



STRATEGIC EQUALITY PLAN (SEP) 2024-2028

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Policy owner for review	Mrs Lynne Williams

School	Ysgol Bryn Coch
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Head teacher Declaration	<i>Sign here</i>
Chair of Governors Declaration	<i>Sign here</i>

Accessible Formats

This document is also available in Welsh; in Microsoft Word and pdf formats in Arial 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 01352 752975 (school phone number).

1. Introduction

At Bryn Coch school we recognise our duty and responsibility to eliminate discrimination and promote equality for learners, employees, and members of the school community regardless of their Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation as defined within the Equality Act 2010.

We have developed our Strategic Equality Plan (SEP) to ensure equality is at the heart of everything that we do as an education provider and as an employer. The SEP sets out Bryn Coch school's commitment to equality and diversity and explains how we will work to promote these principles and build upon progress achieved since the publication of our previous SEP in 2020.

The SEP establishes our priorities for 2024 -2028 and the actions we will take to reduce identified inequalities, improve outcomes in education and employment and foster good community relations. Within this plan we set out clear steps, detailing how we aim to achieve them, and how our success will be measured.

1.1 School Profile

- **Demographics of the catchment area**

The school draws pupils from Mold in Flintshire, and the surrounding villages. It is in the district of Mold East.

The percentage of the population of Flintshire who are unemployed is 3.1% and this is below the national percentage of 3.4%. However, the percentage of children in Flintshire who are living in relative poverty is 20.2%, which is above the national percentage of 18.9%.

The last statistics published show that 8.8% of people in Flintshire have no qualifications, in comparison to 6.6% in the whole of Wales.

28% of households in Flintshire live in rented accommodation, in comparison to 33.5% in Wales as a whole. Of that 28%, 15% of the households live in social housing (affordable tenures), and 13% in homes belonging to the private sector.

The crime rate in Flintshire has decreased over the past year with statistics stating that there are 66 crimes per 1000 population, the top reported crimes being of a violent and/or sexual nature. This is lower than the national figure of per 70 crimes per 1000 people for Wales. While there has been an overall decrease in hate crime in the past year. there has been a 25% increase in religious hate crimes.

- **Ethnic and religious mix of school and its community**

95.2% of the school population is white or white British - the remaining 4.8% come from other ethnic groups including Asian, White and Asian, Indian, White and Black Caribbean, Turkish, Greek/Greek Cypriot, Bulgarian, White European Other, White and Chinese, Chinese, White and Other Ethnic Group, and Other Mixed Background.

- **Religions in the school**

21.3% (129 children) of the school population declared a religion. Of that 129, 91% declared Christian, 1% Hindu, 3% Muslim and 5% other faith.

- **Languages spoken by pupils**
3.6% of learners are EAL, and 0% have some fluency in Welsh. Other languages spoken include Malayalam, Turkish, Dari, Hungarian, Cantonese, Bulgarian, Greek, Chinese, Portuguese, Bengali, Polish.
- **Gender balance**
The school learner population is 51% female and 49% male.
- **Additional learning needs within school**
6.4% of the learner population has recognised additional learning needs.

1.2 Our Aims

The overall aim of the Strategic Equality Plan is to provide a framework for Bryn Coch school to pursue its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. The delivery of our Strategic Equality Plan will also contribute towards our commitment to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- promote community cohesion.

We aim to provide all our learners 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 learners
- monitor achievement data according to the various protected characteristics and action any gaps
- take account of the achievement of all learners when planning for future learning and setting challenging targets
- ensure equality of access for all learners 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 learners to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our learners.

1.3 Legal Context

Bryn Coch school has considered several pieces of legislation, regulations, and guidance related to equality, inclusion, and accessibility in the development of the Strategic Equality Plan. Key legislation and frameworks include:

Equality Act 2010

Public Sector Equality Duty (PSED): Schools, as public bodies, have a duty to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity between people with and without protected characteristics.
- Foster good relations between people with and without protected characteristics.

The Equality Act 2010 protects people from discrimination in employment and services based on the following 9 protected characteristics: -

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Specific Duties for Wales under the Equality Act 2010 including:

- Publishing Equality Objectives: Schools must set objectives addressing the most pressing equality issues.
- Engaging with Stakeholders: Involving learners, parents, staff, and the wider community.
- Publishing and Reporting: Publishing strategic equality plans, and annual reports, and demonstrating progress against equality objectives.
- Undertaking Equality Impact Assessments (EIA): Ensuring policies and practices do not disadvantage individuals with protected characteristics.

Welsh Language (Wales) Measure 2011

The Measure ensures that the Welsh language is treated no less favourably than English in educational settings. Schools are required to account for promoting bilingualism and ensuring access to services in Welsh.

Education (Wales) Act 2021

The Act governs the new Curriculum for Wales that emphasises equity, inclusivity, and ensuring all learners achieve their potential. The Act reinforces the responsibility of schools to meet diverse needs, address barriers, and embed equality in teaching and school culture.

Anti-Racist Wales Action Plan (2022)

Schools must adopt anti-racist policies and practices, fostering an inclusive and equitable environment for all ethnic backgrounds.

Additional Learning Needs and Education Tribunal (Wales) Act 2018

The legislation places a duty on schools to create an inclusive environment for learners with additional learning needs (ALN) and ensure that Individual Development Plans (IDPs) align with their rights.

Cymraeg 2050: A Million Welsh Speakers

Aims to promote the Welsh language and its inclusion in education strategies.

Rights of Children and Young Persons (Wales) Measure 2011

Schools must embed the United Nations Convention on the Rights of the Child (UNCRC) into planning and decision-making processes.

Welsh Government LGBTQ + Action Plan for Wales (2023)

Plan to make Wales the most LGBTQ+ friendly nation in Europe

1.4 Related Policy documents

The school's Strategic Equality Plan (SEP) interacts with many school policies as it ensures that equality, diversity, and inclusion principles are embedded across all areas of school life. This Strategic Equality Plan should be viewed alongside the following:

- Accessibility Plan
- Equality and Diversity Policy
- Admissions policy
- Behaviour policy
- Recruitment and Selection policy
- Complaints policy
- Challenging Bullying policy
- Safeguarding policy

2. Strategic Equality Objectives

Our chosen Equality Objectives are:

Objective 1: Reduce the gap in educational attainment levels between specific protected groups at all key stages. In particular, develop our knowledge of the socio-economic duty to protect pupils from inequality due to socio-economic factors.

Objective 2: To ensure that pupils feel safe in school, by reducing feelings of isolation and not belonging.

Objective 3: Become a UNICEF Rights Respecting School by achieving the Gold award.

We have developed an action plan which incorporates all relevant protected characteristics and describes how we are taking action to fulfil both the general and specific duties. Please refer to Appendix 1.

3. Role and Responsibilities

3.1 Responsibilities of the governing body

The governing body has set out its commitment to equality and diversity in the SEP and it will continue to do all it can to ensure that the school is fully inclusive to learners, and responsive to their needs based on the various protected characteristics. The governing body of Bryn Coch school seeks to:

- ensure the school complies with the Equality Act 2010
- ensure a designated member of the governing body has oversight of the SEP and its implementation. At our school this is
- ensure the governing body reports on the progress of the SEP annually, as part of its Annual Report to parents.
- Ensure recruitment procedures are fair and robust
- take all reasonable steps to ensure that the school environment gives access to people with disabilities
- strive to make communications as inclusive as possible for parents, carers and learners;
- ensure that no child is discriminated against whilst in Bryn Coch school.

3.2 Responsibilities of the headteacher

The headteacher of Bryn Coch school is responsible for implementing this policy statement; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

The headteacher promotes equality and eliminates discrimination by:

- providing leadership in the operation and implementation of the SEP
- ensuring all staff are aware of their responsibilities under the Equality Act 2010 and are given the appropriate training and support.
- take appropriate action in any case of unlawful discrimination
- be the designated senior member of staff for the operation, management and coordination of all aspects of this policy and will be supported by the governing body in doing so.
- devise and recommend policies, procedures and action plans to ensure that all legislative requirements are met and best practice adopted.
- collect and review data in relation to the protected characteristics and the Welsh Language relating to learners and staff.
- review policies and procedures in relation to compliance with the Equality Act 2010 and to make changes as appropriate.
- advise on the provision of appropriate equality training and awareness-raising in relation to all equal opportunities and diversity matters.

- ensure that all appointment panels are aware of this policy and give due regard when it comes to employment or training opportunities.
- reviewing the Strategic Equality Plan annually and report to the governing body.

3.3 Responsibilities of all staff

All staff members in Bryn Coch school play a pivotal role in the successful implementation of the Strategic Equality Plan (SEP). They are responsible for upholding and promoting its principles through their professional conduct, interactions, and daily practices including:

- promoting equality and inclusion
- adhering to policies and guidelines
- creating an inclusive learning environment and workplace
- Providing equal opportunities and celebrating difference
- engaging in professional development
- acting as role models
- supporting positive relationships
- communicating effectively
- implementing equality impact assessments (EIA)
- encouraging learner voice and participation
- monitoring and reporting progress.

3.3.1 Additional responsibilities for senior leadership / key staff

While all staff contribute to the SEP, specific staff roles such as senior leaders, pastoral teams, and inclusion coordinators have enhanced responsibilities, including:

Leadership team: Setting strategic priorities, allocating resources, and monitoring overall implementation of the SEP.

Pastoral/support staff: Providing direct assistance to students facing discrimination or inequality and working with parents and carers to resolve issues.

Inclusion co-ordinators/ALNCOs: Developing tailored strategies to support learners with additional needs and promoting best practices in accessibility and inclusion.

By working collaboratively and consistently integrating these responsibilities into daily school life, staff ensure that the principles of equality and inclusion are embedded in the culture and operations of Bryn Coch school.

3.4 Responsibilities of parents / carers

Parents and carers play a critical role in supporting and implementing Bryn Coch school's Strategic Equality Plan (SEP) by reinforcing its principles at home, collaborating with the school, and helping create a more inclusive and equitable

school environment. The active participation of parents and carers ensures that equality and inclusivity extend beyond the school setting by:

- promoting and modelling equality values
- engaging with the school community
- supporting education on equality
- communicating constructively with the school
- respecting and upholding school policies
- encouraging positive peer relationships
- providing input on accessibility needs
- challenging bias and discrimination.

3.5 Responsibilities of learners

Learners play an essential role in the successful implementation of Bryn Coch school's Strategic Equality Plan (SEP) by fostering an inclusive and respectful school environment by:

- demonstrating respect and empathy
- engaging in awareness activities
- reporting incidents of discrimination or bullying
- promoting positive behaviours
- participating in decision-making
- championing peer support
- commitment to learning and understanding
- respecting and using school resources.

4. Engagement and Consultation

Engagement and consultation ensure that the Strategic Equality Plan reflects the needs and experiences of the school community, including learners, staff, parents, carers, and other stakeholders.

4.1 Purpose of Engagement and Consultation

- To gather insights about the experiences and needs of the school community, especially from individuals or groups at risk of inequality.
- To identify barriers to equality and inclusion within the school environment.
- To ensure the SEP reflects the views and priorities of diverse stakeholders, fostering ownership and accountability.
- To comply with the Public Sector Equality Duty (PSED) under the Equality Act 2010 and its Welsh-specific duties, which emphasize participation and transparency.

4.2 Key stakeholders

The key stakeholders are:

- Learners
- Parents and carers
- Staff
- Governors
- Community partners
- Local authority education and inclusion officers

4.3 Methods of engagement and consultation

We regularly involve stakeholders in relation to the development of school policies and as required by the equalities duties. We may use a range of mechanisms including:-

- profile of the local community;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics
- learner attainment and progress data relating to different groups;
- school attendance and exclusion data by protected characteristic
- incidents of identity-based bullying and harassment
- reviewing hate incidents for Flintshire
- attendance data at extra-curricular activities
- invitation and attendance at other opportunities or experiences offered to learners from minority groups e.g. learners voice groups, representing the school at local and regional events
- data on the recruitment, development and retention of employees;
- outcomes of actions taken to engage parents and others who are seldom heard.

Data and information are reviewed and analysed to measure our performance and identify areas for improvement; subsequent actions are included in the School Improvement Plan (SIP). All data collected is used solely for the purpose of analysing trends by protected characteristic.

It is stored separately from personal information which identifies the individual and we ensure it meets GDPR requirements. To protect the identity of individuals, published information contains data which has been aggregated. The Welsh Government and Local Authority collate and publish pupil data provided by schools. Flintshire County Council publish a profile of the workforce.

In the development of our Equality Objectives we have consulted with staff, pupils, governors and parents and have reviewed data, including the achievements of boys in comparison to girls, EAL pupils, those with ALN and eFSM pupils.

5. Equality Impact Assessment (EIA)

Before introducing important new policies or measures the school carefully assesses the potential impact on equalities, positive or negative. Flintshire County Council utilise an Equality Impact Assessment tool which is also suitable for schools.

At Bryn Coch school we undertake Equality Impact Assessments upon new and revised policies and plans to identify potential and actual inequalities and to promote equality and good community relations. This ensures we develop inclusive policies.

Whenever possible, a broad range of people including staff, parents, learners and others are involved in consultation on policy development. Any issues arising will be addressed and stakeholders informed of decisions and actions.

We publish EIAs that show substantial impact or likely impact on the school's ability to meet the general duty on our website.

6. Professional learning

Professional learning ensures staff have the knowledge, skills, and understanding necessary to effectively promote equality and inclusion. Training and development opportunities focus on raising awareness, challenging biases, and equipping staff with practical strategies to embed equality principles into their daily practices.

Key themes for professional learning include:

- equality, diversity, and inclusion awareness
- anti-racism and anti-discrimination training
- LGBTQ+ awareness and inclusion
- additional learning needs (ALN) and disability awareness
- cultural competency and Welsh language awareness

- tackling bullying and harassment
- equality impact assessments (EIA)

Professional learning is accessed through a variety of methods including partnering with Flintshire County Council and Show Racism the Red Card. Staff have access to the digital courses by Diversity and Anti-racist Professional Learning (DARPL) and the Education Workforce Council (EWC).

7. Monitoring, Review and Publication

This Strategic Equality Plan (SEP) is published on our school website [Home | Ysgol Bryn Coch](#), and is available in a range of formats upon request from the school office.

The school will involve stakeholders in ongoing monitoring and review of the SEP's implementation and ensure there are mechanisms for regular feedback.

Bryn Coch school will review the plan annually and report on its impact to ensure ongoing compliance with legislation and responsiveness to changing needs.

A full review of the SEP will be undertaken and republished by April 2028 or earlier, if as a result of monitoring or new evidence, we need to alter any of our equality objectives or include new objectives.

8. References

Flintshire County Council Strategic Equality Plan 2024-28

<https://www.flintshire.gov.uk/en/PDFFiles/Diversity-and-Equality/Strategic-Equality-Plan-2024-2028.pdf>

Welsh Government Our Plan for Equality in Wales. Principles and Goals for 2024-2028

<https://www.gov.wales/sites/default/files/consultations/2023-11/principles-goals-for-2024-2028.pdf>

Equality and Human Rights Commission Guidance for schools in Wales (April 2023)

https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.equalityhumanrights.com%2Fsites%2Fdefault%2Ffiles%2Fehrc_psed_guide_for_schools_in_wales.docx&wdOrigin=BROWSELINK

Estyn: Celebrating diversity and promoting inclusion (October 2020)

<https://www.estyn.gov.wales/system/files/2022-02/Celebrating%20diversity%20and%20promoting%20inclusion%20en.pdf>

Welsh Government: Anti Racist Wales Action Plan updated 2024

<https://www.gov.wales/anti-racist-wales-action-plan-2024-update-html>

Estyn Strategic Equality Plan 2024-2028

https://www.estyn.gov.wales/system/files/2024-04/Estyn%20Strategic%20Equality%20Plan%202024-2028_0.pdf

Welsh Government Cymraeg 2050: Welsh language strategy

<https://www.gov.wales/cymraeg-2050-welsh-language-strategy>

Equality and Human Rights Commission: Education Fact Sheet Wales

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.equalityhumanrights.com%2Fsites%2Fdefault%2Ffiles%2F2023%2FEducation%2520Fact%2520Sheet%2520-%2520Wales.docx&wdOrigin=BROWSELINK>

9. Appendices

Appendix 1 SEP Action Plan

Appendix 1

Strategic Equality Plan 2024-28 Action Plan

Equality Objective 1:	Reduce the gap in educational attainment levels between specific protected groups at all key stages. In particular, develop our knowledge of the socio-economic duty to protect pupils from inequality due to socio-economic factors.		
Our Research:	<ol style="list-style-type: none"> 1. Attainment data indicates that there is a gap in the attainment of pupils from identified protected groups in comparison to the cohort as a whole. 2. The percentage of the school population identified as ALN/requiring additional support has increased. The percentage of ALN identified pupils that belong to protected groups has increased. 3. Link to previous SIP priority 'ALN Reforms'. 		
Information and Engagement:	School Improvement Plan will focus on improving achievement in specific areas, and in particular for those pupils belonging to protected groups.		
Success Criteria:	The gap in attainment between a cohort of pupils and those from identified protected groups will be reduced.		
Actions			
Description	Protected Characteristic	Lead	Time frame
1. SIP priority 1: Working within the school and the cluster to raise standards in writing across the curriculum by ensuring high quality teaching and progression of skills.	Groups affected by socio-economic factors, ALN Disability, Gender.	Governing body, SMT and all teaching staff	2025-2026
2. SIP priority 2: To develop reading and spelling skills of eFSM (eligible free school meals) learners to close the gap of performance.			
3. SIP priority 3: Raise standards in oracy through the development of drama in the expressive arts.			
4. Further SIP priorities identified through analysis of attainment data in relation to pupils with protected characteristics.			2026-2028

5. Increase the participation and engagement of parents/carers from specific protected groups with family liaison officer.		SMT, Nurture Lead/Family Liaison	2025-2028
6. Improve attendance of pupils in school from specific protected groups e.g. FSM, Disability, BME, ALN)		SMT	2025-2028

Equality Objective 2:	To ensure that pupils feel safe in school, by reducing feelings of isolation and not belonging.
Our Research:	<ol style="list-style-type: none"> 1. The need for well-being/Nurture provision in school has increased. In part this is due to individual circumstances within families, and to the demand on services out of school. 2. Local news indicates attitudes within the local community. 3. CPOMS entries indicate negativity towards protected groups.
Information and Engagement:	Continue to work with agencies, including Show Racism the Red Card (SRTRC) and DARPL to increase awareness and provide professional development. Review and amend school procedures for dealing with racist/prejudice incidents.
Success Criteria:	Pupils will feel safe in school, negative incidents will reduce.

Actions

Description	Protected Characteristic	Lead	Time frame
1. Regular monitoring of the data of prejudice-related bullying incidents in school (e.g. race, gender, religion, sexual orientation, gender identity, ALN and disability).	Groups affected by socio-economic factors, ALN, Disability, Gender Sexual orientation, Race, Religion/belief	SMT	2025-2028
2. Nurture/well-being provision including support for specific groups including pupils with challenging socio-economic home circumstances, neurodiverse pupils, and pupils with connections to the armed forces.		SMT, Nurture Lead	2025-2028
3. Embed the cross-cutting themes of Human Rights and Diversity into the curriculum and map the opportunities for teaching and learning in lessons and out of lessons.		SMT and all teaching staff	2025-2026
4. Embed No-outsiders lessons into planning.		All teaching staff	2025-2026

5. Celebrate other cultures throughout all subjects – specifically looking to include Black, Asian and Minority Ethnic stories, contributions and histories through music, art, food, and historical and religious events, both local and national etc.		SMT and all teaching staff	2025-2028
6. Calendar events with a national theme e.g. Black History Month, wear red for SRTRC		SMT and all teaching staff	2025-2028
7. Organise school fund raising, or charity events to raise awareness at other times in the year		SMT and all teaching staff	2025-2028
8. Use of PDG to partly fund day and residential trips.		SMT	2025-2028
9. Access professional learning offered by agencies such as SRTRC and Darpl.		Governors, All staff	2025-2028
10. Review and amend school practices for dealing with racist/prejudice incidents to ensure that robust systems are in place to react to incidents, work towards eliminating all negative interactions, intolerances and hate related actions.		SMT and all teaching staff	2025-2027
11. Develop an inclusive learning environment		All staff	2025-2028

Equality Objective 3:	Become a UNICEF Rights Respecting School by achieving the Gold award.		
Our Research:	<p>‘Together young people and the school community learn about children’s rights, putting them into practice every day. The Award is not just about what children do but also, importantly, what adults do. In Rights Respecting Schools children’s rights are promoted and realised, adults and children work towards this goal together.</p> <p>There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem.</p> <p>The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.’</p> <p>What is a Rights Respecting School? - UNICEF UK</p>		
Information and Engagement:	School have achieved UNICEF Bronze, Rights Committed and Silver Rights Aware awards. Work towards achieving the Gold Rights Respecting award is underway.		
Success Criteria:	School will achieve UNICEF Gold Rights Respecting School award and will meet the criteria for Sustaining Gold. Pupils will be aware of their rights and this will be evident in their day to day communication and actions.		
Actions			
Description	Protected Characteristic	Lead	Time frame
1. Become a Rights Respecting School	Groups affected by socio-economic factors, ALN, Disability, Gender Sexual orientation, Race, Religion/belief	RRSA leads and all teaching staff	By 2027
2. Sustain a Rights Respecting School		RRSA leads and all teaching staff	2028