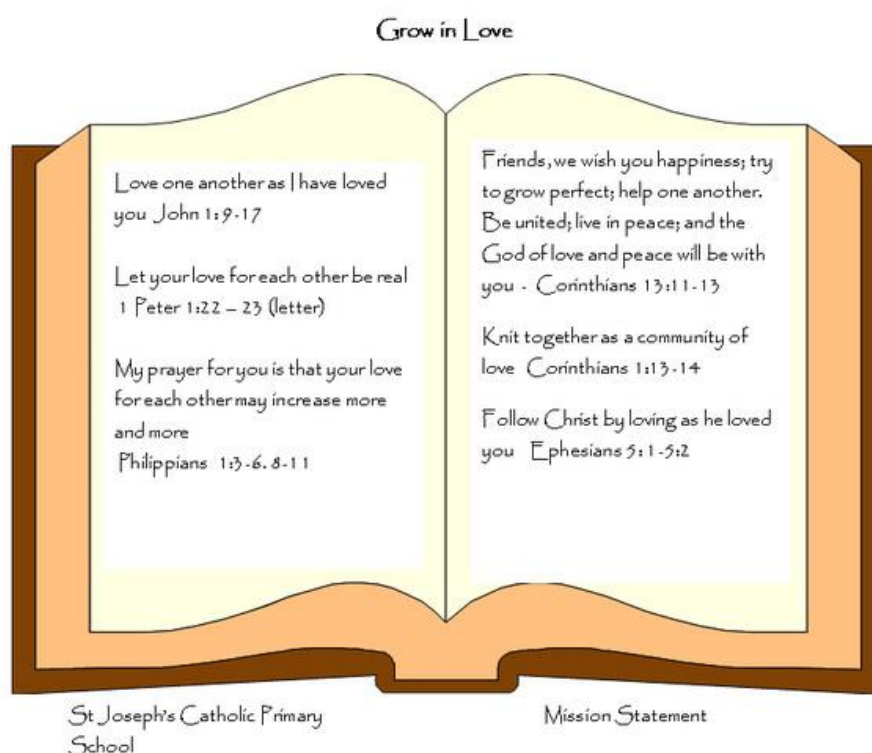




## 15. STRATEGIC EQUALITY PLAN

Policy valid until Summer 2019  
Policy owned by Head teacher



For and on behalf of the  
Board of Governors

.....

Headteacher

.....

Date:

.....

# Introduction and Context

The Equality Act 2010 harmonises and streamlines legislation that has come before it and refers to “Protected Characteristics” as follows:-

- Age (for staff only)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Under the terms of the Equality Act 2010 Schools are required to develop and publish Equality Objectives and a Strategic Equality Plan, with the purpose of the objectives and plans being to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities.

In developing St Joseph’s SEP, it was necessary to ensure that our plan reflected the principles of relevance and proportionality. In other words, the actions taken by St Joseph’s should be proportionate to the equality issues within the school and are relevant to the school’s plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for St Joseph’s to take direction from authority-wide, regional or national research and engagement exercises as well as work which we can undertake ourselves. At St Joseph’s there are common objectives, occurring in a range of individual plans. Similarly, equality objectives have been linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. St Joseph’s seeks to build on our existing work and to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in St Joseph’s plans will emanate from issues identified as a result of consultation undertaken with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of our own data will form the basis of the equality objectives within our SEP for the next four years.

The Disability Access Plan has been included as an Appendix to our SEP. Similarly, the requirement to record, monitor and report on all racial incidents remains the same.

# Contents of our Strategic Equality Plan (SEP)

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# ***1. Our Distinctive Character, priorities and Aims***

## **1.1 School values**

At St Joseph's, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St Joseph's, 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**

St Joseph's is a Voluntary Aided Catholic Primary School in the Diocese of Wrexham. It is a belief of the staff that equal opportunities should be given to all pupils, taking into account their intellectual capacity and their social and environmental background. The chance to find an unknown or an untapped talent is essential for all pupils. As a caring school, St Joseph's places great importance on Additional Learning Needs Education. Children with learning difficulties or special needs have a very special place within the school, where their talents can be brought to the fore and their sense of being different minimised.

- There are 208 full-time and 30 part-time pupils at St Joseph's.
- There are 50 pupils with ethnicity recorded as other than White/British (21%)
- 47 pupils have English as an Additional Language (20%)
- There are currently 40 pupils identified with additional learning needs (17%)
- There are currently 22 pupils eligible for free school meals (11%)

## **1.3 Mainstreaming equality into policy and practice**

All children at St Joseph's have access to a broad and balanced curriculum. The curriculum will be differentiated appropriately to meet the diverse needs of all children. All children have the right to be included in the life of the school on a social, locational and functional basis.

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

## 1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members St Joseph's school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
  - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

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

- Conwy County Borough Council's SEP and equality objectives

- 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 detailed within our annual data analysis.

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

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (pg. 9/10)**. See also **Appendix 1**

## 2. Responsibilities

### 2.1 Governing Body

St Joseph's governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school by following Conwy Local Education Authority guidance ;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils as detailed within the Disability Access Plan
- ensures that no child is discriminated against whilst in our school by implementing school policy

In accordance with its reporting responsibilities the governing body of St Joseph's 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 St Joseph'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

## **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 St Joseph's is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect in line with our school Mission Statement and that we will maintain awareness of the St Joseph's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice against different protected groups, including racism, homophobia or prejudice targeted at disabled pupils, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of non teaching staff and encourage them to intervene in a positive way against any discriminatory incidents in line with St Joseph's school policy

## **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 do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

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

### **3.2 Types of information gathered**

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

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. These will be utilised seek to obtain stakeholders' views across the board so that the school can analyse feedback appropriate to different protected groups;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made

- to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
  - children and young people's views actively sought and incorporated in a way that values their contribution;
  - information about how different groups access the whole curriculum
  - sports and activities choices of all groups;
  - uptake of enrichment activities by group;
  - exclusions data analysed by group;
  - records of bullying and harassment on the grounds of any equality issue;
  - data on the recruitment, development and retention of employees;
  - outcomes of activities promoting community engagement and community cohesion;
  - outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

### 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. In St Joseph's the School Council, staff, parents, governors and community representatives are consulted in the preparation of the scheme.

#### How we developed our Policy - Participation and Involvement

The development of this policy is to involve the whole of our school community. We intend to listen to their views, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010

#### Our pupils

Access to our pupil's views is achieved through discussions with the School Council and representatives from minority, marginalised or potentially vulnerable pupils from across the school where applicable

#### Our staff

At St Joseph's all members of staff including teaching, non-teaching, ancillary and administration staff are consulted. This is done through discussions in staff meetings and by sending out letters inviting their responses.

#### Our school governors

Governor contributions are to be solicited through discussions in governor meetings and by sending out letters inviting their responses.



#### Parents/carers

Parental contributions are invited by sending out letters soliciting their responses. In addition contributions from our parish community are invited by sending out letters soliciting their responses and a notice will be placed in the parish bulletin.

#### Minority, marginalised and potentially vulnerable groups

In drawing up St Joseph's Disability Access Plan following consultation with all our school community users we set out what adjustments have been made and are required to further facilitate the participation by these groups. Language translations of this plan can be made available on request.

#### Our partners in the community

All policies and school documents can be translated on request through accessing the Local Education Authority service. Our partners in the community mainly come from the parishes of Colwyn Bay and Old Colwyn. See details above.

#### Ongoing

Our Strategic Equality Plan will be reviewed in line with our School Development Plan cycle of policy review. In doing so we intend to once again solicit responses from all our stakeholder groups.

## **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 (including budgetary decisions) 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. Details of these and the strategies to be implemented following self evaluation are incorporated within the School Development Plan.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

## **5. Objectives and Action Plans**

**In addition** to Conwy County Borough Council's agreed Equality Objectives and actions already agreed corporately, our chosen Equality Objectives are:

- 1. To improve home/school communication for families with English as an Additional Language*
- 2. To develop further strategies to provide for pupils with additional learning needs*
- 3. To close the gap between performance of boys and girls in the Foundation Phase*

We have action plans covering all relevant protected characteristics (see Appendix 1). These describe how we are taking action to fulfil both the general and specific duties.

St Joseph's follows Local Education Authority guidance on employment to ensure that all applicants are treated fairly and without discrimination when applying for positions at the school.

Our action plans are incorporated into 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.

## **6. Publication and reporting**

St Joseph's 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.

St Joseph's reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school.

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

## **7. Monitor and Review**

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

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

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

- involve the participation of a full range of stakeholders;

- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

The initial review of St Joseph's SEP will take place by July 2017.

Thereafter the SEP will be reviewed and republished in line with the cycle of review within our School Development Plan .



## Our Strategic Equality Plan 2016 – 2019

### Equality Objectives and Action Plan

| <b>Equality Objective 1.</b><br><i>To improve home/school communication for families with English as an Additional Language</i>   |  |                        |                        |                |            |          |                          |
|---|--|------------------------|------------------------|----------------|------------|----------|--------------------------|
| <b>Our Research:</b><br><i>Self-evaluation of EAL provision with support of Conwy EAL service, identified a need for improved communication with parents. (For example, this is evidenced by EAL pupils wearing school uniform on own clothes days)</i><br><br><i>We have a higher percentage of EAL pupils than the majority of schools in Conwy and Wales.</i>  |  |                        |                        |                |            |          |                          |
| <b>Information from Engagement:</b><br><i>We need to find more effective strategies to communicate with EAL families</i>  |  |                        |                        |                |            |          |                          |
| <b>Data Development:</b><br><i>We will continue to analyse assessment data, National test scores and parent surveys</i>   |  |                        |                        |                |            |          |                          |
| <b>This objective will be judged to be successful if...</b> <ul style="list-style-type: none"> <li><i>EAL pupils continue to make progress (according to National Test data and end of phase/stage assessments) in line with their peers</i></li> <li><i>EAL pupil wellbeing surveys indicate similar results to their peers</i></li> <li><i>Parental feedback from EAL families is positive</i></li> </ul> |  |                        |                        |                |            |          |                          |
| <b>Actions:</b>   |  |                        |                        |                |            |          |                          |
|   | Description  | Mid Year Update (Sept) | Full Year Update (Mar) | Responsibility | Start date | End date | Protected Characteristic |
| 1.1   | Establish parent representatives for EAL family communications | ✓                      | ✓                      | J Wilkinson    | July 16    | July 17  | Race                     |
| 1.2   | Increase number of signs in other languages in school          | X                      | Some                   | J Wilkinson    | Jan 17     | Jan 17   | Race                     |

|     |  |   |   |                     |            |            |      |
|-----|--|---|---|---------------------|------------|------------|------|
| 1.3 | Hold diversity assemblies and school events  | ✓ | ✓ | C Martens/E Roberts | Jan 17     | July 18    | Race |
| 1.4 | Review provision of Autumn Parents Evenings to increase parental engagement and create more informal setting |   | ✓ | J Wilkinson         | Oct/Nov 18 | Oct/Nov 18 | Race |

## Equality Objective 2.

*To develop further strategies to provide for pupils with additional learning needs*

### Our Research:

*Parents and staff, when surveyed, felt we could still do more to support pupils with additional learning needs, including ASD, sensory impairment etc*

*School self-evaluation has identified a growing need for training to support a wider range of additional learning needs*

### Information from Engagement:

*We need a greater level of training for staff to support additional learning needs*

### Data Development:

*ALN pupils making expected progress*

*Faster identification of needs and development of IBP/IEPs.*

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

- *Pupils identified with ALN make expected progress and gain increased access to the curriculum*
- *Parental feedback relating to access to mainstream education is positive*
- *There are reduced incidents of behavioural difficulties*

### Actions:

|     | Description  | Mid Year Update (Sept) | Full Year Update (Mar) | Responsibility | Start date | End date | Protected Characteristic |
|-----|--|------------------------|------------------------|----------------|------------|----------|--------------------------|
| 1.1 | Access specialised ALN training for teachers and teaching assistants | ✓                      | ✓                      | J Wilkinson    | July 15    | July 18  | Disability               |

|     |  |   |   |             |          |         |            |
|-----|--|---|---|-------------|----------|---------|------------|
| 1.2 | Create specialist Teaching Assistant positions for ALN support and interventions             | ⊖ | ⊖ | J Wilkinson | April 17 | July 17 | Disability |
| 1.3 | Development and Review of IBP/IEPs using Person Centred Planning, on line with LA directives | ✓ | ✓ | J Wynne     | Sept 15  | July 18 | Disability |
| 1.4 | Introduce Nurturing Schools Programme and use of Boxall Profile                              |   |   | J Wilkinson | Dec 18   | July 19 | Disability |

### Equality Objective 3.

*To close the gap between performance of boys and girls in the Foundation Phase*

#### Our Research:

*There is evidence of a gap in attainment over the last two years between boys and girls in Foundation Phase teacher assessments*

#### Information from Engagement:

#### Data Development:

*We need to close the gap in terms of percentage of pupils making expected outcomes in Language and Maths Development*

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

- There is a reduction in the gap between percentage of boys and girls attaining the expected outcome (5) in end of phase assessments in 2017 and 2018*
- National test data for Year 2 shows equality between results of boys and girls in 2017 and 2018*

#### Actions:

|     | Description  | Mid Year Update (Sept) | Full Year Update (Mar) | Responsibility | Start date | End date | Protected Characteristic |
|-----|--|------------------------|------------------------|----------------|------------|----------|--------------------------|
| 1.1 | Increased support from volunteers and teaching assistants in FP for boys | ✓                      | ✓                      | E Roberts      | Sept 16    | July 18  | Gender                   |
| 1.2 | Increase the accuracy and monitoring of tracking for reading in FP       | Part                   | ✓                      | E Roberts      | Jan 17     | July 18  | Gender                   |
| 1.3 | Further develop analysis of progress                                     | ✓                      | ✓                      | J Wilkinson    | Sept 16    | July 18  | Gender                   |

|     |   |   |   |                       |        |         |        |
|-----|---|---|---|-----------------------|--------|---------|--------|
|     | for gender across the school  |   |   |                       |        |         |        |
| 1.4 | Purchase further reading resources (including digital) for library with focus on boys interests | ✓ | ✓ | E Roberts/J Wilkinson | Jan 17 | July 18 | Gender |
| 1.5 | Increase pupil voice for topics in Foundation Phase   | ✓ |   | E Roberts             | Jan 18 | July 19 | Gender |



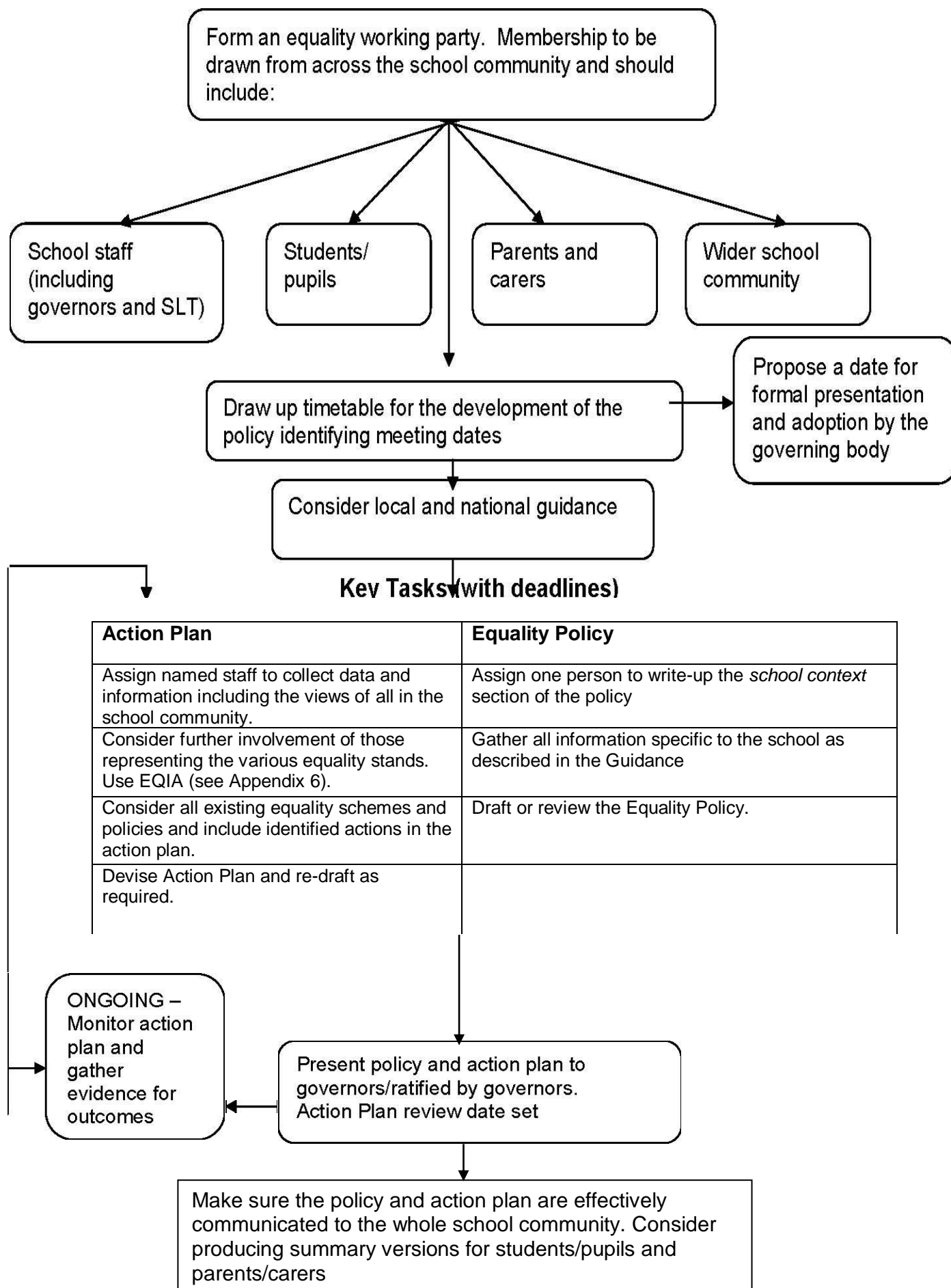
| St Joseph's Catholic Primary School |  |  |                                    |   |  |
|-------------------------------------|--|--|------------------------------------|---|--|
| SEN and Disability Act 2001         |  |  |                                    |   |  |
| Accessibility Plan 2015-2019        |  |  |                                    |   |  |
| Area                                | Target   | Strategy   | Lead Person                        | Time Scale                                | Progression                                  |
| <b>Physical Access</b>              | The School Access Audit identifying strengths and barriers to inclusion to be reviewed on a regular basis In order to accommodate identified needs of pupils and in line with Disability Equality requirements.            | HT and Governors to discuss and agree                                      | Headteacher                        | Autumn Term on going                      | On going review and adaption as need arises. |
|                                     | Consult with the school community to gather the views of pupils, staff, parents, carers and regular users to determine barriers to inclusion and factors affecting access and equality of opportunity for disabled people. | Consultation letters to be sent out to school users to gather views.       | Headteacher                        | Autumn Term 2015                          | School community consulted                   |
|                                     | Review information collected.  | Nominated governor / HT and LEA representative to discuss                  | Headteacher                        | Autumn Term 2015                          | Information reviewed & discussed.            |
|                                     | Review requirements and amend Action Plan to implement changes   | HT / Governors   | Headteacher                        | Autumn Term 2015                          | Plan amended following review                |
|                                     | Identify tasks which could be achieved within school budget  | Headteacher and governors include tasks within the School Development Plan | Head teacher                       | SDP                                       |  |
| <b>Curriculum</b>                   | Continue to review and update all policies in the light of the 2001 SEN and Disability Act   | Governors and HT to monitor.   | Headteacher and Curriculum Leaders | On going in line with SDP cycle of review | Policies updated                             |

|                                    |   |   |              |                      |  |
|------------------------------------|---|---|--------------|----------------------|--|
|                                    | After liaising with the LEA the HT and Governors should explore the expansion and differentiation within all aspects of the curriculum to ensure access for those pupils identified in the Conwy Strategic Plan | Headteacher , Governors and Curriculum Leaders  | Headteacher  | On going             | On going in line with SDP  |
|                                    | Continue to consider the Conwy Strategic plan in developing a strategy for Extra Curricular Activities  | Headteacher and Curriculum Leaders  | Headteacher  | On going             | On going as needs identified   |
|                                    | To continue to target opportunities for staff development to promote inclusive practices  | Headteacher / Governors and LEA   | Headteacher  | On going             | Staff have attended range of courses to support the provision within the school. |
|                                    | The schools admissions and exclusion policies should be reviewed and updated if necessary in light of Conwy Strategic Plan  | Headteacher /Governors  | Headteacher  | Ongoing              | On going as required   |
| <b>Information</b>                 | Continue to make information for parents accessible in the light of the 2001 Act  | Headteachers / Governors/Guidance from LEA to provide for individual needs as identified. | Headteachers | On going as required | Information amended as required  |
|                                    | Audit methods of communication necessary to ensure curriculum access for all pupil identified in Conwy Strategic Plan   | Headteachers/ Governors + LEA   | Headteacher  | On going as required | <b>On going</b>  |
| <b>Other factors particular to</b> | Reasonable adjustments have been made since the plan was devised to accommodate the   | Headteacher, staff, LEA Inclusion teachers, Governors.                                    | Headteacher  | On going             | All reasonable adjustments made  |

|                   |  |  |  |  |  |
|-------------------|--|--|--|--|--|
| <b>the school</b> | <p>specific needs of three pupils within the school:</p> <p>On going monitoring</p> <p>On going staff training</p> <p>Adjustments to practice and location to accommodate specific needs.</p> <p>On going review to adapt provision to identified needs.</p> |  |  |  |  |
|-------------------|--|--|--|--|--|

## APPENDIX 3

### Process chart for the development and review of Equality Policy & Action Plan



## Equality Impact Assessments (EQIA)

A suggested approach for carrying out Equality Impact Assessments in schools.

### What is an Equality Impact Assessment?

An EQIA is a considered way of analysing the effect of a policy, practice or project on protected groups equally or whether it potentially may have a disproportionate effect on one or more particular groups.

EQIAs should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our pupils and staff.

EQIAs should help ensure that diversity, equality and inclusion run through all areas of school life.

This does not mean undertaking EQIAs for all policies and practices as of now. It is a process of thinking that can be included in the review of policies as part of the policy review cycle. EQIAs can also be considered for all new policies and specific projects, e.g. use of the school playground.

It is not about more paperwork. It is a common sense approach to thinking about what effect policies and actions will have on; [race, sex, gender reassignment, disability, sexual orientation, religion or belief, age, marriage and civil partnership and pregnancy and maternity.](#)

The effect could be positive, neutral or negative.

If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?

### Key questions:

What are the aims of the policy or practice?

[Outline the main aims and objectives of the policy or practice?](#)

[Consider existing data, information and consultation outcomes?](#)

[Consider any procurement and partnership issues?](#)

[Assess the likely impact?](#)

[Consider any adverse or unlawful impact?](#)

[Decide how to proceed?](#)

[Formulate an action plan?](#)

[Make arrangements for monitoring and reviewing the policy or practice?](#)

[Publish assessment results?](#)

What are the specific outcomes you hope to see?

Who are the intended beneficiaries of this policy or practice? (e.g. all staff/students?)

Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)?

Identify whom and how?

Are there any positive effects/impacts? On whom and how? What evidence do you have to inform your thinking? This can include data, e.g. attainment data.

***If you think there may be a negative effect or impact on certain individuals or groups it is important to draw together relevant, reliable data and information.***

Who can you involve in your policy/practice review or project proposal which will help you identify any differential effect/impact?

***Involving the children, young people, staff and members of the community who may be affected by your policy, practice or project will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.***

If you have thought through the effects/impact of a policy or action and involved people in this thinking, you may still not have uncovered the likely differential effect/impact on certain individuals or groups. That is OK, that will happen. The point is to bear this in mind in the monitoring and review process and allow flexibility to respond to new information.