



Ysgol Maes Owen Strategic Equality Plan 2020-2024



Appendices

- Appendix 1 Conwy County Borough Council Equality Objectives and Action Areas
- Appendix 2 Conwy County Borough Council Action Plan incorporating corporate actions for Education and schools.
(This document is an extract of Conwy County Borough Council's Strategic Equality Plan and Action Plan. The full document is available on the Council's website and should be referred to regularly to ensure any actions for all services are incorporated into local action plans as appropriate and to ensure any changes to the corporate SEP Action Plan are picked up)
- Appendix 3 Additional School Equality Objectives and Action Plan
- Appendix 4 **School Access Plan**
- Appendix 5 **Process Chart for the development & review of Equality Policy**
- Appendix 6 **Equality Impact Assessment Guidance**
- Annex 1 to Appendix 6 **WLGA Publication "Common Equality Risks in Education – Guidance for assessing impact in schools"**

Conwy County Borough Council Equality Objectives and Action Areas

1. Reduce **Health** inequalities

Action Area 1.1	The number of people, in under-represented groups, choosing healthy lifestyles increases
Action Area 1.3	The care of older people is improved to ensure they are treated with dignity and respect
Action Area 1.5	Transgender and Lesbian, Gay and Bisexual people are treated with dignity and respect when receiving care
Action Area 1.6	The needs of people with poor Mental Health and Learning Disabilities are better understood

2. Reduce unequal outcomes in **Education** to maximise individual Potential

Action Area 2.1	The educational attainment gap between different groups reduces
Action Area 2.2	Identity based bullying in Schools reduces

3. Reduce inequalities in **Employment and Pay**

Action Area 3.1	Inequalities within recruitment, retention, training and promotion processes are identified and addressed
Action Area 3.2	Any pay gaps between different protected characteristics are identified and addressed

4. Reduce inequalities in personal **Safety**

Action Area 4.1	The reporting of hate crime and harassment increases and steps are taken to reduce incidents of hate crime and harassment
Action Area 4.2	The reporting of domestic abuse increases and steps are taken to reduce domestic abuse

5. Reduce inequalities in **Representation and Voice**

Action Area 5.1	Decision making bodies become more representative of the communities they serve
Action Area 5.2	Consultation and engagement is improved through strengthening links between the Public Sector

	and local and national groups representing people from all protected groups
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6. Reduce inequalities in Access to information, services, buildings and the environment

Action Area 6.1	Access to information and communications and the customer experience improve
Action Area 6.2	Physical access to services, transport, the built environment and open spaces improve

APPENDIX 3

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<p>Equality Objective 1. <i>The care of older people is improved to ensure that they are treated with dignity and respect</i></p>							
<p>Our Research: <i>Our pupils lack opportunities to be with older/retired people in their daily lives and this can engender a lack of respect for older people later in their lives</i></p>							
<p>Information from Engagement: <i>Managed community experiences in school, for example; activities between pupils and older members of our community will engender respect</i></p>							
<p>Data Development: <i>Questionnaire parents and pupils regarding attitudes and experiences related to the above</i></p>							
<p>This objective will be judged to be successful if...</p> <ul style="list-style-type: none"> <i>There is an increase in respect towards others.</i> <i>There will be a reduction in inappropriate behaviours towards adults</i> <i>There is evidence to demonstrate improvement in attitudes amongst our pupils</i> 							
Actions:							
	Description	Mid Year Update (Sept)	Full Year Update (Mar)	Responsibility	Start date	End date	Protected Characteristic
1.1	Maintain reading support programme, craft activities			S Wilkinson/Governors	Sept 2020		Age

	involving older members of the community			to make links			
1.2	Protocols and processes to be followed for the above, according to school policy			C Foulkes S Wilkinson	Sept 2020		Age

Equality Objectives and Action Plan

Equality Objective 2. <i>The educational attainment gap between different groups (FSM and non-FSM reduces)</i>							
Our Research: <i>Pupils on FSM mostly attain less well than those children not on FSM</i>							
Information from Engagement: <i>Input from Family Liaison TA should encourage engagement of pupils and therefore attainment</i> <i>Involvement in Nurture groups to increase self esteem and thus attainment</i> <i>Offer of supplemented residential visits (in Yr 3, 4, 5 and 6) for pupils who are eligible, to raise aspiration and increase experiences</i> <i>Involvement in weekly nurture sessions</i>							
Data Development: <i>Incerts tracking data to measure improvement following interventions</i>							
This objective will be judged to be successful if... <ul style="list-style-type: none"> • <i>If tracked data of FSM pupils improves</i> 							
Actions:							
	Description	Mid Year Update (Sept)	Full Year Update (Mar)	Responsibility	Start date	End date	Protected Characteristic
1.1	Increased involvement in			SMT	Sept		Age

	educational visits				2020		
1.2	Engagement focus groups involvement			SMT/Nurture TA	Sept 2020		Age
1.3	Involvement in regular nurture sessions			Nurture TA	Sept 2020		Age

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.

N.B The attached document (Annex 1) published by the WLGA entitled “*Common Equality Risks in Education*” provides further guidance on assessing impacting in schools