



School Strategic Equality Plan Policy Cynllun Cydraddoldeb Strategol Ysgol

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Headteachers Signature:

Mr P. Collins Date: 02/10/25

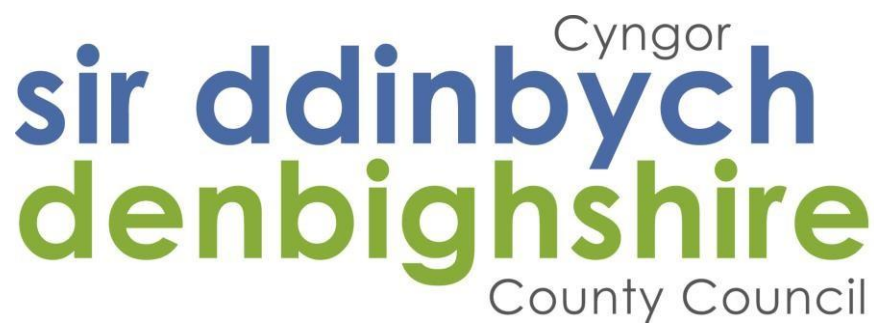
Chair of Governors Signature:

Mr M. Harris Date: 02/10/25



"Being the best we can be"
"Be brave, risk being exceptional!"





CYNLLUN CYDRADDOLDEB STRATEGOL YSGOL SCHOOL STRATEGIC EQUALITY PLAN

Rhyl High School/Rhyl & Rhuddlan Learning Community

PRESENTED BY: KEITH AMOS

DENBIGHSHIRE COUNTY COUNCIL

COUNTY HALL, WYNNSTAY ROAD, RUTHIN, LL15 1YN

INTRODUCTION AND CONTEXT

This is a Strategic Equality Plan (SEP) template designed to enable schools to make a manageable start in developing their own SEPs.

Schools are required to develop and publish Equality Objectives and a Strategic Equality Plan by 2nd April 2012, with the purpose of the objectives and plans being to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities. SEPs must include equality objectives and demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

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

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

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

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

Please note that whilst schools' current responsibilities to prepare Disability Equality and Race Equality schemes are revoked, the requirement to prepare Disability Access Plans remains and should be included as an Appendix to your SEP. Similarly, the requirement to record, monitor and report on all racial incidents remains the same.

TABLE OF CONTENTS

Introduction and Context	2
Our Distinctive Character, priorities and Aims	4
School Values	4
Characteristics of our School.....	4
Mainstreaming equality into policy and practice.....	4
Setting our equality objectives	5
Our SEP and Equality Objectives are set in the light of:.....	7
Responsibilities	7
Governing Body.....	7
Senior Management Team.....	7
Staff – Teaching and Non Teaching.....	8
Information gathering and Engagement	8
Purpose and Process	8
Types of Information Gathered	8
Engagement	9
Equality Impact Assessment	9
Objectives and Plans.....	11
Publication and Reporting	11
Monitor and Review	12
Approval	16
Appendices	Error! Bookmark not defined.

Appendix 1 Regional Equality Objectives	- See SDP
Equality Objectives and Action Plan	- Appendix 2
Rhyl High School Accessibility Plan	- Appendix 5

OUR DISTINCTIVE CHARACTER, PRIORITIES AND AIMS

SCHOOL VALUES

Our School aims to promote achievement, excellence and responsibility in all we do.

Our School aims to

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

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

CHARACTERISTICS OF OUR SCHOOL

Rhyl High serves the town of Rhyl but also draws students from the Kinmel Bay, Prestatyn and other surrounding areas. The 2019 Welsh Index of Multiple Deprivation shows that the top 2 most deprived wards in Wales are in our catchment area. (Rhyl West 1 and Rhyl West 2). We have approximately 40% free school meals. The ethnic mix within our school changes from year to year but tends to be low. We also draw a substantial number of our students from low income households that do not qualify for FSM but still present with associated issues of deprivation. The impact of poverty in Rhyl High School is clearly significant and all our efforts are focused in removing this, and associated issues, as a barrier to learning.

When one looks historically at the movement of pupils/families in and out of our school it is easy to see how difficult it is to recognise stable numbers in each group of children.

The Core Data Set of 2019 indicates that the school performs above the line of expected performance in all areas

The school works in close partnership with local groups such as the youth service, local police teams, local community projects and other statutory services such as health and mental health services, DCC education and children's services, providing support for our young people as and when its needed, the school faces a number of community-based issues which impact on the school environment. There are also a growing number of pupils in

school with mental health and significant emotional needs and the school places well-being provision and liaison with outside agencies at the heart of our ethos.

At Rhyl High School, we believe passionately in "Being the Best We Can Be". This is the school vision that was developed with overwhelming support from staff, students, parents and other stakeholders. It is an ethos that informs everything we do and is central plank by which we will drive whole school improvement along with the crucial nature of every aspect of our strategic approach to equal opportunities.

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 ensure the provision of a consistent ethos of inclusivity.

We are driven by our School Vision of Being the Best We Can Be and this informs all we do. We are passionate in our belief that the environment this creates will enhance self-esteem and well-of all in the school community by the simple ethos that we are:

- Good people who are caring, honest and know the difference between right and wrong.
- Brave people who think and make the right choices, do the right thing and always do their best.
- Happy people who are positive, confident and kind and make the most of every opportunity.
- Healthy people who are challenge themselves, are self-aware, ask for help and always aim to reach their potential in life.

Rhyl High School believes this ethos will enable us to work as a community of learning where all students and staff can flourish and barriers to learning and growing as a person are challenged and removed.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Ensure all pupils and colleagues are encouraged to reach their full potential.
- Strive to raise aspirations of all pupils and staff with the aim of enhancing life chances and ensuring a challenging and supportive environment where pupils are encouraged to be the best they can be.
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data according to the various protected characteristics and action any gaps;

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- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
 - Ensure equality of access for all pupils and prepare them for life in a diverse society; • Use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
 - Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
 - Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
 - Seek to involve all parents in supporting their child's education;
 - Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
 - Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

SETTING OUR EQUALITY OBJECTIVES

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

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

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

OUR SEP AND EQUALITY OBJECTIVES ARE SET IN THE LIGHT OF:

- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

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

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

Our School Equality Objectives are set out in **Section 5**.

RESPONSIBILITIES

GOVERNING BODY

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

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school

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

SENIOR MANAGEMENT TEAM

The SMT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;

- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
 - ensuring that all staff are aware of the SEP
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STAFF – TEACHING AND NON TEACHING

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

INFORMATION GATHERING AND ENGAGEMENT

PURPOSE AND PROCESS

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups.

We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

TYPES OF INFORMATION GATHERED

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;

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- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
 - pupil attainment and progress data relating to different groups;
 - children and young people's views actively sought and incorporated in a way that values their contribution;
 - information about how different groups access the whole curriculum and how they make choices between subject options;
 - sports and activities choices of all groups;
 - uptake of enrichment activities by group;
 - exclusions data analysed by group;
 - records of bullying and harassment on the grounds of any equality issue;
 - data on the recruitment, development and retention of employees;
 - outcomes of activities promoting community engagement and community cohesion;
 - outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

ENGAGEMENT

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equality's duties.

We take into account the preferred means of communication for those with whom we are consulting

e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

- **Pupil views are actively sought via Year reps and the School Council**
- **Parents views are actively encouraged via verbal, written and formal responses e.g. Parents surveys at Consultation Evenings and response to pupil reports**
- **The use of [Kirkland Rowell](#) surveys to obtain the perceptions of stakeholders.**

EQUALITY IMPACT ASSESSMENT

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going

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

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

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

OBJECTIVES AND PLANS

Appendix 5

Our chosen Equality Objectives are;

1. *Continue to limit the impact of poverty on achievement.*
2. *Continue to maximise outcomes for all groups of learners.*
3. Work to enhance learner's wellbeing in order to raise their achievement.

Our SDP includes all these areas. In this plan it describes how we are taking action to fulfil both the general and specific duties,

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility; • resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

PUBLICATION AND REPORTING

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take -up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

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.
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- The review of the SEP informs its revision, the setting of new priorities and action plans.
 - This process continues to:
 - involve the participation of a full range of stakeholders;
 - be evidenced based - using information and data that the school has gathered and analysed;
 - use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2016. The first annual review will take place in autumn term 2014 and any changes will be reflected following this date.

A report will be given to the Governing Body.

Appendix 1 School Equality Objectives and Action

Plan Please see the SDP

Accessibility Plan 2022/2025

RHYL HIGH SCHOOL - ACCESSIBILITY PLAN

Introduction

The Special Needs and Disability Discrimination Act (2001) requires that all schools should plan to increase access to school for disabled pupils. (NAW Circular 15/2004)

The aim of this plan is to set out how Rhyl High School intends to increase the accessibility of all activities and facilities to disabled pupils over time.

At Rhyl High School we are committed to providing an inclusive environment for all pupils and support the Denbighshire Local Authority accessibility strategy. We are firm as a school that we will endeavour to ensure that the school becomes more readily accessible to all pupils, parents, teachers and visitors who have physical disabilities.

We have completed the attached accessibility plan to attempt to achieve our aims.

Action Planning

- The school liaises with DCC.
- self-audit - accessibility form is reviewed and completed annually.
- the school will be reviewing and setting strategies and targets, for the coming year.

Definition of Disability

1. "Disability". A child/ person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Disability Discrimination Act 1995 (DDA) uses a broad definition of these to cover all activities that occur in a school.

2. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives. This includes students with ASD, ADHD and any linked with CAMHs (Child and Adolescents Mental Health.)

Main points in our plan:

Access to the curriculum:

- The school was designed and built as a fully accessible building,
- The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Rhyl High School.
- The identification of barriers to participation in all areas of school life are prioritised and where necessary, adjustments should be made to the curriculum and teaching methods.

- Individual teachers are responsible for accessing the ALN data, making appropriate use of information provided by the ALN Co-ordinator and identifying probable areas within their classroom where pupils could experience difficulties.
- Our school development plan includes a component which considers how the curriculum will be adapted to meet the identified needs of pupils who will be taught in the coming academic year when necessary.
- Professional learning will be delivered to improve their ability to meet the needs of pupils.
- Links have been developed with agencies that can extend the expertise of staff and extend the learning experiences of pupils.

Access to the physical environment

- As a new building, Rhyl High School has been designed and built as a fully accessible building.

Access to written information:

Pupils who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be transmitted to the ALN Coordinator, who will become responsible for distribution to the teaching staff. All relevant information will be collated in the school database of pupil needs and kept available for staff interrogation.

' The ALN Co-ordinator will communicate individual requirements for enhanced scripts to the class teacher to enable them to produce material for a specific pupil including National Reading and Numeracy test material^e Pupils needing enhanced print will have work prepared in advance of the lesson,

' Staff must ensure that the specific needs of every pupil have been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.

- Consideration must be given to the text presented to pupils, considering the need for simplified versions where this is appropriate
- The use of projectors and TVs must be considered in the context of pupils' disabilities. Recognition must be given that some formats, whilst beneficial to many pupils, will not be appropriate for all, an assessment should be made of the impact of using a technology with a class where a disabled pupil is working
- The specialist services of Denbighshire's Vision Support service will be called upon to assist and advice where necessary and information shared with staff

APPROVAL

Title	Name	Date 1	Date 2
Chair of Governors	Mike Harris	02.10.2025	
Head Teacher	Philip Collins	02.10.2025	
Other Stakeholders			

[Date:..... Cynllun Cydraddoldeb Strategol Ysgol School Strategic Equality Plan