and Consultation

Engagement and consultation ensure that the Strategic Equality Plan reflects the needs and experiences of the school community, including learners, staff, parents, carers, and other stakeholders.

4.1 Purpose of Engagement and Consultation

- To gather insights about the experiences and needs of the school community, especially from individuals or groups at risk of inequality.
- To identify barriers to equality and inclusion within the school environment.
- To ensure the SEP reflects the views and priorities of diverse stakeholders, fostering ownership and accountability.
- To comply with the Public Sector Equality Duty (PSED) under the Equality Act 2010 and its Welsh-specific duties, which emphasize participation and transparency.

4.2 Key stakeholders

The key stakeholders are:

- Learners
- Parents and carers
- Staff
- Governors
- Community partners
- Local authority education and inclusion officers

4.3 Methods of engagement and consultation

We regularly involve stakeholders in relation to the development of school policies and as required by the equalities duties. We may use a range of mechanisms including:-

- profile of the local community;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics
- learner attainment and progress data relating to different groups;
- school attendance and exclusion data by protected characteristic
- incidents of identity-based bullying and harassment
- reviewing hate incidents for Flintshire
- attendance data at extra-curricular activities
- invitation and attendance at other opportunities or experiences offered to learners from minority groups e.g. learners voice groups, representing the school at local and regional events
- data on the recruitment, development and retention of employees;
- outcomes of actions taken to engage parents and others who are seldom heard.

Data and information are reviewed and analysed to measure our performance and identify areas for improvement; subsequent actions are included in the School Improvement Plan (SIP) or equivalent. All data collected is used solely for the purpose of analysing trends by protected characteristic.

It is stored separately from personal information which identifies the individual and we ensure it meets GDPR requirements. To protect the identity of individuals, published information contains data which has been aggregated. The Welsh Government and Local Authority collate and publish pupil data provided by schools. Flintshire County Council publish a profile of the workforce.

In the development of our Equality Objectives we have consulted with XXXX and reviewed the following data XXX personalise here

5. Equality Impact Assessment (EIA)

Before introducing important new policies or measures the school carefully assesses the potential impact on equalities, positive or negative. Flintshire County Council utilise an Equality Impact Assessment tool which is also suitable for schools.

At _____school we undertake Equality Impact Assessments upon new and revised policies and plans to identify potential and actual inequalities and to promote equality and good community relations. This ensures we develop inclusive policies.

Whenever possible, a broad range of people including staff, parents, learners and others are involved in consultation on policy development. Any issues arising will be addressed and stakeholders informed of decisions and actions.

We publish EIAs that show substantial impact or likely impact on the school's ability to meet the general duty on our website.

6. Professional learning

Professional learning ensures staff have the knowledge, skills, and understanding necessary to effectively promote equality and inclusion. Training and development opportunities focus on raising awareness, challenging biases, and equipping staff with practical strategies to embed equality principles into their daily practices.

Key themes for professional learning include:

- equality, diversity, and inclusion awareness
- anti-racism and anti-discrimination training
- LGBTQ+ awareness and inclusion
- additional learning needs (ALN) and disability awareness
- cultural competency and Welsh language awareness
- tackling bullying and harassment
- equality impact assessments (EIA) *for senior leadership team*

Professional learning is accessed through a variety of methods including partnering with Flintshire County Council and Show Racism the Red Card. Staff have access to the digital courses by Diversity and Anti-racist Professional Learning (DARPL) and the Education Workforce Council (EWC) Staff also complete the Equality module on Learning@Wales platform.

7. Monitoring, Review and Publication

This Strategic Equality Plan (SEP) is published on our school website (add link here) and is available in a range of formats upon request (detail here how to request this).

The school will involve stakeholders in ongoing monitoring and review of the SEP's implementation and ensure there are mechanisms for regular feedback.

Brynford school will review the plan annually and report on its impact to ensure ongoing compliance with legislation and responsiveness to changing needs.

A full review of the SEP will be undertaken and republished by April 2028 or earlier, if as a result of monitoring or new evidence, we need to alter any of our equality objectives or include new objectives.

8. References

Flintshire County Council Strategic Equality Plan 2024-28
https://www.flintshire.gov.uk/en/PDFFiles/Diversity-and-Equality/Strategic-Equality-Plan-2024-2028.pdf

Welsh Government Our Plan for Equality in Wales. Principles and Goals for 2024-2028
https://www.gov.wales/sites/default/files/consultations/2023-11/principles-goals-for-2024-2028.pdf

Equality and Human Rights Commission Guidance for schools in Wales (April 2023)
https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.equalityhumanrights.com%2Fsites%2Fdefault%2Ffiles%2Fehrc_psed_guide_for_schools_in_wales.docx&wdOrigin=BROWSELINK

Estyn: Celebrating diversity and promoting inclusion (October 2020)
https://www.estyn.gov.wales/system/files/2022-02/Celebrating%20diversity%20and%20promoting%20inclusion%20en.pdf

Welsh Government: Anti Racist Wales Action Plan updated 2024
https://www.gov.wales/anti-racist-wales-action-plan-2024-update-html

Estyn Strategic Equality Plan 2024-2028
https://www.estyn.gov.wales/system/files/2024-04/Estyn%20Strategic%20Equality%20Plan%202024-2028_0.pdf

Welsh Government Cymraeg 2050: Welsh language strategy
https://www.gov.wales/cymraeg-2050-welsh-language-strategy

Equality and Human Rights Commission: Education Fact Sheet Wales
https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.equalityhumanrights.com%2Fsites%2Fdefault%2Ffiles%2F2023%2FEducation%2520Fact%2520Sheet%2520-%2520Wales.docx&wdOrigin=BROWSELINK

9. Appendices

Appendix 1 SEP Action Plan

Appendix 2 Examples of Equality Objectives

Appendix 1

Strategic Equality Plan 2024-28 Action Plan

Please complete the table below for each equality objective identified in Section 2 (minimum 3)

Equality Objective 1:	*Improve attendance of pupils in school from specific protected groups (e.g. FSM, Disability, BME, ALN)*		
Our Research:	**Currently some children with ALN's have poorer attendance than non ALn children** **We need to improve the attendance of some of our free school meal children.**		
Information and Engagement:	**Analysis of attendance data – comparing FSm with non FSm and ALn with non ALN. Engagement of Governors to agree priorities and the reasons for them**		
Success Criteria:			
Actions			
Description	**Protected Characteristic**	**Lead**	**Time frame**
1.			
2.			
3.			
4.			
5.			

Equality Objective 2:	• *Embed the cross-cutting themes of Human Rights and Diversity into the curriculum and map the opportunities for teaching and learning in lessons and out of lessons*		
Our Research:			
Information and Engagement:			
Success Criteria:			
Actions			
Description	**Protected Characteristic**	**Lead**	**Time frame**
1.			
2.			
3.			
4.			
5.			

Equality Objective 3:	• *Provide access to on-line training with accredited charities and services. Hwb, DARPL, NWREN, Hate-Crime Wales etc* •		
Our Research:			
Information and Engagement:			
Success Criteria:			
Actions			
Description	**Protected Characteristic**	**Lead**	**Time frame**
1.			
2.			
3.			
4.			
5.			

Appendix 2

Examples of possible Equality Objectives

Incidents that might impact on the ability of pupils to maximise their individual potential:

- *Regular monitoring of the data of prejudice-related bullying incidents in school (e.g. race, gender, religion, sexual orientation, gender identity, SEN and disability). Having robust systems in place to react to incidents, working to eliminate all negative interactions, intolerances and hate related actions.*
- *Survey the feelings of all pupils with particular regard to the results of the protected characteristics groups to ensure they feel safe at school.*
- *Increase the participation and engagement of parents and communities from specific protected groups with family liaison officers and community focused school officers organising events to support, listen and act on themes discussed.*
- *Improve attendance of pupils in school from specific protected groups (e.g. FSM, Disability, BME, ALN)*
- *Reduce exclusions from school among specific protected groups (e.g. FSM, Disability, BME, ALN, mixed ethnicity)*

Engage in Professional Learning and Training for Governors, SLT, teachers and other staff:

- *Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.*
- *Align the SEP into SDP / SIP for termly monitoring by the Governing body and record of the schools' priorities into one document, keeping account of the SEP objectives through all regular QA channels*
- *Through training opportunities review and develop policies with the intention of updating terminology, anti-bullying, anti-racist, hate, intolerance etc. with clear codes of conduct, processes and sanctions.*
- *Provide access to on-line training with accredited charities and services. Hwb, DARPL, NWREN, Hate-Crime Wales etc*

Health and Wellbeing Inequalities:

- *Reduce feelings of isolation and not Belonging - To increase the number of children and YP in specific protected groups attending extra-curricular activities and where possible to financially supporting their opportunities for attending visits and trips through the PDG.*
- *Reduce inequalities in Representation and Voice - To increase the number of children and YP in specific protected groups participating and contributing to the school council, School ECO committee etc, and to be encouraged to take on roles of responsibility and to have their voices heard.*
- *Developing inclusive workplace and learning environment.*

Reduce unequal outcomes in Education to maximise individual potential:

- *Reduce the gap in educational attainment levels between specific protected groups at all key stages.*
- *Consider using interventions which specifically target disadvantaged learners e.g. RADY Raising the attainment of disadvantaged youngsters.*
- *Embed the cross-cutting themes of Human Rights and Diversity into the curriculum and map the opportunities for teaching and learning in lessons and out of lessons*
- *Calendar events with a national theme e.g. Black History Month. Plan school assemblies, PSE lessons to give a broad and balanced delivery of topics. Organise school fund raising, or charity events to raise awareness at other times in the year*
- *Celebrate other cultures throughout all subjects – specifically looking to include Black, Asian and Minority Ethnic stories, contributions and histories through music, art, food, and historical and religious events, both local and national etc.*
- *Become a UNICEF Rights Respecting School. https://www.unicef.org.uk/rights-respecting-schools/*
- *Equality and Human Rights Commission February 2023 have a SEP Guidance for Schools in Wales Eng/Welsh versions available.*