



Wrexham Early Years Centre

Strategic Equality Plan & Equality and Diversity Policy 2018 - 2021

Signed: _____ Chair of the Governing Body

Date agreed: _____

Proposed review date:

Strategic Equality Plan Contents

Contents

Foreword

1. Introduction

1.1 Background

1.2 Purpose of the Strategic Equality Plan

2. Public Sector Equality Duties

2.1 The General Duties

2.2 The Specific Duties

2.3 Who has to comply with the Public Sector Equality Duties?

2.4 Who is protected under the Public Sector Equality Duties?

3. Engagement Process

4. Relevant Information

5. Equality Impact Assessments

6. Staff Awareness

7. Equality Objectives

8. Gender Pay Objective

9. Employment Information

10. Publishing and Monitoring Results

11. Contact Details

12. Appendices

Foreword

1. Introduction

1.1 Background

The Equality Act 2010 brings together and **replaces** the previous anti-discriminatory laws, such as the Disability Discrimination, Race Relations and Equal Pay Acts with a **single act**.

Further information can be found in the following Fact File produced by Governors Wales:

<http://www.governorswales.org.uk/publications/2011/09/20/03-11-equality-act-2010/>

About our School

Description of our school

Wrexham Early Years Centre is situated in Prince Charles Road, on the Caia Park estate. We are a small school catering for mainstream and resourced pupils. Many of our children have additional needs including speech, language and communication difficulties, autism, visual impairment and mobility challenges.

We currently have 42 pupils aged from 2 to 5 on roll but also support mainstream pupils through our outreach services. Many children attend on a part time basis. Reception pupils attend full time education. The school caters for children from around Wrexham County Borough. Twenty eight pupils live outside the Caia Park estate. Twenty one come to school by taxi.

Pupil Profile

21% of our pupils are girls and 79% are boys. 88% of our children have a resourced place.

<i>Nursery</i>	<i>16 children</i>	<i>12 Resourced (75%) 4 with Additional Needs (25%)</i>
<i>Reception</i>	<i>21</i>	<i>20 Resourced (95%) 1 Additional Needs (5%)</i>
<i>Flying Start</i>	<i>3 children</i>	<i>3 with Additional Needs (100%)</i>

The majority of pupils are White British but we currently have 9.5% of our pupils who come from other backgrounds. Christianity is the main religion currently represented in school – approximately one sixth pupils are admitted with ‘no religion.’ Five of our pupils currently speak English as an additional language. We aim to be a fully inclusive school.

Staff Profile

We have 3 teaching and 12 non-teaching staff. 93% of teaching and non-teaching staff are White British. 7% of our staff are White Irish. 100% of our staff are female. 7% of our staff speak Welsh proficiently.

Governor Profile

We currently have 7 school governors. The school governing body is made up entirely of women and is 100% white British – none are from Black, Asian or minority ethnic backgrounds. Only the Headteacher is Welsh speaking.

1.2 Purpose of the Strategic Equality Plan

The Strategic Equality Plan has been developed so that the School can set out how it aims to meet its commitment to equality and how it will meet its legal obligations contained within the Equality Act 2010 and the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

2. Public Sector Equality Duties

2.1 The General Duties

The Governors Guide to the Law (Autumn 2013) states that:

Section 149 of the 2010 Act imposes a general duty on the governing body of a school to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it ('Protected Characteristics' are explained in 2.4 below);
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

- Take 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;
- Encourage 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.

The steps involved in meeting the needs of disabled persons that are different from the need of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and those who do not share it involves having due regard, in particular, to the need to tackle prejudice and to promote understanding.

The 2010 Act expressly states that this duty may involve treating some persons more favourably than others, but that is not to be taken as permitting conduct that would otherwise be prohibited under the Act.

2.2 The Specific Duties

The Equality Act provides a power to make regulations imposing duties on public bodies to support better performance of the general duty; these are known as the Specific Public Sector Equality Duties and are different in England, Scotland and Wales.

The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 (S. I. 2011/1064) ("the 2011 Regulations") imposes specific duties on governing bodies to enable better performance of the general duty.

The 2011 Regulations place the following requirements upon governing bodies:

- To publish its "equality objectives" no later than 2 April 2012. The objectives must be designed to enable the governing body to better perform the general duty. If an equality objective is not published in respect of one or more of the protected characteristics, the governing body must publish its decision not to do so. The governing body must review its equality objectives within four years of their initial publication and at least once every four years subsequently.

The equality objectives may be revised or remade by the governing body at any time. If the governing body revises an objective without remaking it, then the revision must be published as soon as possible;

- To publish a statement which sets out the steps it has taken or intends to take in order to achieve each equality objective and the anticipated timescales involved. If an equality objective is revised or remade by the governing body, it must either amend the statement or publish a new one;
- To make appropriate arrangements to monitor its progress in order to fulfil each objective and to monitor the effectiveness of the steps it has taken to fulfil each objective;
- To give due regard to relevant information that it holds when considering and designing its equality objectives;
- To seek the involvement of those persons that it considers represents the interests of persons who share one or more protected characteristics and who have an interest in the way the governing body carries out its functions. The requirement applies to the following activities:
 - Considering and designing equality objectives;
 - Carrying out an assessment of whether there are things or that could be done that contribute or would be likely to contribute to a governing body's compliance with the general duty;
 - Carrying out an assessment of the likely impact of the proposed policies and practices, of policies or practices that it has decided to review and any proposed revisions to those policies and practices on compliance with the general duty; and
 - Publishing or reviewing a Strategic Equality Plan);

The governing body may also involve or consult such other persons as it considers appropriate.

- To take all reasonable steps to ensure that any documents or information that the governing body is required to publish are accessible by persons who share one or more of the protected characteristics. This means that a governing body must take into account all of a person's protected characteristics, and if there are a range of steps that it would be reasonable for the governing body to take to make the documents or information accessible then it must take all of those steps;
- To make appropriate arrangements to ensure that it identifies the relevant information that it holds and identifies and subsequently collects the relevant information that it does not hold;

- To carry out an assessment in order to identify relevant information which identifies whether there are things being done by the governing body that contribute to its compliance (or otherwise) with the general duty and things that could be done to contribute to its compliance. In carrying out such an assessment, the governing body must have due regard to any relevant information that it has already identified, or collected and holds. The governing body should look for evidence (relevant information) both internally and externally which may be used, for example, in equality impact assessments;
- To make arrangements in order to assess the likely impact of proposed policies and practices on its ability to comply with the general duty, as well as the impact of any policy or practice that it has decided to review or any proposed revision to a policy or practice. There must be arrangements in place for the publication of reports regarding these assessments where they demonstrate that there is likely to be a substantial impact on an authority's ability to comply with the general duty. Also, the governing body must monitor the impact of its policies and practices on its ability to comply with the general duty;
- In each year, to collect specified employment information related to the school's employees and publish that information. This information may be set out in the governing body's annual report;
- To make such arrangements as it considers appropriate for promoting amongst the school's employees knowledge and understanding of the general duties and the additional duties which flow from it;
- When considering what its equality objectives should be, the governing body must have due regard to the needs in respect of the school's employees to have equality objectives which address the causes of any pay differences. Those pay differences are between those that do share a protected characteristic and those that do not;
- To publish an action plan which sets out any policy it has relating to the need to address the causes of any gender pay difference and any gender pay equality objective that has been published by the governing body;
- To make a Strategic Action Plan ("SEP") no later than 2 April 2012. The SEP is intended to be a central vehicle for the various matters required by the 2011 Regulations so that there can be a single point of access for the public. The SEP must contain a statement setting out a description of the governing body, its equality objectives, details of the steps it has taken or intends to take in order to fulfil those objectives, the timescale for the fulfilment of the objectives, and details of arrangements it has made or intends to make to comply with the 2011 Regulations. The SEP can be revised or remade at any time, though it must be published as soon as possible after it has been made or remade. If the SEP has been

revised but not remade, the governing body must publish its revisions. The SEP itself may form part of another published document. The governing body is under an obligation to keep its SEP under review;

- To publish a report in respect of each reporting period (1 April to 31 March except for the period ending 31 March 2012, when the reporting period will commence on 6 April 2011). The report must not be published later than 31 March in the reporting period in question. This report may form part of another published document.

2.3 Who has to comply with the Public Sector Equality Duties?

The Equality Act imposes obligations on everyone concerned with the provision of services to the public, however the Public Sector Equality Duty only applies to organisations that have been identified as 'public authorities' under the act this includes Schools, local Councils, Fire and Rescue Authorities and the National Parks in Wales.

2.4 Who is protected under the Public Sector Equality Duties?

Everyone is protected under the Equality Act however the general and specific public sector equality duties refer to people who have particular 'protected characteristics'. This is the term used in the Equality Act to identify the types of things that affect how people are treated and can mean people may experience discrimination. The law is designed to protect them. There are nine protected characteristics, they are:

1. age
2. disability
3. gender reassignment
4. marriage and civil partnership
5. pregnancy and maternity
6. race
7. religion or belief
8. sex
9. sexual orientation

3. Information Gathering and Engagement Process

Wrexham County Borough Council, the Lifelong Learning Department and the Human Resources department have clear plans for improving data gathering, analysis and reporting. We will review the current arrangements for equality monitoring and action plan accordingly. Currently we gather the following equality monitoring information in our school:

Staff Profile ∞ *Gender; Ethnicity; Religion; Language*

Governor Profile ∅ Gender; Ethnicity; Religion; Language

Pupil Profile and attainment levels ∅ Gender; Ethnicity; Religion; Language; eFSM

We have adopted the recruitment and selection policies and procedures of Wrexham County Borough Council and work closely with them when recruiting new staff. Wrexham County Borough Council also support a number of our functions such as our allocation policies and procedures. We will work with the relevant departments of Wrexham County Borough Council to review our equality monitoring arrangements.

4. Relevant Information

We have a range of information available to us which assists us to meet the General Duty and identify equality objectives. We use the following information:

- Admissions data
- Attendance
- Attainment and Pupil Progress Data
- Feedback from staff e.g. meetings, appraisal
- Complaints statistics
- Analysis of parent / carer questionnaires
- Governing Body reports to parents
- GwE Monitoring and School Inspection Reports

Relevant information is published through newsletters and on the school website.

5. Equality Impact Assessments

Equality Impact Assessments based on the LA model will be completed for any changes in relevant policy and practice. The results will be published via the school website or newsletters if a 'substantial' impact has been identified.

6. Staff Awareness

All staff in our school have a role to play in delivering our Strategic Equality Plan and ensuring our school is a fair, cohesive and inclusive environment where people can achieve their potential. All staff are required to

- Ensure that all pupils, colleagues and school visitors are treated fairly, with respect and dignity
- Support pupils to learn about equality and diversity

- Challenge negative stereotyping and record any form of identity based bullying or harassment in accordance with the schools procedures

All staff and governors are aware of the Strategic Equality Plan. Staff and governors have opportunities to attend equality and diversity training provided by Wrexham County Borough Council when available.

7. Equality Objectives

We have identified six equality objectives in response to consultation and monitoring exercises e.g. parental questionnaires, discussion with staff, analysis of data, H&S monitoring, etc.

Our objectives are:

- To improve the health and wellbeing of our pupils
- To support our pupils to achieve their potential
- To ensure that a wide range of people are able to have their say on decisions relating to our school
- To ensure our school is accessible, inclusive and welcoming to pupils, parents/guardians, staff & visitors.
- To develop arrangements for carrying out equality impact assessments.
- To train key people on equality and diversity.

8. Gender Pay Objective

All staff are paid according to the STPCD or NJC guidelines. Any information in respect of schools from the Council strategy will be used appropriately. The staff group at our school is too small to make statistical analysis appropriate to ensure that staff are not identifiable.

9. Employment Information

Employment information is collected annually as part of PLASC. WCBC collate information on employment. Due consideration is given to data protection laws when publishing information. WCBC produces a report which includes school staff annually.

10. Publishing and Monitoring Results

Newsletters inform parents of where they can find the SEP, the annual report and other school policies.

11.Contact Details

For further information about our plan or to request a copy of this document in an accessible format, or to obtain a copy of the documents listed here please contact:

Name - Rhian Hughes

Telephone - 01978 356177

Email - mailbox@wrexhameycentre.wrexham.sch.uk

12. Appendices

Appendix 1 - Strategic Equality Action Plan

Appendix 2 - Accessibility Plan

Appendix 3 – Equality Impact Assessments

The following school policies are also relevant. Many are published on the school website and all are available at school:

- Additional Learning Needs
- Behaviour, including Anti-Bullying
- Child Protection (Safeguarding)
- Complaints
- Curriculum policies
- Data Protection
- Dignity at Work
- Equality & Diversity
- ESDGC
- Looked After Children
- Health & Safety
- Healthcare Needs
- Personal Development
- PSE & Wellbeing
- Transition
- Whistleblowing

**North Wales Objective One:
Reduce Health Inequalities**

School Priority: To improve the health and wellbeing of our pupils

What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school	When we will complete this action
Achieve the Healthy Schools Standard ensuring that diversity is embedded in all activities	Healthy Schools Coordinator	Healthy Schools Standard achieved	Annually

Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies:

Food and Fitness policy
PSE & Wellbeing Policy
Health and Safety Policy
Substance Misuse policy
ESDGC Policy
Health and Hygiene Policy
Healthy Schools File

North Wales Objective Two:

Reduce unequal outcomes in Education to maximise individual potential

School Priority: To support our pupils to achieve their potential

What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school	When we will complete this action
Review our monitoring arrangements to cover all relevant protected characteristics. Develop practitioners understanding of the connections between educational attainment, barriers and protected characteristics.	SMT All teaching staff	Review complete and action plan in place	On going with new staff members
Analyse educational attainment profiles by protected characteristic and pupils performance. Develop action plans to address issues raised from analysis.	SMT	Analysis completed and considered by Governors for action planning	Ongoing annually
Review curriculum policies to ensure accessibility issues are embedded and action plan accordingly	SMT	Review complete and action plan in place	On going with all new policies

Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies:

Curriculum Policies
Assessment Policy

North Wales Objective Three: Reduce inequalities in Representation and Voice			
School Priority: To ensure that a wide range of people are able to have their say on decisions relating to our school			
What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school	When we will complete this action
Equality monitoring for the profile of the school governing body to establish how representative it is of the local population and school community.	Clerk to the Governors	Monitoring exercise carried out and information recorded	Ongoing
Continue to consult all stakeholders on the various elements of school life. Continue to act upon the information gathered from all stakeholders.	SMT	Analysis of feedback	Completed annually
Ensure the way we currently advertise vacancies and the process of nominations for school Governors adheres to Wrexham LA's guidelines and aims to attract a diverse range of people to engage with the schools decision making processes.	Clerk to the Governors	Recruitment procedures follow LA guidelines	In conjunction with Governor vacancies
Continue to encourage all stakeholders to engage with the school ensuring equal opportunities for all.	SMT	Questionnaire returns Parent meetings	On going

Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies:

Parents / Volunteers in School

School prospectus

Newsletters

Stakeholder questionnaires

LA recruitment policies and procedures relating to Governing Bodies

**North Wales Objective Four:
Reduce inequalities in access to information, services, buildings and the environment**

School Priority: To ensure our school is accessible, inclusive and welcoming to pupils, parents/guardians, staff & visitors.

What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school	When we will complete this action
Ensure arrangements for raising awareness of the availability of information in accessible formats and communication support and action plan accordingly.	HT	Review completed and action plan in place	December 2020
Review how accessible the school is to people with physical and sensory impairments and action plan accordingly.	HT	Review completed and action plan in place	Annually

Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies:

All school documentation on request

Objective Five : Develop procedures for carrying our equality impact assessment

School Priority: To develop arrangements for carrying out equality impact assessments

What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school	When we will complete this action
Train key staff on how to carry out equality impact assessment.	HT	Number of staff trained	As training becomes available

Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies;

N/A

Objective Six: Increase levels of understanding and knowledge of equality and diversity

School Priority: To train key people on equality and diversity

What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school	When we will complete this action
Create an equality and diversity training plan for school staff and governors.	HT	Plan in place Y/N	December 2020
School governors undertake equality and diversity training.	HT	Number of Governors accessing e learning module	Ongoing
Teaching and non-teaching staff undertake equality and diversity training.	HT	Number of staff accessing e learning module	Ongoing
Introduce equality and diversity elements within the new starters induction.	HT	Number of new staff completing equality induction e module	Ongoing
Use staff appraisal processes to confirm equality and human rights training needs.	HT		Ongoing

Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies:

Performance Management Policy