



School Strategic Equality Plan

2025-2028

Ysgol Y Felinheli

2025 - 2028



Strategic Equality Plan agreed by the governors:

Signed by the Chair *Huw Watkins*

Date: 16/06/2025

Plan to be reviewed: 06/2028

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1. Our Character, Priorities and Distinctive Objectives

1.1 The school's values

At Ysgol Y Felinheli, we are committed to ensure equality in education and an opportunity for all pupils, staff, parents and guardians who receive services from the school, whatever their disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership. Our aim is to develop a culture of inclusion and diversity that enables all who are associated with the school to feel proud of their identity and participate fully in the school's life.

Pupils' attainment will be monitored and we will use this data to support the pupils, raise standards and ensure inclusive education. We will tackle discrimination through positive promotion of equality, through challenging bullying and stereotypes and creating an environment that encourages respect towards all. In Ysgol Y Felinheli, we believe diversity to be a strength that should be respected and celebrated by all who teach and learn here and who visit the school.

1.2 Our school's features

Ysgol Y Felinheli is a primary school located between Bangor and Caernarfon. We provide education for learners from three to eleven years old. Nursery provision is provided between 8:45am and 10:45am. The Cylch Meithrin on the site also has a wrap-around service until 3:30pm.

Promoting a welcoming and supportive ethos is a central part of the learning community at Ysgol Y Felinheli. We provide opportunities for our learners to develop lifelong skills through a range of experiences within their environment.

Ysgol Y Felinheli is the heart of the community, and we take advantage of the area's talents and opportunities.

At Ysgol Y Felinheli we teach mainly through the medium of Welsh and most learners come from Welsh-speaking homes. The learners have the opportunity to take pride in the Welsh culture and heritage.

School Vision

Our vision is to provide a school that feels like a family and a partnership between pupils, staff, parents, governors and the local community. We work together to offer a welcoming, caring and safe environment in order to encourage effective teaching and learning. By means of a whole-school approach, we will seek to support good mental and physical well-being by promoting a positive cultural ethos, where the learners foster a positive relationship with all the school's stakeholders.

We wish to nurture, inspire, challenge and support our pupils by providing broad, exciting and stimulating experiences for them. We aim to nurture natural inquisitiveness in every child and for them to enjoy learning, as they grow emotionally, physically, creatively and socially.

Our intention is to enable pupils to be ambitious and skilful learners, who are ready to face challenges and learn new skills so that they are the best that they can be. We strive to ensure that our pupils are innovative and creative and ready to learn throughout their lives. We aim to have conscientious and

respectful pupils who will take pride in their heritage, traditions and language. We will instil firm roots in their home area, their Welshness as well as a loyalty to their local community, whilst developing respect towards other beliefs and cultures.

Every individual within the school's community will be appreciated and respected and we promote kind and happy individuals who are independent, resilient and confident whilst appreciating everyone's participation.

We aim to nurture learners who are responsible citizens so that they can care for their local and global environment.

The Voice of the Child is very important at Ysgol Y Felinheli. We believe that a pupil's participation in the learning and including them in decisions creates an empowering environment that increases aspirations and develops positive attitudes in young people towards matters relating to living in their community and beyond. With your cooperation, we can instil confidence in the children so that they foster the skills required for lifelong learning.

The school wishes to thank everyone who assisted with the process of reviewing this vision.

1.3 Main-streaming equality in policy and practice

In addition to the specific steps outlined in this plan, the school implements equal opportunity in its day-to-day practice in the following ways.

We try to give every pupil the opportunity to succeed and reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor attainment data according to the various protected characteristics and take steps in relation to any gaps;
- consider all of the pupil's achievements when planning for learning in the future and set challenging targets;
- ensure equality of access to all pupils and prepare them for life in a diverse society;

At Ysgol Y Felinheli, we are committed to ensuring that every child receives equal opportunities to:

- develop their Welshness
- develop attitudes of respect towards their peers
- develop attitudes that encourage pupils to do their best.
- use materials that reflect the diversity of the school's population and that of the local community in terms of the various protected characteristics, without stereotypes;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate other cultures' diversity;
- attempt to include all of the parents whilst supporting their children's education;

- encourage a discussion in the classroom and the staff room on equality matters that considers the social stereotypes, expectations and the impact on learning;
- include teaching and classroom methods that are appropriate to the whole school's population, which are inclusive and reflect our pupils.

1.4 Determining our equality objectives

We acknowledge our duty and our responsibility to establish equality for all our pupils, staff, other members of the school community and service users, whatever their race, gender, disability, gender reassignment, sexual orientation, pregnancy and maternity, religion or belief, marriage or civil partnership as defined in the Equality Act 2012.

The purpose of our **Strategic Equality Plan (SEP)** is to undertake the duties to promote equality for people with 'protected characteristics' and to embed fairness and equality at the heart of our school's community and in every aspect of our school's plans and policies.

When determining equality objectives for this school, we will give appropriate consideration to the general duty of the Equality Act:

1. Remove discrimination, harassment, victimisation and other conduct that is prohibited under the Act;
2. Develop equality of opportunity between people who share a protected characteristic and those who do not; this means
 - a. removing or reducing disadvantages suffered by people who share a relevant protected characteristic associated with that characteristic.
 - b. taking steps to satisfy the needs of individuals who share a relevant protected characteristic that are different to the needs of individuals who do not share it.
 - c. encourage people who share a relevant protected characteristic to contribute to public life or to any other activity where the contributions of such people are disproportionately low.
3. Foster good relations between people who share relevant protected characteristics and those who do not share them.

Our SEP and Equality Objectives are determined in light of the following:

- The Corporate Equality objectives (appendix 1);
- views expressed by stakeholders who have been part of developing the plan;
- matters arising due to analysing our pupils' data e.g., pupil group attainment.

Presenting our SEP will contribute towards all actions and our commitments to:

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

The School's Equality Objectives are outlined in **section 5 and Appendix 2**.

2. Responsibilities

2.1 The Governing Body

The governing body has noted its commitment to equality and diversity in this plan, and it will continue to do everything in its power to ensure that the school is totally inclusive of pupils, and responds to their needs, based on the various protected characteristics. The Governing Body:

- endeavours to ensure that individuals are not discriminated against when applying for posts at our school.
- takes all reasonable steps to ensure that the school's environment provides access for people with disabilities, and also endeavours to make communicating as inclusive as possible for parents, carers and pupils.
- ensures that no children are discriminated against when at our school.

To achieve its reporting duty, the governing body will report on the SEP's progress every year, as part of its Annual Report to parents.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and removes discrimination through:

- implementing the school's SEP, with the support of the Governing Body whilst doing so;
- ensuring that all staff are aware of their responsibilities under the act and have been fully informed about the SEP and our school's equality objectives;
- ensuring that all appointment panels give due consideration to this plan, so that there is no discrimination against anyone in terms of employment opportunities or training;
- promoting the principle of equal opportunity when developing the curriculum, and promoting a respect of others and equal opportunity to participate in every aspect of school life;
- handling all unfair treatment cases and any cases of bullying or discrimination, including racist incidents, according to the policies of the authority and the school.
- ensuring that all staff are aware of this

2.3 Staff - teaching and non-teaching staff

The school considers equality for all as a responsibility for all. Every staff member contributes towards ensuring that our school is a fair, equitable and cohesive community through:

- ensuring that all pupils are treated fairly, equally with respect, and will raise awareness of the school's SEP;
- attempting to provide material that will give positive images based on the protected characteristics and challenge stereotypical images;
- challenging any cases of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's anti-bullying policies e.g., report about racist incidents;
- support the work of the ancillary staff and encourage them to intervene positively against any discriminatory incidents.

3. Information gathering and engagement

3.1 Purpose and process

Collecting information is essential to support us to decide what actions to take to improve equality and remove discrimination in the school's community. Following this, the information also helps us to revise our performance, therefore it needs to be detailed enough to enable us to measure how we achieve our equality responsibility. The information also helps us to make an accurate impact assessment and note which of the school's objectives were achieved, and the things that we need to do better.

Engagement is also based on the information that was gathered regarding representation of different groups. We attempt to do this as fully as possible by acknowledging sensitive matters in terms of different protected characteristics. We take specific steps to ensure that children and young people with disabilities, parents and carers are included according to their right. The reason as to why this progress is important is to understand all the diverse needs of the school community.

3.2 Types of information gathered

The broad range of information that is collected to support our planning and steps to promote equality and remove discrimination contains the following:

- analysing the responses received from pupils, parents/carers, staff, governors and community groups following distributing the parents' opinion questionnaire. The questions included in the questionnaire do not highlight specific protected characteristics, but they seek the general opinion of stakeholders;
- noting children and young people, parents, carers, staff and other users of the school who represent the different protected characteristics, if possible and appropriate. This helps us to develop and monitor the plan. Comprehensive and sensitive efforts are made to gather accurate information and to satisfy the data protection requirements, as well as our duty to ensure accurate information regarding ethnicity and first language;
- pupils' attainment and progress data regarding different groups;
- seeking the opinions of children and young people and include them in a way that sees a value in their contribution;
- information on how different groups obtain access to the whole curriculum and how they make decisions between the choice of subjects;
- sports and activities choices per group;
- enrichment activities per group
- exclusions data analysis that is analysed per group;
- bullying and harassment records on the basis of any equality matter;
- data on recruitment, development and retention of employees;
- the outcomes of activities that promote community engagement and community cohesion;
- the results of steps taken to ensure the inclusion of parents and those who are identified as difficult to engage with.

3.3 Engagement

The school includes stakeholders including children and young people, staff, parents/carers, governors and other school users in terms of equality duties. We consider the communication

methods chosen by those we engage with e.g., translated materials or interpretation facilities for disabled people or those for whom English is an additional language or who have just arrived in this country.

The opinions of stakeholders' and other groups involving equality are considered seriously when we determine priorities. The school discusses regularly with the Parent and Teacher Association, the pupils, Governors and all parent/guardians who are stakeholders in the school's community.

4. Equality Impact Assessment

The impact assessment refers to reviewing all current and proposed plans and policies to help us operate to promote equality and ensure that no one is at a disadvantage because of the school's activities due to discrimination. The impact assessments are an ongoing process to ensure that the school's plans and policies are developed in an inclusive and fair way.

As part of this school's compliance with the specific duties of the Act, we will continue to deliver an impact assessment of every new policy and plan before implementing it. Likewise, we will implement an impact assessment of our current policies and plans whenever they are reviewed. In this way, the impact assessment will be included in the school's reviewing and amendment procedure of all its policies.

Where impact assessments have been achieved, they will influence on changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our selected Equality Objectives are:

- **Gather, analyse and act on data relating to cases of bullying.**
- **Remove barriers to education and implement a range of Mental Health and Well-being interventions to support learners, whatever their background and protected characteristics.**
- **Identify, Monitor and Act to improve attendance and attainment of various groups of pupils.**
- **Ensure effective producers for finding and acting on the voice of the pupil within the school's day-to-day running, whatever their protected characteristics and needs.**

We have action plans that include relevant protected characteristics (Appendix 2). These describe how we take steps to achieve the general and specific duties.

Our Action Plans have been cross-referenced in the School Improvement Plan which ensures that they are checked, monitored and evaluated in an orderly manner.

The action plans show:

- specific objectives and actions
- expected impact and achievement indicators (criteria)
- clear timetables
- who has the leading responsibility

- implications in terms of resources
- specific dates for impact assessment and revision.

The school evaluates the effectiveness of the SEP regularly, through the governing body and with Estyn when the school is being inspected.

6. Publishing and reporting

The school provides a copy of its SEP and its action plan to achieve its equality objectives in various formats and ensures that it is available for parents/carers and others, including those who are identified as difficult to engage with. The school's prospectus contains a reference to the SEP and the values it is based on.

The school presents an annual report on the progress made on the action plans and the impact of the SEP itself on the school's ethos and practice. This is accomplished as part of the Governors' Annual Report.

All the data collected is used for the purpose of analysing tendencies, by protected characteristic, in terms of performance, users of the school or local authority's services and their satisfaction with them. Such information is stored separately to the personal information that note the individual. To protect the individuals' identity when information about trends is published, no figures that include fewer than five individuals would be published.

7. Monitoring and Reviewing

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

- revisit the information and the data used to note priorities for the SEP and the action plans, and analyse them. This includes using an overview of the results;
- use the impact assessments to ensure that the actions taken have a positive impact across all the protected characteristics, that promoting equality is central to the school's planning and that discrimination is eliminated effectively.

Reviewing the SEP refers the work of amending it, determining new priorities and action plans. This process continues to:

- include a full variety of stakeholders;
- be based on evidence - using information and data that the school has gathered and analysed;
- use the evidence to undertake an accurate impact assessment that will direct priorities

We will conduct a review of our SEP annually.

Ysgol Y Felinheli

Strategic Equality Plan 2025 - 2028

Appendices

Appendix 1 Corporate Equality Objectives

Appendix 2: Equality Objectives and the School Action Plan

Appendix 3: School's Admission Plan (use the current plan for 2024-28)

EQUALITY OBJECTIVE 2: Implement a range of Mental Health and Well-being interventions and remove barriers to education to support learners - whatever their background and protected characteristics.

RESEARCH: [Fact sheets by domain | EHRC \(equalityhumanrights.com\)](#)

PROTECTED CHARACTERISTICS / OTHER MATTERS REGARDING EQUALITY THAT ARE COVERED

This objective covers all the protected characteristics

Links with other Strategies and Plans: [Anti-Racist Wales Action Plan \(llyw.cymru\)](#)

STAKEHOLDERS: Pupils, Staff, Parents, Governors

ACTION	RESPONSIBILITY	TIMETABLE	OUTCOME	Resources	Review Date
<ul style="list-style-type: none"> Implement the objectives of the Child Poverty Strategy for Wales 2024 when evaluating and implementing the school's policies Implement the principles of the Framework on embedding a whole-school approach for emotional and mental well-being Continue to develop the school to be a trauma-informed establishment to support pupils to reach their full potential. 	<p>Governors, Management Team, School Staff</p> <p>Headteacher, Management team, School staff.</p> <p>All school staff</p>	<p>Annually</p>	<p>Clear awareness of the challenges and the costs associated with attending the school. Day-to-day policies and operations should be sympathetic of the financial challenges that families face.</p> <p>Needs identified and mapped and enriching the whole Curriculum especially the Health and Well-being Area of Learning and Experience</p> <p>All members of school staff having received an appropriate level of training. The school's operation to be mindful of pupils who have experienced trauma.</p>	<p>Framework on embedding a whole-school approach for emotional and mental well-being</p> <p>Training - Trauma Informed Schools</p>	<p>Annually</p>

EQUALITY OBJECTIVE 3: Identify, monitor and act to improve the attendance and attainment of various groups of pupils.

RESEARCH: [Fact sheets by domain](#) | [EHRC \(equalityhumanrights.com\)](#)

PROTECTED CHARACTERISTICS / OTHER MATTERS REGARDING EQUALITY THAT ARE COVERED

Race, characteristics that can lead to socio-economic difficulties

Links with other Strategies and Plans: [Anti-Racist Wales Action Plan \(llyw.cymru\)](#), School Development Plan

STAKEHOLDERS: Pupils, Staff, Parents, Governors

ACTION	RESPONSIBILITY	TIMETABLE	OUTCOME	Resources	Review Date
<ul style="list-style-type: none"> Use the school's data systems to identify and analyse attendance / absence levels. Implement the Belonging, Engaging and Participating guidance (Government Draft) to reduce persistent absences (those over 10%) Identify and analyse the attendance data of various groups of pupils to ensure that the support and the suitable interventions are available for them 	<p>Headteacher / Management Team / Welfare Leader</p> <p>Headteacher / Data Officer / Welfare Leader</p>	<p>Termly</p> <p>Review the Policy annually</p>	<p>The school's Attendance Strategy is operational when supporting pupils who have a high absence level.</p> <p>Effective use of data when analysing various groups of pupils to implement suitable support interventions.</p>	<p>School Attendance Policy</p> <p>Monitor school attendance</p>	<p>Annually</p> <p>Weekly</p>

EQUALITY OBJECTIVE 4: Ensure effective procedures for identifying and acting on the voice of the pupil, whatever their protected characteristics and needs.

RESEARCH: [Fact sheets by domain](#) | [EHRC \(equalityhumanrights.com\)](#)

PROTECTED CHARACTERISTICS/OTHER MATTERS REGARDING EQUALITY THAT ARE COVERED

This objective covers all the protected characteristics

Links with other Strategies and Plans:

STAKEHOLDERS: Pupils, Staff, Parents, Governors

ACTION	RESPONSIBILITY	TIMETABLE	OUTCOME	Resources	Review Date
<ul style="list-style-type: none"> Act to ensure that the voice of all the pupils is central to every aspect of school life by establishing and implementing councils, forums and ambassadors. Make effective use of the voice of the pupil when establishing the school's strategic and operational direction by considering every child's requirements. 	<p>Headteacher / Management Team / staff</p> <p>Governors / Management Team</p>	Termly	<p>School forums and councils are operational and are a platform for the voice of all pupils to be heard when making decisions.</p> <p>The structure is operational so that the voice of every pupil contributes to decisions on an operational, strategic and governance level.</p>	<p>The School Council</p> <p>Eco-committee</p> <p>The Voice of the Child Thematic Practices</p>	Termly