



Ambitious, Brave, Creative, Caring, Life Long Learners.
Dysgwyr Uchelgeisiol Dewr, Creadigol, Gydal Oes

Wat's Dyke Community Primary School

Strategic Equality Plan & Equality and Diversity Policy

2023 - 2024

This plan and policy helps the school to advance equality across all of the “protected characteristics” set out in the Equality Act 2010. This policy has been reviewed in the spring Term 2021. The next review will take place Spring Term 2022.

A schedule for the review of this, and all other policy documents is set out in the School’s 3 Year Development Plan.

Description of our school

Wat’s Dyke C.P. School caters for children 3-11 years. We are a one and a half form entry, with year groups no greater than 45.

Pupil Profile 2023-2024

Wat’s Dyke C.P. School caters for children from 3 to 11 years. There are currently 300 pupils on roll, including 33 pupils who attend part time. The school serves an urban area close to Wrexham town centre. Our catchment is varied, covering a range of housing from privately owned housing to council owned/rented properties. 8% of pupils in full time education are eligible for free school meals. This figure is well below the national average of 20%. 6% of pupils are on the ALN Register with either statements of special educational needs or are on RSAP, School Action/School Action Plus on the ALN register. This is well below the national average. The school has a stable population. Pupils are mainly from White British backgrounds, with less than 6% of pupils coming from other backgrounds. No pupils speak Welsh as a first language. The main religion represented in our school is Christianity. 4% of our pupils currently speak English as an additional language. We aim to be a fully inclusive school.

Staff Profile 2021-2022

We have 37 teaching and non-teaching staff. 100% of teaching and non-teaching staff are White British. 90% of our staff are female and 10% of our staff are male. 5% of our staff speak Welsh proficiently.

Governor Profile 2021-2021

We have 11 school governors. The school governing body is made up of 45% men and 54% women. One governor is Welsh speaking, all Governors are White British.

An Equality Impact Assessment has been completed on this document.

Wat’s Dyke is a happy friendly school. High standards are achieved through taking care of each individual. We have high expectations for all pupils and work in partnership with parents to ensure the best possible education for every child. Our aim is to create a caring and secure environment where pupils :-

- Have an understanding of the difference between right and wrong;
- Are polite, cooperative and friendly;
- Understand that the school has rules which must be followed for the safety of all;
- Appreciate the school environment and respect the property of others;
- Value other people, their work and their opinions;
- Respect the culture and belief of others;
- Treat others as we wish to be treated ourselves.

Working together we can support each other to create this culture and aspire to our shared school vision of:-

“Ambitious, Brave, Creative and Caring Life Long Learners”

We believe that the most effective way of achieving these aims is through the promotion of enthusiasm and challenge, sharing and learning together, the acceptance and embracing of differences, openness, self-respect and persistence.

Equality is always observed with positive attitudes being developed. We will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and are treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

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 please contact:

Mrs Fay Green (Headteacher) Telephone: 01978 355731

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

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/>

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 it's commitment to equality and how it will meet it's 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

Our duties under the Equality Act 2010 and Equality Act 2010 [Wales] Regulations 2011

Equality means: 'An equal society which protects and promotes real freedom and opportunity to live in the way people value and would choose, so that everyone can flourish. An equal society recognises people's different needs, situation and goals and removes the barriers that limit what people can do and be.' [WLGA, Equality Improvement Framework for Wales, 2012]

The Equality Act 2010 brought together a number of different pieces of legislation to provide a single legal framework to more effectively tackle discrimination and disadvantage. The Act sets out groups of people which are specifically listed as having '**protected characteristics**':

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-) belief
- Sex
- Sexual orientation
- Welsh Language
- Poverty

Additional Local Characteristics

In addition to the inequalities faced by people from the protected characteristic group we recognise that the individuals and communities are under increased pressure because of the economic environment in the UK, changes to the benefits system, expected reductions in public, voluntary and community services and caring responsibilities. Therefore we include Poverty and Welsh as **additional local characteristics** for the purposes of this Plan.

Welsh Language

The promotion of the Welsh language is not included in the Equality Act. Instead the requirements are set out in the Welsh Languages Measure 2011. Details of how the Council supports the Welsh language are set out in the Welsh Language Scheme

http://www.wrexham.gov.uk/english/Council/documents/welsh_language_scheme.htm

The national context for Strategic Equality Plans is changing. A number of new pieces of legislation have been introduced that will influence the work of the Council and therefore will have a significant impact on the way the general duties are incorporated into mainstream Council business and implemented.

These include:

- Wellbeing of Future Generations Act 2015;
- Social Services and Well-being Act 2014;
- Counter Terrorism and Security Act 2015; and
- Housing [Wales] Act 2014.

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' explained above)
- 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". The objectives must be designed to enable the governing body to better perform the general duty. If an equality objective is not published in respect of one or more of the protected characteristics, the governing body must publish its decision not to do so. The governing body must review its equality objectives within four years of their initial publication and at least once every four years subsequently. The equality objectives may be revised or remade by the governing body at any time. If the governing body revises an objective without remaking it, then the revision must be published as soon as possible;
- To publish a statement which sets out the steps it has taken or intends to take in order to achieve each equality objective and the anticipated timescales involved. If an equality objective is revised or remade by the governing body, it must either amend the statement or publish a new one;

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

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

- To take all reasonable steps to ensure that any documents or information that the governing body is required to publish are accessible by persons who share one or more of the protected characteristics. This means that a governing body must take into account all of a person's protected characteristics, and if there are a range of steps that it would be reasonable for the governing body to take to make the documents or information accessible then it must take all of those steps;
- To make appropriate arrangements to ensure that it identifies the relevant information that it holds and identifies and subsequently collects the relevant information that it does not hold;
- To carry out an assessment in order to identify relevant information which identifies whether there are things being done by the governing body that contribute to its compliance (or otherwise) with the general duty and things that could be done to contribute to its compliance. In carrying out such an assessment, the governing body must have due regard to any relevant information that it has already identified, or collected and holds. The governing body should look for evidence (relevant information) both internally and externally which may be used, for example, in equality impact assessments;
- To make arrangements in order to assess the likely impact of proposed policies and practices on its ability to comply with the general duty, as well as the impact of any policy or practice that it has decided to review or any proposed revision to a policy or practice. There must be arrangements in place for the publication of reports regarding these assessments where they demonstrate that there is likely to be a substantial impact on an authority's ability to comply with the general duty. Also, the governing body must monitor the impact of its policies and practices on its ability to comply with the general duty;
- In each year, to collect specified employment information related to the school's employees and publish that information. This information may be set out in the governing body's annual report;
- To make such arrangements as it considers appropriate for promoting amongst the school's employees knowledge and understanding of the general duties and the additional duties which flow from it;
- When considering what its equality objectives should be, the governing body must have due regard to the needs in respect of the school's employees to have equality objectives which address the causes of any pay differences. Those pay differences are between those that do share a protected characteristic and those that do not;

- To publish an action plan which sets out any policy it has relating to the need to address the causes of any gender pay difference and any gender pay equality objective that has been published by the governing body;
- To make a Strategic Action Plan ("SEP"). 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;

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. Gender – male or female
2. Disability – all disabled people
3. Gender Reassignment – people who were born in the wrong gender
4. Race – people of any colour, nationality or ethnic or national origins
5. Religion or Belief – includes any religion / belief or lack of belief
6. Sex and Sexual Orientation – how people feel as well as act in respect of people of same sex, opposite sex either sex
7. Pregnancy and Maternity – from the time the woman becomes pregnant
8. Age – young and old
9. Marriage and Civil Partnership

And the additional characteristics of:-

Poverty
Welsh

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.

In consultation with Governors, school staff, parents and other interested parties, we have adapted the model plan to suit our school.

Wrexham County Borough Council published their revised Strategic Equality Plan in April 2016 setting out six 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 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. We have a range of information available to us which assists us to meet the General Duty and identify equality objectives. We use the following information:

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

Relevant information is published through newsletters, on the school website and in the annual Strategic Equality Plan Report.

3.2 How our Plan will be Monitored

The Governing Body and Head teacher will work together to monitor the Strategic Equality Plan – this will include a discussion at Governor meetings at least twice a year.

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.

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

4. Staff Awareness

One of our priority areas (Equality Objective Seven) is to ensure staff and governors have undergone equality and diversity training.

We will develop an equality training plan for our schools and encourage staff and governors 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.

We will embed equality and diversity training into our induction processes. In addition we will ensure that relevant information is made available to staff, improving the use of notice boards to myth-bust and promote key messages to pupils, staff, parents, guardians and visitors to our school

5. Equality Objectives

In all we have adopted six equality objectives. This consists of the Regional Strategic Equality Objectives for North Wales and the local equality objectives that will improve our ability to meet the legal duties.

Objective One	Reduce inequalities in Employment and Pay
Objective Two	Reduce health inequalities
Objective Three	Reduce unequal outcomes in Education to maximise individual potential
Objective Four	Reduce inequalities in Personal Safety
Objective Five	Reduce inequalities in Representation and Voice
Objective Six	Reduce inequalities in access to information, services, buildings and the environment

6. 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.

Employment information is collected annually as part of PLASC. WCBC collate information on employment.

Information about employment is published in our annual Strategic Equality Plan Report.

Due consideration is given to data protection laws when publishing information. WCBC produce a report which includes school staff annually.

7. Further Information and Contacts

The following documents explain more about our equality objectives and how schools in Wrexham are responding to the Equality Act 2010.

- North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.
- Developing Regional Equality Objectives
- Equality and Human Rights Commission Report “How Fair is Wales”
- Wrexham County Borough Council Strategic Equality Plan 2016 – 2020
- The Equality Act 2010 – Guidance for Schools (Wrexham County Borough Council)
- Equality Act 2010 – Summary action plan for schools

Appendix 1 - Strategic Equality Action Plan

Appendix 2 - Equality and Diversity Policy

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

- Additional Learning Needs
- Behaviour, including Anti-Bullying
- Charging and Remission
- Child Protection (Safeguarding)
- Collective Worship
- Curriculum / Teaching for Learning
- Data Protection
- Dignity at Work
- Educational Visits
- Equality & Diversity
- ESDGC
- Food & Fitness
- Looked After Children
- Health & Safety
- Medical Needs
- More Able & talented Children
- Personal Development & Relationships (SRE)
- PSE & Wellbeing
- Transition
- Whistleblowing

The action plans set out how our school will contribute to each of the Wrexham County Borough arrangements for delivering local objectives.

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

Wrexham County Borough Council Objective One: Reduce inequalities in Employment and Pay			
School Priority: To further 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 plan accordingly.	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

Relevant School Policies, Plans and Strategies;

Pay Policy

Performance Management Policy

Wrexham County Borough Council Objective Two: Reduce Health Inequalities			
School Priority: To continue to improve the health and wellbeing of our staff and pupils			
What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school	When we will complete this action
Achieve the Healthy Schools Standards ensuring that diversity is embedded in all activities	Healthy Schools Leader	Healthy Schools Standard achieved	Working towards

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

Wrexham County Borough Council Objective Three : Reduce unequal outcomes in Education to maximise individual potential			
School Priority: To continue to support our pupils to achieve their potential			
What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school	When we will complete this action
Review our monitoring arrangements to cover all relevant protected characteristics. Develop practitioners understanding of the connections between educational attainment, barriers and protected characteristics.	SLT All teaching staff	Review complete and action plan in place	ongoing
Analyse educational attainment profiles by protected characteristic and pupil performance. Develop action plans to address issues raised from analysis.	SLT	Analysis completed and considered by Governors for action planning	Annually
Review curriculum policies to ensure accessibility issues are embedded and action plan accordingly	SLT	Review complete and action plan in place	Ongoing with Gov schedule

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

Relevant School Policies, Plans and Strategies: Curriculum and Assessment

Wrexham County Borough Council Objective Four: Reduce inequalities in Personal Safety			
School Priority: To ensure that staff and pupils feel confident to report issues of concern			
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 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	Policy updated annually
Ensure staff and volunteers are trained to deal with identity based bullying and hate incidents.	SLT	Number of staff trained	Ongoing
Include information on identify based bullying, trafficking, honour based abuse, domestic abuse etc in staff training.	SLT	CPD	Ongoing

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 Five: Reduce inequalities in Representation and Voice			
School Priority: To ensure that a wide range of people are able to have their say on decisions relating to our school			
What we will do to contribute to this objective in our school	Who will lead on this action for our school	How we will measure this action in our school	When we will complete this action
Introduce 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 information recorded	Annually

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.	Ongoing
Ensure the way we currently advertise vacancies and the process of nominations for school Governors adheres to Wrexham LA's guidelines and aims to attract a diverse range of people to engage with the schools decision making processes	Clerk to 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	Questionnaire returns PTA meetings	Ongoing

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/ Regional Objective Six: Reduce inequalities in access to information, services, buildings and the environment			
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 this action for our 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 and action plan in place	Ongoing
Review how accessible the school is to people with physical and sensory impairments and action plan accordingly	HT	Review completed and action plan in place	Annually

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

Relevant School Policies, Plans and Strategies;
All school documentation on request

Appendix 2

Our Equality and Diversity Policy

Purpose

- ❖ Equality and fairness is central to the values and behaviours of our school.
- ❖ This Policy Statement sets out our commitment to promoting equality and to meeting the requirements of equality and human rights legislation.
- ❖ We value equality and diversity and are committed to ensuring that no-one is treated less favourably for reasons that cannot be justified on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on grounds of Welsh language.
- ❖ This statement reinforces our commitment to promote equality and fairness and address all forms of unlawful discrimination, victimisation and harassment.

Scope of this Policy Statement

- ❖ This statement applies to everyone associated with our school and we expect everyone to behave in accordance with it.
- ❖ This statement underpins our Strategic Equality Plan and compliments the Children's "One Wrexham Charter of Belonging"
- ❖ This statement does not stand in isolation; its aims and values are at the heart of the plans and policies of our school.

Key Principles

- ❖ This statement aims support our school to be an organisation that values diversity and takes proactive steps to remove unlawful discrimination, advance equality of opportunity and foster good community relations.
- ❖ This will be achieved through the delivery of our Strategic Equality Plan and other relevant school policies and plans.
- ❖ We are committed to creating a fair, just and inclusive school community where diversity is valued and people are encouraged and supported to achieve their potential.

Policy Statement

- ❖ As an employer and provider of services we will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.
- ❖ All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. We will not tolerate any form of discrimination, harassment or victimisation.

- ❖ We recognise that our diverse communities have much in common including a desire to live in peace and security together; to have a decent standard of living and a fair share of resources; to have equal chances in life and enjoy good health.
- ❖ We are committed to celebrating all that is good about Wrexham, the richness of its Welsh heritage, cultural traditions, beliefs, distinctive neighbourhoods and the energy, character and diversity of its people.
- ❖ We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.
- ❖ We will gather and use a range of equality and diversity data and information to help us monitor this policy and help us to continually improve.
- ❖ We will carry out equality impact assessments and engage a wide variety of people to ensure that we understand the different ways that different people could be affected by our decisions and proposed policies.

Responsibilities

- ❖ Everyone has a role to play in meeting the aims of this policy statement; however some people have additional roles and responsibilities.

Leadership and Management Commitment

- ❖ School governors and management of the school will work with all its stakeholders and partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible.

School Governors

- ❖ School governors are responsible for ensuring that the school complies with equality and human rights laws including meeting the public sector equality duties.
- ❖ With assistance from the Head teacher, school governors will ensure that our Equality and Diversity Policy is implemented and respected by everyone associated with our school.
- ❖ Governors will receive periodic updates on the effectiveness of our Equality and Diversity Policy and the progress we are making against the objectives set out in our Strategic Equality Plan.

Head teacher

- ❖ The Head teacher has specific responsibilities this includes ensuring that staff and Governors understand the aims and objectives of our Equality and Diversity Policy and Strategic Equality Plan, and their roles and responsibilities in improving equality outcomes for people across the whole school community.
- ❖ The Head teacher will ensure that:

- This Strategic Equality Plan is readily available along with copies of other relevant policies and procedures.
- Staff and Governors understand those key policies and receive equality and diversity training
- Children, young people and adults within our school community are confident to report identity based bullying, community tensions and hate crimes
- That children and young people from different backgrounds are confident to mix together
- That staff have access to appropriate diversity training to develop skills to enable them to work in accordance with the values set out in this statement

Teaching and non-teaching staff

- ❖ Everyone in our school has their role to play in delivering our Strategic Equality Plan and ensuring our school is a fair, cohesive and inclusive environment where people can achieve their potential. All staff are required to
 - Ensure that all pupils, colleagues and school visitors are treated fairly, with respect and dignity
 - Support pupils to learn about equality and diversity
 - Challenge negative stereotyping and record any form of identity based bullying or harassment in accordance with the schools procedures

Raising a Concern

- ❖ Any person that feels the school has not behaved in accordance with this policy statement can raise a concern with the Head teacher or Chair of Governors. Communication support will be made available as appropriate.