

STRATEGIC EQUALITY PLAN FOR SCHOOLS

February 2020



Introduction and Context

This is a Strategic Equality Plan (SEP) template designed to enable schools to make a manageable start in developing their own SEPs. It should be used in conjunction with the accompanying guidance.

Schools are required to update and publish Equality Objectives and a Strategic Equality Plan in 2016, with the purpose of the objectives and plans being to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities. SEPs must include equality objectives and demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. e.g. a bullying survey. The plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their SEPs, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and are relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide, regional or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives, occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work and to ensure questions of equality and fairness are considered in the mainstream of activities. Equality objectives should also be linked to protected characteristics where appropriate.

A specific anti bullying equality objective must be included emanating from a survey of pupils within the school. As recommended by ESTYN 2014.

In addition to the above, some of the equalities objectives included in schools' plans will emanate from issues identified as a result of consultation undertaken with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of your school's data will form the basis of the equality objectives within your SEP for the next four years.

Should a school choose not to publish an equality objective covering each of the protected characteristics, it is required to publish robust and justifiable reasons for this choice.

Headteachers, or any other staff member given responsibility for the preparation of this work are encouraged to consider the accompanying guidance. Similarly, schools are advised to work in their clusters or Families of Schools in the preparation of their SEPs, so as to minimise burden.

The requirement to prepare Disability Access Plans remains and should be included as an Appendix to your SEP. Similarly, the requirement to record, monitor and report on all racial incidents to the LA remains the same.

This model template should not be adopted wholesale but used as a starting point.

YSGOL BRO INGLI

**Strategic Equality Plan
2020-2024**

PART A: Scheme Model Text



Strategic Equality Plan agreed by Governors:

Helen Manley Jones

Signed by Chair

4-11-2020

Date

Scheme due for review: February 2024 (date)

Contents of our Strategic Equality Plan (SEP)

1.	Our distinctive character, values, priorities and aims	5
	1.1 School values	
	1.2 Characteristics of our school	
	1.3 Mainstreaming equality into policy and practice	
	1.4 Setting our equality objectives	
2.	Responsibilities	7
	2.1 Governing Body	
	2.2 Senior Leadership Team	
	2.3 Staff – teaching and non-teaching	
3.	Information gathering and Engagement	8
	3.1 Purpose and process	
	3.2 Types of information gathered	
	3.3 Engagement	
4.	Equality Impact Assessment	10
5.	Objectives and Action Plans	10
6.	Publication and reporting	11
7.	Monitor and Review	11

Appendices

App. 1	Regional Equality Objectives
App. 2	School Equality Objectives and Action Plan
App. 3	School Access Plan (2016-2019)

1. Our Distinctive Character, priorities and Aims

1.1 School values

At Ysgol Bro Ingli, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ysgol Bro Ingli, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Ysgol Bro Ingli has a catchment area of around 12 square miles, based on the coast of the North of Pembrokeshire. It is classed as a small primary school with around 110 pupils on the register. There are currently 1.7% pupils who are not white, no pupils whose first language is not English or Welsh, 13.7% on the S.E.N. register. Pupils attend from a predominantly rural community, mainly based around small towns and villages.

Over the last four years our percentage of FSM pupils has increased and we now have 22% of full time pupils on FSM, Ysgol Bro Ingli serves no areas of significant deprivation. It works hard to provide opportunities in a rural area for young people who need to develop resilience to take part in activities both in and out of school.

Changes in the demographics within the area can affect the school community e.g. tenant accommodation, fluctuation in population due to second homes, families being asset rich but cash poor and seasonal employment from the tourist industry.

We have formed strong partnerships with local groups. We work in partnership with the local Health Visitor, School Nursing Service, PCC Occupational Health and ALN services. We are given information regarding the diverse group in our community as and when this arises

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath 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 action 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 school, population and local community 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 in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including 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 community and in all aspects of our school plans and policies.

In setting the equality objectives for this 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;

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;
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.10) and Appendix 2**.

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 at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school

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 Senior Leadership Team (SLT)

The SLT 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 school's policies
- ensuring that all staff are aware of equalities is a whole school priority rather than a function expected of one member of staff, often the SENCO

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 school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain 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 school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage 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 community. 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 assessment 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, governors and community groups 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 school 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 school 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.

The school has consulted with pupils, staff, parents, governors and community representatives in the preparation of this scheme.

A questionnaire was prepared for each stakeholder to advise the school on areas for improvement.

Not many questionnaires were returned which was a sign that the consultation groups had no issues and the questionnaires returned noted that they found no issues.

The school also consulted with groups that use the school out-of-school hours e.g. The Chi group.

The questionnaire was sent out in both Welsh and English.

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

As part of this school's compliance of 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. The monitoring of achievement of groups of pupils, e.g. boys or girls**
- 2. The monitoring of bullying incidents in school and protected groups.**
- 3. Monitor Attendance of groups of pupils**
- 4. Reduce the number of NEETs**
- 5. Review access to facilities with pupils and staff**
- 6. Raise awareness of equality issues with pupils and staff**

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

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 on a regular basis, 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. A copy will also be placed on the school website.

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 school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisit and analyse the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- use 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 school 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 evidenced 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 full review of our SEP by September 2024.

Regional Equality Objectives

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 Welsh Government Bullying Guidance and reduce Identity based bullying in schools (Use LA or school based evidence)

3. Reduce gaps in levels of attendance between different protected groups as identified in local data (Use LA or school based evidence from surveys)

4. Reduce the number of NEETs – Secondary schools only

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 school context we wish to extend this to include pupils and Governors.

Ysgol Bro Ingli

Strategic Equality Plan 2020 – 2024

Appendices



- App. 1** Regional Equality Objectives (to be added when formulated)
- App. 2** School Equality Objectives and Action Plan
- App. 3** Current school Access Plan

Strategic Equality Plan
Equality Objectives and Action Plan

Equality Objective 1.				
Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data				
Our Research:				
There is a lack of data to track pupils in protected groups (outside of LAC, FSM, Child Protection or Child in Need, which the school tracks well)				
Due to the small number of pupils in each year, tracking differences between boys and girls could be down to the number of pupils in that year e.g year 5 - 3 girls and 9 boys, no FSM 3 ALN whereas year 4 – 6 girls and 6 boys, 6 FSM 4 ALN				
Information from Engagement:				
Staff do feel fully knowledgeable about identifying which pupils are from some of the protected groups. Staff know the pupils well and their families and are confident that they would be able to identify pupils from protected groups.				
Gaps can be seen between the attainment of boys and girls but this can be due to small numbers in year cohorts				
Data Development:				
Additional regular monitoring of specific groups of pupils on intervention database. If a pupil was identified to be from the protected group, the school would act accordingly.				
This objective will be judged to be successful if...				
There is greater knowledge by staff of pupils in protected groups and attainment gaps between boys and girls.				
These pupils can be demonstrated to make at least appropriate progress.				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Begin to identify and track these pupils on the intervention database.	Headteacher	Sept 2020	July 2024
<i>Progress:</i>	<i>Vulnerable groups tracked and reported (TA and test results) to governors and as part of ERW Autumn Support and Challenge Visit.</i>			<i>November 2020</i>
	<i>Groups include MAT, LAC. ALN, Target groups, Basic skills cohort, Disability, Emotional Literacy</i>			
1.2	Ensure pupils' from these protected groups are considered as a priority for target pupil activities	Teachers	Sept 2020	July 2024

<i>Progress:</i>	<i>Data analysis of TAs and tests are used to create target groups each autumn. Where individual year groups have pupils in these protected groups underperforming, this informs the selection of the group.</i>			<i>October 2020</i>
1.3	Use National Test results, school tracking and testing and Markbook systems to track these pupils	Headteacher and class teachers	Sept 2020	July 2024
<i>Progress:</i>	<i>Teachers use the mark books and Individual tracking from October 2020. School reports twice per year through Dewi</i>			<i>October 2020</i>

Strategic Equality Plan
Equality Objectives and Action Plan

Equality Objective 2.				
Implement Welsh Government Bullying Guidance and reduce Identity based bullying in schools				
Our Research: In the recent PASS Survey (pupils' Attitudes to Self and School) where we surveyed all pupils in years 1 -6. One of the questions asked whether they were happy and safe in school.				
Information from Engagement: We surveyed 80 pupils. It found out that only 15% did not feel totally happy and secure in school. However, only 1.25% (1 child) identified as being in the red category. 7% were in the orange category and 7% in the yellow. This shows that 85% felt happy and secure in school.				
Data Development: Acquire consultation data from other sources when required.				
This objective will be judged to be successful if... School data indicates that this section of PASS has reduced by 4%				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Administer all pupil survey on feelings about school (PASS) and annually at this time	Admin school staff	September 2020, 2021,2022,2023	July 2024
Progress:				
1.2	Specific targets for reducing unhappy feelings identified based on results of survey.	Headteacher / SLT / Governors	September 2020	July 2024
Progress:				
1.3	Identify and introduce appropriate Growth Mindset, ELSA and Lego Therapy interventions to identified pupils in order to meet targets. Work closely with Behaviour Support teacher.	Headteacher / Lead for PSHE / BST	Sept 2020	July 2024
Progress				
1.4	Access training and update courses for appropriate staff from experts in County. Access resources for PSHE. Timetable Circle time sessions regularly.	All staff ELSAs, Lego Therapists & staff	Sept 2020	July 2024

Strategic Equality Plan
Equality Objectives and Action Plan

Equality Objective 3.				
Reduce the attendance gap between pupils from disadvantaged backgrounds when compared with other pupils				
Our Research:				
Analysis of annual attendance data				
Information from Engagement:				
Parents in pastoral support meetings report difficulties in supporting good attendance, and that pupils can be disaffected by poor self-esteem and expectations.				
Data Development:				
Additional regular monitoring of specific groups of pupils on intervention database.				
This objective will be judged to be successful if...				
There is a reduction in the gap attendance gap between pupils from disadvantaged backgrounds when compared with other pupils. There is evidence that pupils in specific groups as identified on the intervention database make good progress.				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Target families that would benefit from regular school meetings with staff to show there is a support group around them. Identify individuals to be monitored in termly TAPPAS meetings	Headteacher and class teachers, Pupil support officer	Sept 2020	July 2024
<i>Progress:</i>	<i>Attendance Officer, Pupil Support Officer in close meetings with school and targeted families</i>			<i>Sept 2020</i>
1.2	Implement new attendance monitoring systems, and prioritise improvements for families of children from disadvantaged backgrounds (not only FSM)	LSA – Phone call system in morning Headteacher	Sept 2020	July 2024
<i>Progress:</i>	<i>Attendance figures above 95%</i>			
1.3	Ensure pupils' from FSM and disadvantaged background families are considered as a priority for target pupil activities	Teachers	September 2020	July 2024
<i>Progress:</i>	<i>Data analysis of TAs and tests are used to create target groups each autumn. Where individual year groups have a high % FSM pupils underperforming, this informs the selection of the group.</i>			<i>September 2020</i>

Strategic Equality Plan
Equality Objectives and Action Plan

Equality Objective 4.				
Reduce the number of NEETs				
Our Research:				
Information from Engagement:				
Data Development:				
This objective will be judged to be successful if...				
Actions:				
	Description	Responsibility	Start date	End date
1.1				
<i>Progress:</i>				
1.2				
<i>Progress:</i>				
1.3				
<i>Progress</i>				
1.4				

Strategic Equality Plan
Equality Objectives and Action Plan

Equality Objective 5.				
Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.				
Our Research:				
We have no record of information requested for specific protected groups, and so we cannot have 'reached' them.				
Information from Engagement:				
No evidence.				
Data Development:				
Acquire consultation data from wider sources.				
This objective will be judged to be successful if...				
Facility development has been developed in consultation with pupils Pupil, parent and staff surveys indicate they are fully engaged.				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Implement new record keeping of parents/carers who are in protected groups.	Admin staff	September 2020	July 2024
<i>Progress:</i>				
1.2	Ensure all parents have access to information in alternative formats including phone calls / texts/ emails /home visits if required.	Headteacher	September 2020	July 2024
<i>Progress:</i> Parents are questioned at the start of the school year how they would like to receive information				Sept 2020
1.3	Encourage applications from protected groups to the Governing Body	Chair of Governors LA	September 2020	July 2024
<i>Progress:</i>				
1.4	Extend consultation of protected groups through community groups.	Headteacher	September 2020	July 2024
<i>Progress:</i> Questionnaire sent to community group who use the school when things return to normal following Covid situation i.e Tai Chi				March 2021

Strategic Equality Plan
Equality Objectives and Action Plan

Equality Objective 6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.				
Our Research: That staff promote equality well, and that the school serves disadvantaged pupils well				
Information from Engagement: Through discussions and questionnaires with parents it was found that some information needs to be shared to aid understanding of existing discrimination/accessibility policies at the moment. Examples of answers in questionnaire: <ul style="list-style-type: none"> • No, I think the school upholds and encourages equality values in both the staff and pupils • We live in an area without much diversity, so making sure the children are aware that people come in all different shapes and sizes and colours and genders is very important, and that all these people deserve the same amount of respect. • I have some concerns around gender. I have noticed that the children are asked to line up in two lines after playtime, one boys one girls. I feel using gender to separate children could cause further divide between genders and reinforce gender stereotypes. I also worry that this could make some children feel uncomfortable if they are struggling with gender identity or draw attention to the need to define gender at a young age. I do not feel like this concern has a negative impact on my experience of Ysgol Bro Inqli, I feel that the school is open and accepting and this is not something that is intentional but if different systems were implemented could have a positive impact for the children growing up. (This is not the case. Children are asked to line up outside in year groups and NOT by gender) • I would like to see children not being separated by gender. An awareness in the language of teachers and staff to not draw attention to gender stereotypes e.g. telling little girls they are pretty and boys they are strong. 				
Data Development: Further data will be collected from consulting with stakeholders who use the school outside school hours when they return after the Covid situation i.e Tai Chi class				
This objective will be judged to be successful if... Parents understand the equality plan and promote equality within our community. Staff extend the good promotion of equality through learning and teaching.				
Actions:				
	Description	Responsibility	Start date	End date

1.1	Continue to use the school environment to promote positive attitudes to all protected groups; ensuring that they are represented in posters, books, displays and learning materials.	Teachers	September 2020	July 2021
<i>Progress:</i>	<i>Displays and books and learning materials reflect representation</i>			<i>September 2020</i>
1.2	Publish equality plan and use newsletters to promote equality	Headteacher	June 2020	July 2024
<i>Progress:</i>	<i>Plan published November 2020. Newsletters promote universal access to school activities and learning</i>			