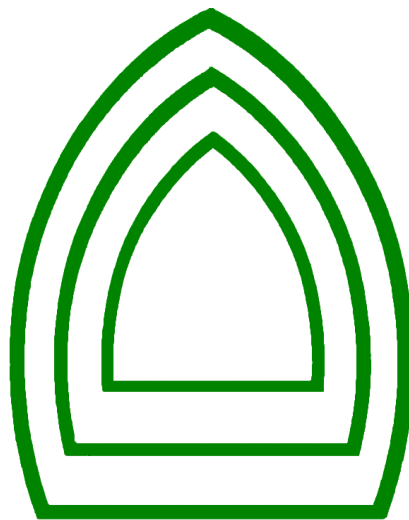


# **Eyton Church in Wales Primary School**

## **Strategic Equality Plan 2018 – 2022**



Strategic Equality Plan agreed by Governors

(Chair of Governors): \_\_\_\_\_

(Headteacher): \_\_\_\_\_

Scheme due for review: January 2022

# Contents of our Strategic Equality Plan (SEP)

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# 1. Our Distinctive Character

## School Motto:

‘Tomorrow’s success begins today.’

## The Diocesan Vision:

That every child is cherished and encouraged, supported by God’s love and Christian values.

## As a Church School:

We aim to serve the community by providing education of the highest quality within the context of a Christian belief and practice. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer all our pupils.

## Headteacher’s Vision:

We aim to care for every child in every way, and to create within our Christian schools, a safe, secure and fun learning environment where every child feels happy and enjoys their learning. We strive to create schools where teaching and learning are challenged and raised, enabling all to succeed to the best of their ability; to make everyone feel valued as a member of the federation and know that they have an important contribution to make.

## Our Aims:

- To provide a safe, stimulating, healthy and happy environment in which all reach their full potential.
- To establish an ethos of care and respect for everyone; conscious and considerate of the need and values of others.
- To nurture and value each individual’s achievements, ensuring that everyone assumes responsibility for their own actions and is prepared to make a positive contribution in life.
- To promote belief in own ability, creating a ‘can do’ culture where risk taking is encouraged and where there is no fear of failure.
- To inspire lifelong independent learners; confident and assured to explore the wider world.
- To aspire to the highest possible standards of learning and teaching within an exciting, broad and creative curriculum.
- To promote high expectations and enjoy high levels of achievement in all aspects of the curriculum and life of the school.
- To fully develop effective and meaningful links with the home and make a positive contribution to the wider community.

## 2 Characteristics of our school

### Context of the School Paste in

Eyton Church in Wales Voluntary Controlled Primary School is in the village of Eyton, near Wrexham, which is the local authority. Currently, there are 62 pupils on roll, aged from three to eleven, including four nursery children who attend part-time. There are three mixed-age classes at the school.

About nine per cent of pupils are eligible for free school meals. This is well below the national average (19%). Most pupils are of white British ethnicity. No pupils speak Welsh at home.

The school identifies that around 11% of pupils have additional learning needs. This is well below the national average (21%).

The headteacher took up her post in January 2017.

Most pupils make good progress in line with their abilities, although boys tend to perform less well than girls in key stage 2.

Nearly all pupils have very positive attitudes to their work and develop well as resilient learners.

They behave very well in classes and around the school. Most pupils

develop their numeracy and information and communication

technology (ICT) skills well across the

curriculum. Many pupils write effectively for a broad range of purposes.

Most teaching is good and staff provide a broad, rich and engaging curriculum. The quality of care, support and guidance for pupils is good.

**Data from Equality Questionnaires**

### 1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath in 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 take action to address 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 schools, population and local communities 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/carers in supporting their child's education;
- encourage classroom and staff and governor 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 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 communities and in all aspects of our school plans and policies.

In setting the equality objectives for Eyton Church in Wales Primary 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:**

- The regional equality objectives identified in **Appendix 1**;
- 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, FSM, Special Needs;

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 and Appendix 3**.

## **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 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 within our federation;
- takes all reasonable steps to ensure that the school environments give access to people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our schools

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 Headteacher**

The Headteacher 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 federation'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 our schools are fair, just and cohesive communities by:

- ensuring that all pupils are treated fairly, equally and with respect;
- 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 record any serious incidents as prescribed in the LA and federation's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or 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 communities. 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 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**

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 and governors following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;

- identification of children and young people, parents, carers, staff and other users of the schools 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 and how they make choices between subject options;
- 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 schools 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.

We have involved stakeholders (i.e. pupils, staff, parents, governors and community representatives: members of the community who regularly volunteer in the school) in the preparation of Eyton Church in Wales Primary School SEP by seeking their views through questionnaires.

We have consulted as widely as we can both within our school communities and the wider local community of our schools.

## **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 on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity



- Race
- Religion or (non-) belief
- Sex
- Sexual orientation

Impact assessments are an on-going process to ensure that the federation's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance with 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. Objectives and Action Plans

Our chosen Equality Objectives are:

1. Raise awareness of equality and diversity issues amongst pupils, staff and governors
2. Review access to school facilities
3. Monitor achievement of groups of pupils
4. Monitor attendance
5. Impact assess policies and procedures

We have action plans covering all relevant protected characteristics (Appendix 3). These describe how we are taking action to fulfil both the general and specific duties.

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 annually, through the governing body and with Estyn when the school is inspected.

## 6. 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 prospectus 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 federation or local authority. Such information will be stored separately from personal information that identifies the individual. In order to protect the identities of individuals. When trend information is published no counts containing fewer 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 federation 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 evidence 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 a review of our SEP by January 2022.

# Eyton Church in Wales Primary School

## Strategic Equality Plan 2018 – 2022

### Appendices

- App. 1 Regional Equality Objectives**
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## Regional Equality Objectives

### South West and Mid Wales Authorities Consortium (swamwac/erw)

#### **1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data**

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 pupils and disabled children all perform poorly on average compared to other groups.

#### **2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools**

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

#### **3. Reduce gaps in levels of attendance between different protected groups as identified in local data**

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils 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.

#### **4. Reduce the number of NEETs**

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

#### **5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.**

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, 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.

#### **6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the federation context we wish to extend this to include pupils and Governors.

**WCBC Strategic Equality Plan 2016-20**  
**Action Plan**

<b>Strategic Equality Objective:</b>	<b>1. Reduce inequalities in employment and pay</b>		
<p><u>Key challenges:</u></p> <ul style="list-style-type: none"> <li>• Identify and address inequalities within recruitment, retention, training and promotion processes;</li> <li>• Identify and address any pay gaps between people with different protected characteristics; and</li> <li>• Increase work experience opportunities for people with protected characteristics.</li> </ul>			
<p><b>Summary Actions 2016-17</b> [Further details contained within departmental service plans]</p>	<p><b>Key strategies to address inequalities in employment and pay over the lifetime of the SEP</b></p>	<p><b>Departmental Service Plans</b></p>	
<ul style="list-style-type: none"> <li>• Improve the accessibility of the Job Centre;</li> <li>• Promote the Access to Work Fund;</li> <li>• Review transport including for people with protected characteristics and people living in rural areas;</li> <li>• Increase work experience and accessible training opportunities for people with protected characteristics;</li> <li>• Support young people aged 16-26 into training and employment;</li> <li>• Implement ‘Opening Doors’ service to support vulnerable parents to enter training and employment;</li> <li>• Provide internet access and basic assistance;</li> <li>• Implement GovDelivery;</li> <li>• Provide modern apprenticeship placements for young people;</li> <li>• Provide Day and Employment opportunities for people with learning disabilities;</li> <li>• Implement Corporate Health Standards Action Plan;</li> <li>• Implement Human Resources Policies and Procedures;</li> <li>• Increase staff equality monitoring;</li> <li>• Increase understanding of Equality Act 2010 and the Wales regulations 2011;</li> <li>• Deliver staff training and awareness; promote positive perceptions of diversity;</li> <li>• Promote volunteering including for people with protected characteristics;</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Prosperity Strategy</li> <li>• Anti-Poverty Strategy</li> <li>• Organisational Development and Workforce Strategy</li> <li>• Communities First Cluster Delivery Plan</li> <li>• Community Development Employability Programme</li> <li>• NEETs Strategy</li> <li>• Families First (Tackling Child Poverty) Wrexham Delivery Plan 2012-17</li> <li>• Social Services Business Plan</li> <li>• Tenants and Leaseholders Strategy 2014-16</li> <li>• Local Transport Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Housing + Economy</li> <li>• Environment + Planning</li> <li>• Adult Social Care</li> <li>• Children’s Social Care</li> <li>• Education</li> <li>• Corporate + Customer Services</li> </ul>	

<ul style="list-style-type: none"> <li>• Implement Tenants Training Programme;</li> <li>• Maximise Community Benefits;</li> <li>• Improve equality monitoring and analysis; and</li> <li>• Support quality improvements in Equality Impact Assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental training plans</li> </ul>
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<b>Strategic Equality Objective:</b>		
<b>2. Reduce inequalities in Health</b>		
<u>Key challenges:</u>		
<ul style="list-style-type: none"> <li>• Increase access to mental health support; and</li> <li>• Increase the number of people in under-represented groups choosing healthy lifestyles and accessing health services.</li> </ul>		
<b>Summary Actions 2016-17</b> [Further details contained within departmental service plans]	<b>Key strategies to address inequalities in health over the lifetime of the SEP</b>	<b>Departmental Service Plans</b>
<ul style="list-style-type: none"> <li>• Review provision of Information, Advice and Assistance to all Wrexham residents including people with protected characteristics;</li> <li>• Commission TAC Counselling services for families including people with protected characteristics;</li> <li>• Implement Health Schools programme;</li> <li>• Implement Activ8 exercise referral scheme for young people with disabilities;</li> <li>• Apply guidance on hot food takeaways in close proximity to schools;</li> <li>• Include Health and Wellbeing considerations within the Local Development Plan;</li> <li>• Implement national exercise on referral scheme (NERS) to promote health and wellbeing and recovery programmes;</li> <li>• Implement Book Prescription Wales Scheme (bibliotherapy);</li> <li>• Promote Staff Health Awareness Days;</li> <li>• Further develop mental health services to meet the needs of vulnerable people and those with protected characteristics;</li> <li>• Implement Corporate Health Standards Action Plan;</li> <li>• Promote volunteering;</li> <li>• Implement tenants events;</li> <li>• Promote cycle to work scheme;</li> <li>• Improve equality monitoring and analysis; and</li> <li>• Support quality improvements in Equality Impact Assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Families First (Tackling Child Poverty) Wrexham Delivery Plan 2012-17</li> <li>• Social Services Business Plan</li> <li>• Local Development Plan</li> <li>• Corporate Health Standard</li> <li>• Together in Wrexham</li> <li>• Organisational Development and Workforce Strategy</li> <li>• Tenants and Leaseholders Strategy 2014-16</li> <li>• Departmental training plans</li> </ul>	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Housing + Economy</li> <li>• Environment + Planning</li> <li>• Adult Social Care</li> <li>• Children's Social Care</li> <li>• Education</li> <li>• Corporate + Customer Services</li> </ul>

<b>Strategic Equality Objective:</b>	<b>3. Reduce inequalities in education to maximise individual potential</b>	
<p><u>Key challenges:</u></p> <ul style="list-style-type: none"> <li>• Reduce attainment gaps; and</li> <li>• Tackle identity based bullying</li> </ul>		
<p><b>Summary Actions 2016-17</b> [Further details contained within departmental service plans]</p>	<p><b>Key strategies to address inequalities in education over the lifetime of the SEP</b></p>	<p><b>Departmental Service Plans</b></p>
<ul style="list-style-type: none"> <li>• Reduce attainment gaps;</li> <li>• Increase volunteering opportunities for young people with protected characteristics;</li> <li>• Increase community based training to upskill local people for new job opportunities;</li> <li>• Implement Youth Work in Education service to reduce attainment gaps;</li> <li>• Support young people aged 16-26 into training and employment;</li> <li>• Provide targeted support for Looked After Children;</li> <li>• Commission services for Young Carers;</li> <li>• Provide community based informal learning opportunities including for people with protected characteristics;</li> <li>• Increase information, training opportunities and support for Carers and Young Carers;</li> <li>• Provide work experience and qualifications for people accessing Day and Employment Opportunities;</li> <li>• Provide support to tackle identity based bullying in schools;</li> <li>• Provide staff training and development opportunities;</li> <li>• Implement Tenants Training Programme;</li> <li>• Maximise Community Benefits;</li> <li>• Improve equality monitoring and analysis;</li> <li>• Support quality improvements in Equality Impact Assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Education Improvement Action Plan 2015-18</li> <li>• PDB2 Delivery Plan [to be confirmed]</li> <li>• PDB3 Delivery Plan</li> <li>• Communities First Cluster Delivery Plan</li> <li>• Families First (Tackling Child Poverty) Wrexham Delivery Plan 2012-17</li> <li>• Social Services Business Plan</li> <li>• Together in Wrexham</li> <li>• Tenants and Leaseholders Strategy 2014-16</li> <li>• Welsh in Education Strategy</li> <li>• Departmental training plans</li> </ul>	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Housing + Economy</li> <li>• Environment + Planning</li> <li>• Adult Social Care</li> <li>• Children’s Social Care</li> <li>• Education</li> <li>• Corporate + Customer Services</li> </ul>

<b>Strategic Equality Objective:</b>	<b>4. Reduce inequalities in personal safety</b>		
<p><b>Key challenges:</b></p> <ul style="list-style-type: none"> <li>• Tackle hate crime and bullying;</li> <li>• Reduce domestic abuse and sexual violence;</li> <li>• Promote positive images of diversity;</li> <li>• Develop and implement a street furniture policy in relation to A Boards; and</li> <li>• Take forward a Safe Place Scheme.</li> </ul>			
<p><b>Summary Actions 2016-17</b> [Further details contained within departmental service plans]</p>	<p><b>Key strategies to address inequalities in personal safety over the lifetime of the SEP</b></p>	<p><b>Departmental Service Plans</b></p>	
<ul style="list-style-type: none"> <li>• Commission services for Young Carers includes safeguarding;</li> <li>• Provide Team Around the Child [TAC] and Second Voice Advocacy support for children and young people to address identity based bullying;</li> <li>• Provide family support to address identity based bullying and hate crime;</li> <li>• Provide community venues as hate crime reporting centres;</li> <li>• Design of the public realm to promote inclusion;</li> <li>• Deliver Community Resilience action plans;</li> <li>• Provide staff training and awareness;</li> <li>• Provide Staff Personal Evacuation Plans;</li> <li>• Provide consultation support with people with protected characteristics;</li> <li>• Implement the Purple Angel scheme;</li> <li>• Provide Dementia Awareness training;</li> <li>• Implement Human Resources Policies and Procedures;</li> <li>• Implement Tenants Training Programme;</li> <li>• Provide support for schools;</li> <li>• Improve equality monitoring and analysis;</li> <li>• Support quality improvements in Equality Impact Assessments;</li> <li>• Develop and implement a street furniture policy in relation to A Boards; and</li> <li>• Take forward a Safe Place Scheme.</li> </ul>	<ul style="list-style-type: none"> <li>• PDB3 Delivery Plan and action plans</li> <li>• Families First (Tackling Child Poverty) Wrexham Delivery Plan 2012-17</li> <li>• Social Services Business Plan</li> <li>• Organisational Development and Workforce Strategy</li> <li>• Corporate Health and Safety Improvement Plan</li> <li>• Tenants and Leaseholders Strategy 2014-16</li> <li>• Departmental training plans</li> </ul>	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Housing + Economy</li> <li>• Environment + Planning</li> <li>• Adult Social Care</li> <li>• Children’s Social Care</li> <li>• Education</li> <li>• Corporate + Customer Services</li> </ul>	



<b>Strategic Equality Objective:</b>	<b>5. Reduce inequalities in Representation and Voice</b>	
<p><b>Key challenges:</b></p> <ul style="list-style-type: none"> <li>• Decision making bodies become more representative of the communities they serve;</li> <li>• Increase engagement with people with protected characteristics when designing and delivering services; and</li> <li>• Involve communities / people with protected characteristics in Equality Impact Assessments.</li> </ul>		
<b>Summary Actions 2016-17</b> [Further details contained within departmental service plans]	<b>Key strategies to address inequalities in Representation and Voice over the lifetime of the SEP</b>	<b>Departmental Service Plans</b>
<ul style="list-style-type: none"> <li>• Review provision of Information, Advice and Assistance to all Wrexham residents including people with protected characteristics;</li> <li>• Co-produce service commissioning plans;</li> <li>• Provide Welfare Rights service;</li> <li>• Provide Debt counselling service;</li> <li>• Provide Second Voice Advocacy Services for young people;</li> <li>• Provide Young People’s Info Shop;</li> <li>• Support the Senedd yr Ifanc;</li> <li>• Provide brokerage services for parents of disabled children;</li> <li>• Improve information, assistance and signposting to access support services;</li> <li>• Consult with staff and people with protected characteristics as part of service developments;</li> <li>• Develop service user engagement in boards, panels etc;</li> <li>• Promote volunteering, including for people with protected characteristics, to encourage involvement in public life;</li> <li>• Provide staff training and awareness;</li> <li>• Implement Tenant Training Programme and Fora;</li> <li>• Explore opportunities to engage more effectively with faith communities and promote better understanding between different groups;</li> <li>• Improve equality monitoring and analysis;</li> <li>• Implement Human Resources Policies and Procedures;</li> <li>• Support quality improvements in Equality Impact Assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Communications Strategy</li> <li>• Departmental training plans</li> <li>• Social Service Business Plan</li> <li>• Children’s Social Care Reshaping Plan</li> <li>• Families First (Tackling Child Poverty) Wrexham Delivery Plan 2012-17</li> <li>• Flying Start Delivery Plan</li> <li>• Consultation and Engagement strategy</li> <li>• Organisational Development and Workforce Strategy</li> <li>• Elected Member Development Plan</li> <li>• Tenants and Leaseholders Strategy 2014-16</li> <li>• Homelessness Action Plan 2015-16</li> <li>• Departmental training plans</li> </ul>	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Housing + Economy</li> <li>• Environment + Planning</li> <li>• Adult Social Care</li> <li>• Children’s Social Care</li> <li>• Education</li> <li>• Corporate + Customer Services</li> </ul>

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<b>Strategic Equality Objective:</b>	<b>6. Reduce inequalities in access to information, services, buildings and the environment</b>	
<p><b>Key challenges:</b></p> <ul style="list-style-type: none"> <li>• Increase awareness of diversity and its implications for service development and delivery;</li> <li>• Improve engagement with people with protected characteristics; and</li> <li>• Improve access to information, services, buildings and the environment.</li> </ul>		
<b>Summary Actions 2016-17</b> [Further details contained within departmental service plans]	<b>Key strategies to address inequalities in access to information, services, buildings and the environment over the lifetime of the SEP</b>	<b>Departmental Service Plans</b>
<ul style="list-style-type: none"> <li>• Contact Wrexham as a single point of access for councils services;</li> <li>• Improving engagement with all protected characteristics;</li> <li>• Making participation more accessible including rurality issues;</li> <li>• Increase support for all communities to go digital;</li> <li>• Review provision of Information, Advice and Assistance to all Wrexham residents including people with protected characteristics;</li> <li>• Review web pages;</li> <li>• Welfare Rights service;</li> <li>• Debt counselling service;</li> <li>• Second Voice Advocacy Services for young people</li> <li>• Brokerage services for parents of disabled children;</li> <li>• Improved information, assistance and signposting to access support services;</li> <li>• Engaging Families outreach service;</li> <li>• Flying Start outreach services;</li> <li>• DEWIS single point of access for health and social care services;</li> <li>• Improved signage in the public realm;</li> <li>• Online payment facilities;</li> <li>• More Than Just Words framework;</li> <li>• Staff and Elected Member travel plan;</li> <li>• Improved access to bus timetable;</li> <li>• Complaints procedure;</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Prosperity Strategy</li> <li>• Communities First Cluster Plan</li> <li>• Social Services Business Plan</li> <li>• CSSIW Inspection Action Plan</li> <li>• Families First (Tackling Child Poverty) Wrexham Delivery Plan 2012-17</li> <li>• Flying Start Delivery Plan</li> <li>• Children’s Social Care Engagement Strategy</li> <li>• Consultation and Engagement Strategy</li> <li>• Welsh language Strategy</li> <li>• Local Development Plan</li> <li>• Town Centre Master Plan</li> <li>• Local Transport Plan</li> <li>• PDB3 Delivery Plan</li> <li>• Wrexham Sustainable Urban Mobility Plan</li> <li>• Joint Safer Communities Unit;</li> </ul>	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Housing + Economy</li> <li>• Environment + Planning</li> <li>• Adult Social Care</li> <li>• Children’s Social Care</li> <li>• Education</li> <li>• Corporate + Customer Services</li> </ul>

<ul style="list-style-type: none"> <li>• Implement Customer Care Standards;</li> <li>• Staff training and awareness;</li> <li>• Equality monitoring and analysis;</li> <li>• Support quality improvements in Equality Impact Assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Tenants and Leaseholders Strategy 2014-16</li> <li>• Homelessness Action Plan 2015-16</li> <li>• WHQS Communications Strategy</li> <li>• Departmental training plans</li> <li>• Customer Care Standards</li> </ul>	
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**Eyton Church in Wales Primary School**  
**Strategic Equality Plan 2018 – 2022**  
**Equality Objectives and Action Plan**

<b>Equality Objective 1. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.</b>				
<b>This objective will be judged to be successful if...</b>				
Equality training needs for stakeholders are identified and met.				
Equality Week is planned and delivered to children.				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1	Arrange Equality Training for Governors	Chair/clerk of governors	February 2018	July 2019
2	Assess teachers' training needs in professional development/personal review meetings	Headteacher	February 2018	On-going
3	Provide opportunities for staff training/courses	Headteacher	February 2018	On-going
4	Plan, deliver and review Equality Week annually	Class teachers	March 2018	On-going

<b>Equality Objective 2. Review access to school facilities.</b>				
<b>This objective will be judged to be successful if...</b>				
Access to school facilities has been reviewed with all stakeholders.				
Issues highlighted in review have been addressed.				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1	Circulate school facilities questionnaires	Headteacher	January 2018	February 2018
2	Analyse data from school facilities questionnaires	Headteacher	February 2018	March 2018
3	Address issues highlighted in the school facilities questionnaires	Headteacher	March 2018	June 2018

<b>Equality Objective 3. 3. Monitor achievement of groups of pupils</b>				
This objective will be judged to be successful if... Pupil achievement data has been analysed. Equality between groups of pupils is evident.				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1	Collate necessary pupil achievement data	Headteacher/Class teachers	February 2018	On-going
2	Analyse chosen pupil achievement data	Headteacher/Class teachers	May 2018	On-going
3	Address any inequality identified in pupil achievement data, (with a focus on boys' progress).	Headteacher/Class teacher	June 2018	On-going

<b>Equality Objective 4. Monitor attendance</b>				
<b>This objective will be judged to be successful if...</b> Non-attendance decreases. If pupil attendance increases to above the LA and Wales averages.				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1	Non-attendance is closely monitored	Headteacher	February 2018	On going
2	Reasons for non-attendance or lateness identified	Class teachers	February 2018	On going
3	Liaise/support parents of non-attendees or late pupils	Class teachers	February 2018	On going

<b>Equality Objective 5. Assess policies and procedures against the Equality Impact Statement</b>				
<b>This objective will be judged to be successful if...</b> Policies and procedures are properly assessed against the protective characteristics to meet the needs of the federation community.				
<b>Actions:</b>				
	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1	Attend Quality Impact Assessment training	Headteacher/Chair of Governors	September 2019	October 2019
2	Produce as working Impact Assessment Statement.	Headteacher/Chair of Governors	September 2019	September 2019
3	Compile a cross party working group as appropriate to impact assess polices and procedures	Headteacher	November 2019	On going