



Borrass Park Community Primary School Strategic Equality Plan & Equality and Diversity Policy 2020 - 2024

Signed: _____ Chair of the Governing Body

Date agreed:

Proposed review date: 2024

EIA Completed September 2017

Accessible Formats

This document is available in English and Welsh in Microsoft Word and pdf formats in Comic Sans font size 12 as standard.

Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

To request a copy of this document in an accessible format contact Borrass Park Community Primary School (01978 346890).

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Foreword

Being equal means making sure that life is fair for everyone. The Equality Act is a law to make sure everyone has the same chances. A Duty is something the law says we must do. All public bodies must think about treating people from different groups fairly and equally. This is called the Equality Duty. Under the Equality Duty, we need to:

- Make sure that people are treated fairly and do not experience discrimination, harassment or victimisation;
- Give special thought to make life more fair for everybody and ensure everyone has opportunities; and
- Help people who are different from one another to understand each other

At Borrass Park Primary School, we do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. We promote the principles of fairness and justice for all through the education that we provide in our school.

We believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us. We foster a belief that we can all become a globally competent individual who can show compassion, tolerance and acceptance of a very diverse planet.

We promote the principles of fairness and justice for all through the education we provide and ensure that all pupils have equal access to the full range of educational opportunities provided by the school to build an expectation that we can all be an ethically informed citizen.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning. All recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs whilst celebrating the cultural diversity of our community and show respect for all minority groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Our plan and policy helps us to advance equality across all of the 'protected characteristics' set out in the Equality Act 2010.

Statement from Mr R Nicholson, Head Teacher

At Borrass Park Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment that champions respect for all.

Statement from Mr A Price, Chair of Governors

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/>

Description of our school

Borras Park Community Primary School caters for children aged 3-11 years. We are a two-form entry school, with three mixed ability classes in Early years, comprising Reception and Part time Nursery and two mixed ability classes in all other year groups. Alongside this, the school has two resourced provisions for pupils with hearing impairment, one infant and one junior. The school is situated on the outskirts of Wrexham. There were 469 children on roll in January 2020.

Pupil Profile 2020

49% of our pupils are girls and 51% are boys, 10.4% are eligible for free school meals and 15% of pupils are on the ALN Register with either statements of special educational needs or are on School Action/School Action Plus on the ALN register. The school has a stable population. Pupils are mainly from White British backgrounds, with 7.9% of pupils coming from other backgrounds, including: White European, White and Asian, Black African, Indian, Asian, Bangladeshi and Refugees. The main religion represented in our school is Christianity, with a minority of pupils registered as other beliefs. 8.3% of our pupils currently speak English as an additional language. We have pupils with a range of disabilities including hearing impairment, autism and mobility challenges. We aim to be a fully inclusive school.

Staff Profile 2020

We have 52 members of teaching and non-teaching staff. 98% teaching and non-teaching staff are White British. 88% of our staff are female and 12% of our staff are male. 8% of our staff speak Welsh proficiently.

Governor Profile

We have 17 school governors. The school governing body is made up of 47% men and 47% women. There is one vacancy currently. None are First language Welsh speaking, 98% are White British and none are from Black, Asian or minority ethnic backgrounds.

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' means consciously thinking about the three aims of the general duty as part of the process of decision making. This means that consideration of equality issues must influence the decision reached by governing bodies.

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 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 and report back on their findings.

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 - people of different ages - young people or older people
2. Disability - disabled people - including those with mental health problems
3. Gender Reassignment - transgender people - people who are born as one sex and want to live as the other sex
4. Marriage and Civil Partnership
5. Pregnancy and Maternity - women who are pregnant or breastfeeding
6. Race - people who come from other cultures - who may live in a different way or have a different skin colour
7. Religion or Belief - people of different religions - or who have no religious beliefs
8. Sex - men and women
9. Sexual Orientation - lesbian women, gay men and bisexual men and women

In addition, we must also consider what we can do to make our services more helpful to poorer people. This is because many of the disadvantages the Equalities Act seeks to address, are often made worse if you are poor, or can cause people to be poorer. This is covered under another duty called the Socio-Economic Duty.

3. Information Gathering and Engagement Process

3.1 How our Plan was Developed

We have adopted the Model Strategic Equality Plan that was developed by Wrexham County Borough Council in partnership with local schools. We have created our own action plan under each objective. We have adapted the model plan to suit our school.

Wrexham County Borough Council published their Strategic Equality Plan for 2020-2024 setting out six local and six regional equality objectives for North Wales. These have formed the basis of the equality objectives included within the model Strategic Equality Plan for schools in Wrexham. We believe that this approach provides an important focus on key issues for schools that will be enhanced by joint working across Wrexham. We have included an action plan for each equality objective. This sets out how we will contribute to the regional equality objectives we have adopted and the local objectives that will help us to improve the way we work and the way we manage equality in our school. Our equality objectives are based on local, regional and national priorities within Education as well as feedback from engagement that took place regionally and locally as well as with our school community.

We have also sought the views of Governors, staff, parents and people in our local community via our school website when setting our objectives, developing our action plan and agreeing this Strategic Equality Plan.

3.2 How our Plan will be Monitored

The Governing Body and Head teacher will work together to monitor the Strategic Equality Plan. Monitoring feedback will be published on our school website and in the minutes of meetings.

We will publish our annual report as part of the Governors Annual Report to Parents. This will set out the progress our school has made against our equality objectives, the effectiveness of our action plans and other relevant information.

We will publicise it across our school community and publish it on the schools website. We will ensure this is published and available in a range of accessible formats.

4. Relevant Information

The school accesses information from a range of sources including Admissions data, attendance monitoring, established home /school links, attainment and pupil progress data, behaviour and exclusion monitoring, free school meal entitlement, feedback from staff, consultation evenings, questionnaires, pupil voice, School Self Evaluation, issues raised during annual reviews and ALN meetings, Governing body reports and GWE monitoring and School Inspection reports.

Information from these sources assists us to meet the General Duty and to help identify the equality objectives.

5. Equality Impact Assessments

Equality Impact Assessments (EIA) in school include the identification of positive impacts as well as potential negative ones when developing policies and decision making, and they include a review process for updating EIAs if a 'substantial' impact has been identified. Completion of an EIA is a requirement of all policies, and a summary is published where a substantial impact has been identified and the results shared with the Governing Body. Responsibility for the delivery of the Strategic Equality Plan lies with the Head teacher and Senior Leadership Team.

Wrexham Council has an EIA tool in place which is available at the following link as a password protected document www.internal.wrexham.gov.uk/wordpress/?s=eia+toolkit

6. Staff awareness

It is the responsibility of the Head teacher and the Senior Leadership Team to promote knowledge and understanding of the general duty amongst staff and Governors and to identify and address training needs as they arise.

The Council's e- learning package on equality and diversity is available for staff if required.

We will encourage staff and governors to take up opportunities to attend equality and diversity training provided by Wrexham County Borough Council and raise awareness of a range of e-learning modules available.

In addition, we will ensure that relevant information is made available to staff, during staff and departmental meetings to promote key messages to pupils, staff, parents, guardians and visitors to our school.

7. Equality Objectives

In all we have adopted seven equality objectives. This consists of five of the seven Regional Strategic Equality Objectives for Wrexham Council and two local equality objectives that will improve our ability to meet the legal duties.

These are the regional objectives for Wrexham Council that we have adopted for our school and will contribute to:

Objective One **Reduce unequal outcomes in Education to maximise individual potential** - *Close attainment gaps in education (with a specific focus*

on achievement of boys, accessibility and supporting children to achieve their potential) (Socio-Economic Duty)

Objective Two **Reduce inequalities in Employment and Pay** - Engage with those seeking and providing employment in the County Borough to help increase the number of people with disabilities accessing employment opportunities and raise awareness of the needs of this group (Disability, Race)

Objective Three **Reduce inequalities in access to information, services, buildings and the environment** - Improving accessibility (Disability)

Objective Four **Reduce inequalities in Representation and Voice** - Involving all and ensuring that we use information about those who use our services, including those with protected characteristics, to make good decisions

Objective Five **Reduce inequalities in Cultural Diversity** - Promote and celebrate the ethnic diversity of our community ensuring we are inclusive and welcoming

These are the local objectives that we have adopted for our school:

Objective Six **Reduce Health inequalities** - Promote good health for all

Objective Seven **Increase levels of understanding and knowledge of equality and diversity** - Further develop procedures for carrying out equality impact assessment

7. Gender Pay Objective

At present due to the small numbers we have no objective for Gender pay. As a school we will work alongside Wrexham Council and use the results of any analysis or project they undertake.

8. Employment information

School reports on people employed in school on an annual basis via PLASC.

It also collects information on job candidates and records of those who were successful.

School informs Wrexham council of any employment leavers and of any disciplinary.

School collects information on training received.

9. Publishing and Monitoring results

School will publish its action plan and the review of the action plan on the school website and in the minutes of the Governors meetings.

Monitoring results/feedback will be published in the governing body minutes.

10. Further Information and Contacts

The following links to documents are accessible via Wrexham intranet (SAM) These explain more about our equality objectives and provide further guidance.

- <https://www.equalityhumanrights.com/en/publication-download/what-equality-law-means-you-education-provider-schools>
- <https://www.advance-he.ac.uk/knowledge-hub/public-sector-equality-duty-specific-duties-wales>
- <http://www.internal.wrexham.gov.uk/wordpress/wp-content/uploads/2015/11/wlga-l-briefing-for-school-governors-l-equality-act-2010.pdf>
- <http://www.internal.wrexham.gov.uk/wordpress/wp-content/uploads/2015/11/equality-issues-in-education1.pdf>
- <http://www.internal.wrexham.gov.uk/wordpress/wp-content/uploads/2015/11/Estyn-Inspection-Equality-Guidance.pdf>
- <http://www.internal.wrexham.gov.uk/wordpress/wp-content/uploads/2015/11/common-equality-risks-in-education.pdf>
- <http://www.governorswales.org.uk/publications/2011/09/20/03-11-equality-act-2010/>
- <http://www.wlga.gov.uk/education-and-equality>
- http://www.equalityhumanrights.com/uploaded_files/Wales/PSED_Wales_docs/education_nsg_wales_-_final.pdf
- Wrexham County Borough Council Strategic Equality Plan 2020 - 2024
- The Equality Act 2010 - Guidance for Schools (Wrexham County Borough Council)

Online Training Modules

- A series of six online training modules can be accessed via the Corporate Learning Website:
- Equality Act 2010
- Equality in the Workplace
- Equality Impact Assessments
- Tackling Hate Crime
- Community Tension reporting
- Prevent (Counter Terrorism Strategy)

For Managers of staff who do not have online access, the following powerpoint presentations can be used to discuss our obligations under the Equality Act 2010 at team meetings or supervision sessions:

- Equality-in-the-Workplace
- Equality-in-the-Workplace-Managers
- hate-crime • community-tension-monitoring
- prevent-counter-terrorism-strategy

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:

Mr R. Nicholson (Headteacher)

Telephone: 01978 346890

Email: mailbox@borraspark-pri.wrexham.sch.uk



Appendix 1.

The action plans set out how our school will contribute to each of the regional objectives for North Wales and our arrangements for delivering our local objectives.

North Wales Objective One:

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. Update current format to include pupils not engaging with distance learning, children with ACES. Rank according to level of priority. Develop practitioners understanding of the connections between educational attainment, barriers and protected characteristics.	SLT All teaching staff	Review complete and action plan in place Barriers to Learning grid complete and children identified according to level of need. Intervention/ Catch Up set up to overcome barriers Reduced variance at the core subject indicator at Key Stage 2 and the Foundation Phase Indicator at Foundation Stage	September 2020 and annually
Analyse educational attainment profiles by protected characteristic and pupil performance. Develop action plans to	SLT	Analysis completed and considered by Governors for action planning. Target groups for	Completed annually

address issues raised from analysis.		additional support established.	
Recruit additional staff to close the attainment gap for pupils identified. Staff training to develop mastery of skills for identified pupils. Staff to access training for new Curriculum	SLT	Baseline assessment revisited at end of year. Gap reduced between all pupils Improved performance of boys -in particular higher outcomes/ levels at end of Foundation Phase, Key Stage 2	On-going

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

Relevant School Policies, Plans and Strategies:

Barriers to Learning matrix - level of vulnerability scoring system attached
Curriculum Policies, Assessment Policy

North Wales Objective Two:			
Reduce inequalities in Employment and Pay			
School Priority: To develop a diverse and skilled workforce			
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
Work with Wrexham County Borough Council to identify if there are any pay gaps and action.	HT	Pay gaps, if any, identified and addressed	Annually
Advertise teaching and non-teaching posts within our school according to Wrexham policy.	HT	Monitoring exercise carried out and information recorded	Annually
Train staff involved in recruitment and selection on equality and diversity	HT	Number of staff trained	Annually
Provide additional support	HT	Increased CPD and staff	Ongoing

for staff with protected characteristics and encourage diversity in the workforce through targeted CPD support		personnel files recording training received Improved awareness about the needs of staff who have a disability or work limiting health condition.	
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Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies:

Pay Policy

Performance Management Policy

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

School Priority: To ensure our schools 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 the action for school	How we will measure this action in our school	When we will complete this action
Review arrangements for raising awareness of the availability of information in accessible formats and communication support and action plan accordingly	HT	Review completed Accessibility plan in place Translation service available for families with language difficulties	Annually
Review how accessible the school is to people with physical and sensory impairments and action plan accordingly	HT	Review completed and accessibility plan in place Pupils partially/ fully integrated	Annually
Ensure plans for new build and remodelling of current school allow accessibility for all protected characteristics	HT	Review completed and accessibility plan in place Planned upgrade to school buildings carried out in accordance with relevant building regulations.	September 2020 until build is complete

Ensure school is able to support those who are digitally disadvantaged and that electronic information is fully accessible.	SLT Class Teachers	Pupils with protected characteristics identified and digital support provided where needed for distance learning	September 2020
Develop contingency plans for pupils to access distance learning where accessibility is an issue due to self-isolation	HT SLT	Distance learning policy Evidence of engagement in distance learning	September 2020 and ongoing

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

Building Plans and Accessibility plan

Distance learning Policy

North Wales Objective Four:

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 school	How we will measure this action in school	When we will complete this action
Amend Barriers to Learning matrix to identify groups or individuals with protected characteristics for use with consultation and decision making	SLT Class Teachers	Directory of pupils/ individuals with protected characteristics established	September 2020
Update 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 Governors	Monitoring exercise carried out and recorded in GB Annual Report to Parents	September 2020
Continue to consult all stakeholders on the various elements of school life. Continue to act upon the information gathered from all stakeholders.	SLT	Analysis of feedback and actions taken. Departmental meeting minutes	Completed bi-annually - next consultation July 2020

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 schools decision making processes	Clerk to 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.	SLT	Questionnaires PTA/GB/Full Day Care Trustees	On-going
Continue to promote pupil voice through Pupil Parliament	SLT	Meeting minutes and actions from meetings	Annual elections

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 Five:

Reduce inequalities in Cultural Diversity

School Priority: To promote and celebrate the ethnic diversity of our school community ensuring we are inclusive & welcoming.

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
Promote integration with stories/projects on diversity e.g. Black History Month, Holocaust Memorial Day, International Women's day, Hate Crime Awareness Week, Refugee Week, etc).	SLT	Number of events / assemblies/activities organised in school to promote integration between groups and develop cultural diversity	September 2020 and ongoing

Work with WCBD to adopt procedures that help to reduce identity based incidents and bullying in our schools across all of the protected characteristics	HT	Policy and procedures adopted	Ongoing and reviewed annually
Ensure staff are trained to deal sensitively with identity based bullying and hate incidents.	SLT	Number of staff trained	Ongoing and reviewed annually
Include information on identity based bullying, trafficking, honour based abuse, domestic abuse etc in curriculum and in our staff handbook.	SLT	Staff handbook amended Prevent training completed by all staff - new staff to complete	Ongoing and reviewed annually - Staff to access e-training on SAM Wrexham intranet

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

Relevant School Policies, Plans and Strategies;

Dignity at Work Policy
Anti-Bullying Policy
Behaviour and discipline policy
Whistle blowing Policy
Staff handbook

North Wales Objective Six:

Reduce Health Inequalities

School Priority: To promote good health for all and 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
Identify pupils who may be experiencing barriers to learning linked to	SLT	Barriers to learning matrix completed Early interventions	Annually - Autumn term

health and well- being		identify root cause	
Provide more information on services available to families via website and Seesaw Continue to promote Healthy Schools	SLT	Families better informed - family networks formed Questionnaire feedback Improved wellbeing	Autumn Term 2020
Deliver training and awareness to enable staff to be able to deal with hidden disabilities like mental health and depression	SLT	Staff better informed, around disability, mental health awareness and equality legislation	Autumn term 2020
Provide support and guidance to families, acting as 'critical friend'		Reduced isolation, support network in place	Autumn Term 2020

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

Relevant School Policies, Plans and Strategies:

Food & Fitness Policy
PSE & Wellbeing policy
Medicines policy
Health and safety policy
Substance Misuse Policy
ESDGC Policy
Hygiene Policy
Healthy Schools Action Plan & Portfolio

Objective Seven: To increase levels of understanding and knowledge of equality and diversity

School Priority: Further develop procedures for carrying out equality impact assessment

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
Raise awareness and	HT	Information	Autumn 2020

review current arrangements for equality monitoring in school	SLT	provided to staff / governors and added to staff handbook	
Identify key members of staff to lead on equality monitoring for our school and to incorporate EIA into policy making	SLT	Number of staff trained Staff training plan EIAs evident in all new policies	As training becomes available Policies reviewed and updated in line with policy schedule
School governors undertake equality and diversity training	HT Clerk to GB	Governors accessing e learning module Regular agenda item	Liaise with Governor services - dependent on courses
Teaching and non-teaching staff undertake equality and diversity training	HT	Number of staff accessing e learning module update training	In-house training - see staff meeting minutes
Introduce equality and diversity elements within the new starters induction	HT	Number of new staff completing equality induction e module	As need arises

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

Relevant School Policies, Plans and Strategies:

Performance Management Policy

Governor's Annual Report to Parents

Equality Impact Assessment

Responsible Officer (Head Teacher)	Rob Nicholson
Assessment Owner	Jenny Jones
e-mail address	headteacher@borraspark-pri.wrexham.sch.uk
Full job title	Headteacher
Title of Policy	Strategic Equality Policy and Plan
Rationale: Why is it being considered? What need is being addressed?	Statutory requirement – amalgamated school
Aim: What is the intended outcome of the policy?	For School to meet its commitment to equality and state how it will meet its legal obligations contained with the Equality Act 2010 and the Equality Act 2010
How: How will it be delivered, by whom and by when?	Policy will be used by all practitioners at all times. Plan will be implemented across the school.
Who: Who are the people likely to be affected by this policy? How have you consulted with the people who are likely to be affected?	Pupils and staff Discussed at staff and GB meetings.
Measures: How will you know you have achieved your aims? What are your measures / indicators of success?	Policy will be reviewed and updated where necessary. Policy will be shared with all stakeholders. Staff will adhere to policy.
Identify any other policy or decision [internal or external] that may affect your proposal. Consider this in terms of: <ul style="list-style-type: none"> • Statutory requirements; local policies e.g. • Regional decisions e.g. those made by cross county partnerships for your schools; and / or • National policies e.g. Welfare Reforms 	This is a statutory policy. The plan has to be monitored annually shared with all staff and published on the school website. The purpose of the policy to ensure that School meets its commitment to equality and how it will meet it’s legal obligations contained with the Equality Act 2010 and the Equality Act 2010

	Carers	Age CYP	Age Adults	Disability	Gender / Sex	Pregnancy and Maternity	Race/ Ethnicity	Religion or Belief	Sexual Orientation	Marriage and Civil Partnership	Gender Reassignment	Poverty	Welsh language / culture
Q1 Would this proposal significantly affect how functions are delivered to any of these groups?													
Q2 Would this discriminate against any of these groups?													
Q3 Would this proposal advance the equality of opportunity for these groups?	+	+	+	+	+	+	+	+	+	+	+	+	+
Q4 Would this promote good relations between these groups and the wider community?	+	+	+	+	+	+	+	+	+	+	+	+	+

Where you have identified a positive impact (+) in the Screening Tool, please outline this briefly using bullet points:

- It will ensure that school treats all pupils, families and staff members equally.

If your proposal will not have any impact on 'people' please outline why this is the case below:

PLEASE NOTE:

It is very rare that a project or proposal will not impact on people (you should also consider staff as well as client users/customers) If your policy or change is as a result from a UK or Welsh Government directive, then you should impact assess the impact of this policy or change locally.

If you have indicated a possible negative effect on any Protected Characteristic within the screening tool, please complete the relevant sections of the Matrix below that correspond to that possible negative effect. You will need to consider:

- **What is the likely scale of the impact and how this can be reduced?**
- **Who are the people that are likely to be affected by this proposal, could they experience multiple disadvantage e.g. if they are young and have a disability.**

EIA: Are we being fair?

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any '-' symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this? (Governors, PTA etc.)	By when
Age CYP						
Age Adult						

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-’ symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this? (Governors, PTA etc.)	By when
Disability						
Gender / Sex						
Pregnancy and Maternity						
Race/ Ethnicity						
Religion or Belief						
Sexual Orientation						
Marriage and Civil Partnership						
Gender Reassignment						

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-’ symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this? (Governors, PTA etc.)	By when
Welsh Language and Culture						
Poverty						

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Evidence Documents

Please list any documents that you have used in the EIA process as evidence, such as consultation reports; service user data; CENSUS or ONS statistics; etc. by title and where it is held should it be required in the event of a challenge.

Fact File produced by *Governors Wales*:

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

School data - SIMS PLASC

Linked EIAs

Please list any other EIAs that may be linked to this one, such as operational EIAs if this is a strategic EIA.

All EIAs

Follow Up

Please respond to the following questions within **12 months** of implementation of the policy:

- a) Was any mitigation applied or was the proposal delivered as originally planned prior to the Equality Impact Assessment?
Mitigations in place - EIA s on all new policies
- b) Were the intended outcomes of the proposal achieved or were there other results? Yes they were achieved
- c) Were the impacts confined to the people you initially thought would be effected, or were other people affected? How?
Impacts were confined to the people we initially thought would be effected.