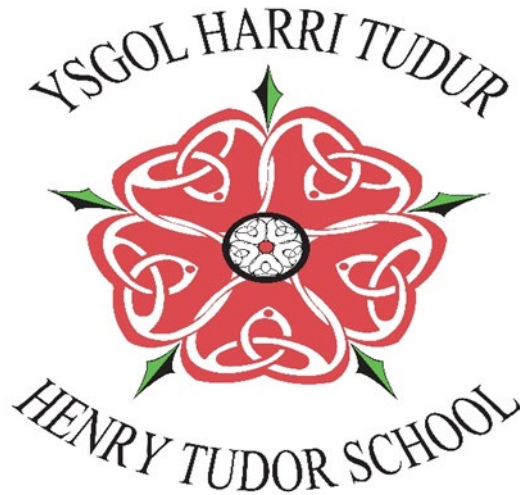


# Ysgol Harri Tudur



## Henry Tudor School

### Strategic Equality Plan

Adopted by Governor Resources Committee  
Reviewed & Accepted at Full Governing Body Meeting 22.03.2023  
[Accessibility Plan Reviewed at Resources Committee: Reviewed Annually]  
Review every 4 years  
Next Review: Spring 2028

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# 1. Our Distinctive Character, priorities and Aims

## 1.1 School values

At Ysgol Harri Tudur / Henry Tudor School we are committed to ensuring equal treatment of all its employees, learners and any others involved in the school community. We aim to develop a culture of inclusion and diversity in which all people feel free to participate fully in school life. The achievement of learners with protected characteristics will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At **Ysgol Harri Tudur / Henry Tudor School** we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Strategic Equality Plan sets out an approach to promoting equality in all and every aspect of our school's life and relates to:

- Learners
- Parents / carers
- Staff
- Members of the wider school community

## 1.2 Characteristics of our school

Ysgol Harri Tudur / Henry Tudor School occupies a modern 21st Century Welsh Government and Local Authority funded comprehensive school with a capacity for up to 1400 learners; it provides mainstream education along with dedicated autistic provision. The school is situated within South West Pembrokeshire. The ethnic composition of learners and staff is substantially English speaking White European. The majority of the school's learners are of Welsh origin but with the overwhelming majority speaking English as their first language. There is little linguistic diversity in the school although representation from minority groups has increased slightly over the past 2 years.

The social-economic context of the school is highly diverse, with representation from both affluent and less affluent areas. Two areas within the schools catchment are within the Communities First Deprivation Band. In the context of Pembrokeshire, the school serves six of the ten most deprived electoral divisions in the local authority.

The most significant minority group is the traveller population, many of whom are now permanently resident on a traveller site at Monkton. The school learner community also includes refugees from Ukraine and Syria.

### 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 learners with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- 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/carers in supporting their child's education;
- encouraging classroom 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 learners.

## 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 school's equality objectives, we will take due regard to the Equality Act general duty in order to:

1. Eliminate discrimination, harassment, victimisation or 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. Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic,
  - b. 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,
  - c. Encourage persons who share a relevant protected characteristic to participate fully in school life.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

**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 learners data, e.g. attainment data of boys v girls.

The delivery of the SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within appropriate children and young people plans;
- promote community cohesion.

Our School Equality Objectives are set out in **Appendix 2**.

## 2. Responsibilities

### 2.1 Governing Body

The Governing Body (GB) 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 learners and is responsive to their needs based on the various protected characteristics. The GB:

- 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, carers and learners;
- ensures that no child is discriminated against whilst in our school.

In order to meet its reporting responsibility, the GB will report on the progress of the SEP annually, as part of its Annual Report to parents/carers.

### 2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the GB in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of the 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.

## 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 learners 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 challenge 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 conduct accurate impact assessments 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/carers 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:

*The annual report to governors on examination success including an appendix relating to minority group attainment. This information will not be made available to the public, because the small number of learners representing the different protected groups would make it possible for these learners to be identified and this would be in breach of the Data-Protection Act and extant GDPR regulations.*

In the annual target setting exercise, the Performance Committee of the GB may set separate targets for different protected characteristics if this is considered necessary and appropriate, basing the targets on current attainment and the attainment of similar learners nationally where this is known.

If the GB considers it necessary a sample of learners including learners from varied racial groups will be given a questionnaire on an annual basis to enquire about instances of abuse or bullying related to protected characteristics. Victims of assault or bullying will be asked if this relates to a protected characteristic. This information will be reported to the Governor Pupil Discipline Committee in its final meeting of any academic year.

All disciplinary data on learners with protected characteristics will be collected and made available to the Headteacher when required.

### **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 taken into account when priorities are set; these are informed by;

- Feedback from parental questionnaires, parents/carers' Evenings, 'Aiming High' days and parent-consultation meetings;
- Input from staff surveys or through staff meetings/INSET;
- Feedback from the school council, PSE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in Standards Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;

## 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 the school's compliance with 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	<b>Monitor and analyse learner achievement by protected characteristic and act on any trends or patterns in the data that require additional support for learners.</b>
2	<b>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</b>
3	<b>Ensure all learners are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Year /School Council by election or co-option), class assemblies, fundraising etc.</b>
4	<b>Identify, respond and report incidents related to protected characteristics as outlined in the Plan. Report the figures to the GB/ Local Authority on a termly basis.</b>

We have action plans covering relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties. Action plans are cross referenced with the School Improvement Plan, which ensures that they are checked, monitored and evaluated systematically. 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 GB and, on inspection, Estyn, evaluate the effectiveness of the SEP on a regular basis.

## 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, through publication 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 to parents/carers.

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:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using 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.

# Ysgol Harri Tudur / Henry Tudor School

## Strategic Equality Plan 2024 – 2028

### Appendices

- App. 1      Regional Equality Objectives**
- App. 2      School Equality Objectives and Action Plan**
- App. 3      Current School Access Plan**

# APPENDIX 1

## Regional Equality Objectives

### ERW region

**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 learners 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**

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 learners had been 'bullied in a homophobic way'; 7% of year 7 learners had been 'bullied in some way due to learning difficulties' and 3% of year 10 learners had been 'bullied in some way due to race or ethnic origin'.

**3. Reduce gaps in levels of attendance between different protected groups as identified in local data**

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of learners with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

**4. Reduce the number of NEETs**

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 learners, parents/carers and staff.**

Head teachers and Governors need to be confident that all learners 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 learners/learners, Staff and Governors.**

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 learners and Governors.

## APPENDIX 2

### Ysgol Harri Tudur / Henry Tudor School Strategic Equality Plan 2024 - 2028 Equality Objectives and Action Plan

Equality objective	Action	How will the impact of the action be monitored?	Who is responsible for implementing	What are the timeframes	Early success indicators
1	Monitor and analyse learner achievement by protected characteristic and act on any trends or patterns in the data that require additional support for learners.	Achievement data analysed	Headteacher/ Governing Body	Annually in Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
2	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity - monitor through PSE	Headteacher	Ongoing	More diversity reflected in school displays across all year groups
3	Ensure all learners are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option, class assemblies, fundraising etc.	School council representation monitored by race, gender, disability	SS	Annually in September	More diversity in school council membership
4	Identify, respond and report incidents related to protected characteristics as outlined in the Plan. Report the figures to the Governing Body / Local Authority on a termly basis.	The Headteacher / Governing Body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are learners and parents/carers satisfied with the response?	Headteacher/ Governing Body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body

## **School Access Plan Statement**

Ysgol Harri Tudur / Henry Tudor School's Access Plan has been prepared for the period 1<sup>st</sup> April 2024 to 31<sup>st</sup> March 2028 and each of the three strands of the planning duty have been considered, namely:

1. Increasing the extent to which disabled learners can participate in the school curriculum and in activities such as after school clubs, leisure and sporting events and school trips,
2. Monitoring full compliance within Ysgol Harri Tudur / Henry Tudor School,
3. Improving the delivery to disabled people of written information provided to people who are not disabled.

Each of the identified actions within these plans have been prioritised into the short, medium and long term, together with an indication of the resource implications of such actions.

*Reviewed at the Governors Resources Committee Autumn 2025*

# APPENDIX 3

## SCHOOL ACCESSIBILITY PLAN 2024 - 2028

**YSGOL HARRI TUDUR / HENRY TUDOR SCHOOL**

**COMPLETED BY: ALNCO and SBM**

**DATE REVIEWED: September 2025**

**ACCESSIBILITY PLAN OUTCOME - PART A**

**Increasing the extent to which disabled learners can participate in the school curriculum**

Activities	Success Criteria	Responsibility	Cost £	Monitoring	Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>	<i>Due to budget pressures full funding may not be possible</i>	<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<p><b>Short Term (1 Year)</b></p> <p>To extend access to Alternative Curriculum activities, including through external providers</p> <p>To encourage/maintain participation in after school activities</p>	<p>Suitable activities available</p> <p>Learners attending</p>	<p>Deputy Headteacher AB/ALNCO Assistant Headteacher AA/<u>Assistant Headteacher responsible for Alternative Curriculum</u> TC, Head of Learning Resource Centre NT / Director of Faculty for Health and Well Being AD</p> <p>Throughout the SBM is to be informed to ensure any resources required can be provided; this is critical if there are statutory requirements needed, such as</p>	<p>Costs looked at on a case by case basis and VfM considered throughout. Ongoing budget constraints will require careful prioritisation.</p> <p>A wide range of after school activities is provided, supported by a range of approaches. The Friends of</p>	<p>Individual course records and learner diary.</p> <p>Attendance records</p> <p>Attendance records of enrichment activities</p> <p>Records of participation in House activities</p>	<p>Learners successfully access a variety of courses.</p> <p>Learner feedback as part of review.</p> <p>Attendance and participation is inclusive.</p>

## APPENDIX 3

### SCHOOL ACCESSIBILITY PLAN 2024 - 2028

		classroom furniture modifications for wheelchair use. Suitable planning time must be included due to potentially long lead times.	Ysgol Harri Tudur actively supports after school clubs through the provision of small grants.  Provision of a wheelchair compatible mini bus supports visits for those in need of this type of transport.		
<b>Medium Term (2 Years)</b>  Maintain & extend courses available for disabled learners in KS5. (pending learner numbers)	Courses available to learners.	JOJ / LM/ AA	Costs remain dependant upon courses chosen - maximise use of available grants	AA, LM to investigate suitable options & delivery to disabled learners.	Increased retention of disabled learners in KS5. (appropriate to number on roll at KS5 & SEN)
<b>Long Term (3 Years)</b>  Maintain strong links between Ysgol Harri Tudur / Henry Tudor School learners & disabled learners in feeder schools to aid transition.	Full knowledge of disabled learners during transition process	AA / LM / CL / Key Stage 3 Leader SM	Admin time & LSA support	Designated staff to collate information from the database. Annual Review and Person Centred Planning process for those with an individual development plan under the new Code of practice for	Disabled learners to review the process.

**APPENDIX 3**

**SCHOOL ACCESSIBILITY PLAN 2024 - 2028**

				Wales, and those with disabilities. Questionnaires & feedback Primary visits.	
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# APPENDIX 3

## SCHOOL ACCESSIBILITY PLAN 2024 - 2028

**YSGOL HARRI TUDUR / HENRY TUDOR SCHOOL**

**COMPLETED BY: SBM**

**DATE REVIEWED: September 2025**

**ACCESSIBILITY PLAN OUTCOME - PART B**

**Improving the physical environment of schools to increase the extent to which disabled people can take advantage of education and associated services in schools**

Activities	Success Criteria	Responsibility	Cost £	Monitoring	Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>	<i>Due to budget pressures full funding may not be possible</i>	<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<p><b>Short Term (1 Year)</b></p> <p>Maintain gardens/outside areas in good condition</p> <p>Maintain full compliance in Ysgol Harri Tudur / Henry Tudor School, Phoenix Centre and Community Learning Centre</p> <p>Development of well being garden</p>	Continued use	<p>School (minor works)</p> <p>SLT and where necessary PCC through the implementation of relevant SLAs mainly Building Maintenance.</p> <p>Includes a reliance on volunteers</p>	<p>The overall running and repair costs for the school are included within the annual budget. Where appropriate costs for damages are recovered. Support from The Friends can be provided through small grants</p>	<p>Regular monitoring by the Facilities Team.</p> <p>Grounds maintenance delivered by Facilities Team</p> <p>Feedback by staff and learners</p>	Continued use

**APPENDIX 3**

**SCHOOL ACCESSIBILITY PLAN 2024 - 2028**

<p><b>Medium Term (2 Years)</b> Maintain full compliance.  Further development of well being garden - this will be an enduring task</p>	<p><b>Continued use</b></p>	<p><b>SLT</b></p>	<p>Within the routine maintenance budget. Supported with funding from donations, provided internally (ie The Friends) and externally (donations) and other grant opportunities which are identified.</p>	<p>Regular monitoring by Facilities Team and supervised by SBM and other SLT members</p>	<p>Continued use</p>
<p><b>Long Term (3 Years)</b> Maintain full compliance</p>	<p><b>Continued use</b></p>	<p><b>SLT</b></p>	<p>Comments as for Medium Term</p>	<p>Regular monitoring by Facilities Team</p>	<p>Continued use</p>

# APPENDIX 3

## SCHOOL ACCESSIBILITY PLAN 2024 - 2028

**YSGOL HARRI TUDUR / HENRY TUDOR SCHOOL**

**COMPLETED BY: SBM**

**DATE REVIEWED: September 2025**

**ACCESSIBILITY PLAN OUTCOME - PART C**

**Improving the delivery to disabled learners of written information provided to learners who are not disabled**

<b>Activities</b>	<b>Success Criteria</b>	<b>Responsibility</b>	<b>Cost £</b>	<b>Monitoring</b>	<b>Evaluation</b>
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>	Due to budget pressures full funding may not be possible	<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<b>Short Term (1 Year)</b> To extend the availability of written and other materials in alternative formats.	Availability of various formats extended.	AA / LM	Meeting time  Met from current resources/software provision. Departments have been allocated their own budgets to manage for 24/25	Initial review evidence leading to development of new resources.	Learner review of resources.
<b>Medium Term (2 Years)</b>  Increase accessibility options, including greater use of online applications	Confirmation of options available	ALNCO, SBM, Network Manager	Use of bespoke software and hardware as identified (ie translation aids)	Review by SLT	Parent/learner review
<b>Long Term (3 Years)</b>  Review success of Ysgol Harri Tudur / Henry Tudor School provision	Learner feedback; IT review (through IT Delivery Group)	SLT	Funding sources to be identified were necessary	Report / verbal	Staff / learner review

**SCHOOL ACCESSIBILITY PLAN 2024 - 2028**