

CROESYCEILIOG SCHOOL

YSGOL CROESYCEILIOG

Strategic Equality Policy 2024-2028



“Learning, Respect, Ambition”

Head teacher/Prifathrawes: Mrs N Richards

Woodland Road
Croesyceiliog
NP44 2YB


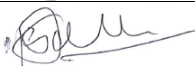
Tel: 01633 645900

“At Croesyceiliog School, we strive to provide enriching and engaging learning opportunities, in and out of the classroom, to develop the skills, knowledge and attributes needed to lead successful lives. We learn together to become kind citizens that respect others and make positive choices. Our ambition is to ignite a passion for lifelong learning.”

Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru

Author	Croesyceiliog School
Consultees	Teachers, students and parents of Croesyceiliog School
Name of school staff responsible for maintaining this policy	Hannah Rawle-Jones
To be read in conjunction with	Welsh Government Statutory guidance for school governing bodies on school uniform and appearance policies
Date Policy formally approved by Governing Body	March 2025
Review Date	March 2026
Signed (Head Teacher)	
Signed (Chair of Governing Body)	

Commitment

The School is committed to supporting, developing and promoting equality and diversity in all of its practices and activities. It aims to establish an inclusive culture free from discrimination and based upon our values of **dignity, tolerance and respect** and recognises that everybody has different needs and requirements

Under the **Equality Act 2010** the school will work towards:

1. **eliminating** unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010;
2. **advancing** equality of opportunity between people who share a relevant protected characteristic and those who do not;
3. **fostering** good relations between people who share a protected characteristic and those who do not;

The **act** explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Equality Act 2010 Act covers the following **protected characteristics**:

- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, colour, nationality, ethnic or national origin, language, religion and belief (including lack of belief), sex(gender) and sexual orientation.
- the school also respects the rights of Welsh speakers and learners (staff, pupils, and parents) to use the language as covered by the Welsh Language Measure 2011

Who is protected by this policy.

This policy protects the following people:

- school governors,
- pupils,
- staff employed on a full time or part-time basis,
- all permanent or temporary contracts,
- agency staff
- casual workers.

1. Aims

- The aim of this policy is to ensure that in carrying out its activities the School will have due regard to elimination of unlawful discrimination, harassment and victimisation
- The advancement of equality of opportunity, across all the activities of the school between different groups.
- The encouragement of good relations between people of a diverse background.

In the implementation of this policy the School will aim:

- To develop and promote a culture of equality and diversity throughout the institution
- To develop and promote a culture of dignity, courtesy and respect.
- To respect the human rights of all our pupils and staff.
- To work to prevent all forms of unlawful discrimination and tackle barriers which could lead to unequal outcomes for identified groups of pupils and staff.
- To deal with all forms of discrimination consistently and effectively
- To ensure that the Strategic Equality Plan influences and informs the ethos of the School.

2. Roles and Responsibilities:

All members of the school community are expected to behave with dignity, courtesy and respect and to act in a manner that does not unlawfully discriminate at all times.

- **Role of Governing Body.** To hold ultimate accountability for the Strategic Equality Policy.
- To ensure that the school complies with the Equality Act 2010 and that this policy and its related procedures and action plans are implemented.
- A designated member of the governing body has oversight of this policy and its implementation.

Role of Headteacher

- To provide leadership in the operation and implementation of the Strategic Equality Policy for pupils and staff.
- To ensure all staff are aware of their responsibilities under the equality Act 2010 and are given the appropriate training and support.
- To take appropriate action in any case of unlawful discrimination
- To allocate a senior member of staff for the day to day coordination of the implementation of this policy.

Role of Head teacher or nominated member of Senior Leadership Team

- To 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.
- To devise and recommend policies, procedures and action plans to ensure that all legislative requirements are met and best practice adopted.
- To collect and review data in relation to the protected characteristics and the Welsh Language relating to pupils and staff.
- To review policies and procedures in relation to compliance with the Equality Act 2010 and to make changes as appropriate.
- To advise on the provision of appropriate equality training and awareness-raising in relation to all equal opportunities and diversity matters.
- To ensure that all appointment panels are aware of this policy and give due regard when it comes to employment or training opportunities.
- To ensure appropriate training for pupils, staff and governors on the Equality Act 2010 and any relevant equality and diversity issues
- To review the Strategic Equality Policy annually and advise the Governing Body of any matters with regard to the policy.

Role of school staff

- To support the aims of the school's Strategic Equality Policy.
- To encourage non-discriminatory practices and to report any incidences of behaviour that fail to comply with this policy.
- All staff will ensure that pupils are treated fairly and with dignity and respect
- To undertake appropriate equality and diversity training

Role of Pupils

- To support the aims of the Strategic Equality Policy.
- To encourage non-discriminatory practices and to report any incidences of behaviour that fail to comply with this policy.
- To be aware of equality and diversity issues.
- To adopt the same principles when they are outside of school

Role of parents/carers

- To support the aims of the Strategic Equality Policy
- To support the school in the promotion of the principles of dignity, courtesy and respect
- To encourage children and young people to promote the above principles outside of school.

3. Training

Equality Act 2010 and Equality and Diversity awareness raising and training will be provided for all staff as part of a structured training programme. Information will be provided to all pupils in order to raise awareness of equality and diversity and the contents of this policy through the school Health & Wellbeing programme.

4. Communication of this policy

This policy is available on the school's website at www.croesyceiliog.org.uk It will also be available in printed form from the school reception.

5. Confidentiality

Any information disclosed to the School in relation to equality and diversity issues will be kept strictly confidential in accordance with legislative requirements.

6. Good practice for dealing with discriminatory incidents

Any discriminatory incidents will follow the schools Positive Behaviour Policy or Bullying Prevention Policy or School Disciplinary policy for staff (whichever is appropriate). All incidents will be acknowledged, investigated and appropriate action taken. The school has a **zero tolerance** approach to all types of discriminatory behaviour and bullying.

7. Monitoring and evaluation.

This policy will be monitored annually by the Head teacher or nominated member of Senior Leadership Team. Statistics will be gathered to monitor equality across all aspects of the school's processes and will be used to inform future practice as a part of the schools self - evaluation process. The school will also take into account evidence from Estyn Inspection findings and independent reviews.

8. Review

The Governing Body, in consultation with the Head teacher, the pupils, staff and parents/carers, will review this policy annually in order to ensure the delivery of the action plan (Appendix 1).

Strategic Objectives

The following are the school's strategic objective and targets which were decided in consultation with staff, pupils, Governors and parents.

Objective

Our learning both inside and outside of the classroom celebrates diversity and fosters a sense of belonging. Our school community supports a range of experiences and is fully inclusive, with a focus on;

- **Students with identified ALN or barriers to learning**

- **Students from diverse backgrounds**
- **EFSM students**

Targets

- **Learning experiences of students are fully inclusive with ALN supported by all and learner entitlement secured through a range of approaches.**
- **Robust and efficient tracking and monitoring systems identify needs effectively, securing learner entitlement.**
- **A culture of safety and wellbeing is evident at Croesyceiliog School and respected by all**

Strategic Equality Policy agreed by Governors:

Date.....

..... **(Signed by Chair)**

Croesyceiliog Strategic Equality Action Plan 2024-28

<p>Objective Our learning both inside and outside of the classroom celebrates diversity and fosters a sense of belonging. Our school community supports a range of experiences and is fully inclusive, with a focus on;</p> <ul style="list-style-type: none"> • Students with identified ALN or barriers to learning • Students from diverse backgrounds • EFSM students 			
Target	Action	Success Criteria	Responsible
<p>3.4 Learning experiences of students are fully inclusive with ALN supported by all and learner entitlement secured through a range of approaches.</p>	<ul style="list-style-type: none"> • Conduct a full review of the curriculum offer for students needing differentiated progression routes. • Ensure Professional Learning appropriate informs and upskills all staff on the ALNET throughout the year. • Strengthened approach to ALN and Inclusion both in and outside of the classroom to ensure a consistent approach to managing ALN across the school. • Ensure parents have in school support where needed and are invited into Croesyceiliog to support their child’s experience. • All staff to receive professional learning on high quality differentiation in lessons and effective use of learning support in the classroom. • Ensure that the pedagogy digital toolkit includes a section for supporting ALN students • ALNCO to contribute to whole school reviews, book scrutiny and department learning walks to draw on best practice and measure consistency • Enhance learning offer through the delivery of more bespoke literacy and numeracy provision for ALN students. 	<ul style="list-style-type: none"> • Students on different learning pathways are attending lessons and achieving. • Student voice capture positive experiences of students with ALN in lessons. • Performance of nearly all ALN learners meets or exceeds expectations over time. • Digital toolkit provides a wealth of examples demonstrating ways to meet needs of ALN lessons at Croesyceiliog School • More parents of ALN students have walked through our doors to receive support • ALNCO has developed a system for reporting on ALN standards to leadership and stakeholders • All IDPs are completed and ALN bill is met • Admissions data demonstrates improved procedures to support ALN learners and their families. • Differentiation in lessons is a strong feature. This is supported by high quality PL and role modelled by expert teachers. • Literacy and numeracy outcomes of ALN students and/or those receiving smaller class provision has improved should identify good practice in differentiating learning. • ALN financial planning has improved and staffing costs do not exceed funding and AWPU 	<p>ALNCo AHT L&T AHT WB&I SLT DOFs DOWs PLs LPs LSAs Teachers</p>

	<ul style="list-style-type: none"> • Provide sufficient support and delegate higher level teaching assistants to contribute to the completion of IDPs, ensuring full involvement of stakeholders. • Address shortcomings in admissions of students mid-year with additional learning needs or provisions to ensure that they are better supported and receive entitled learning provision and make their transfer successful. 		
<p>1.4 Robust and efficient tracking and monitoring systems identify needs effectively, securing learner entitlement.</p>	<ul style="list-style-type: none"> • Embed use of GL progress assessments and PASS testing to support identification of students and to show impact of interventions • Support the Wellbeing Interventions Manager in improving tracking, monitoring and evaluation of all interventions • Conduct a thematic review to assess impact of interventions on wellbeing and achievement • Develop effective methods for identifying student progress in interventions through transparent entry and exit criteria • Line manager (AHT NWS) to manage impact of internal and external interventions • Utilise local authority services and develop an internal tracking document to RAG rate student 'at risk' levels in order to identify appropriate intervention • Consolidate internal policies for admissions and appeals and further refine communication to all staff to support students joining the school through this route • Additional resources created for interventions that focus on self-reflection, social and emotional skills to support a change of mind-set and reduce repeated behaviours 	<ul style="list-style-type: none"> • Highly effective use of all inclusion spaces maximises the space • Increased use of restorative practice to support student self-reflection and improve relationships • Testing, monitoring and tracking is rigorous from year 7-11 ensuring all students ability for skills are measured and appropriate interventions put in place. • Self-Evaluation cycles seek to draw out strengths in practice relating to skills and drives consistency. • All interventions undergo robust tracking with clear entry and exit criteria for all. • Parent communication regarding interventions has improved. • Movement of students in and out of school has reduced and/or is better monitored. Students are central to decisions and LA policy is in place. The school has fully subscribed to the LA protocols for FAPP. 	<p>AHTStandards SLT DOFs DOWs ALNCo AHT L&T LPs PLs WB&B Coordinator Intervention Coordinator</p>
<p>2.2 A culture of safety and</p>	<ul style="list-style-type: none"> • Create an updated safeguarding training plan for all staff and increase the capacity of the 	<ul style="list-style-type: none"> • All students, including FSM are able to access breakfast club. 	<p>HRS ADS</p>

<p>wellbeing is evident at Croesyceiliog School and respected by all</p>	<p>'team' to of appropriately qualified staff addressing the increasing safeguarding needs of students.</p> <ul style="list-style-type: none"> • Introduce breakfast clubs as a way of support eFSM students and offering a safe space in the morning before school starts. • Ensure all mid-year joining staff have effective induction to safeguarding. • Build capacity of qualified first aiders across the school. • Introduce Wellbeing Wednesday meetings to share safeguarding information to staff more appropriately. • Coordinate opportunities to celebrate equality and diversity through the school year. • Build upon the house system so that they become a firm part of school culture. • Review and refine the calendar for wellbeing events throughout the year ensuring one charity event once a term • Introduce the use of Year 11 prefects to positively support school values and enhance safety at busy times of the day. • Increase the capacity of duty staff to further secure student wellbeing and enforce health and safety expectations. • Improve internal health and safety site checks, including checking of toilets, site security systems, CCTV and fire doors • Continue to review break and lunch time management in order to return to pre-pandemic arrangements in a safe and calm way. 	<ul style="list-style-type: none"> • Students embrace an ethos of equality and a reduction of racist incidents (although low already) • Year 11 prefects system is coordinated by the leadership team and provides a sense of responsibility to year 11 students. • Safeguarding review of sites shows impact of duty teams and measures put in place. • Weekly site safety systems are embedded and quality assurance processes are in place. • Improved communication of safeguarding information through dissemination in morning briefings. Staff are better equipped with key information to support student wellbeing. 	<p>DOWs ALNCo WAOs LSAs FHN LLE IAY DRS DKY JHS SWE</p>
---	--	---	---