

**BRYN-Y-DERYN**



**CARNEGIE CENTRE**  
*Gyfleoedd ar gyfer newid a*  
*Ilwyddiant*  
*opportunities for change and success*

## **Equality and Diversity**

**2022-2024**

*Bryn-y-Deryn and the Carnegie Centre values equality and diversity and actively supports practice that promotes genuine equality for all staff and young people.*

**At the heart of our work and curriculum. The starting point for all experiences and supporting our learners to be to develop:**

- **ambitious, capable learners ready to learn throughout their lives**
- **enterprising, creative contributors, ready to play a full part in life and work**
- **ethical, informed citizens of Wales and the world**
- **healthy, confident individuals, ready to lead fulfilling lives as valued members of society**

## **CONTEXT**

The Equality Act 2010 places on public sector bodies in Wales, including schools, a collective responsibility to contribute to an unbiased and fair society by furthering equality and diversity in its day-to-day activities. A public body is required to remove discrimination, harassment and victimisation, and promote equality of opportunities to those with a protected characteristic, and nurture positive relations between those who have a protected characteristic and those who do not.

Bryn-y-Deryn and the Carnegie Centre are learner referral units with capacity for 80 learners that shares a single site in Mynachdy, Cardiff. Bryn-y-Deryn (BYD) provides for learners from throughout the County of Cardiff with a capacity for 48 Key Stage 4 learners. The unit is part of the provision that Cardiff LEA makes for learners with emotional and behavioural difficulties and those who require education otherwise than at school (EOTAS). Each class of 6 is taught by qualified teaching staff and is supported by a teaching assistant. The Carnegie Centre (CC) is a newly refurbished centre that caters for 32 learners at KS4. Learners that attend CC have learning requirements and anxieties that most mainstream school cannot accommodate.

The catchment areas have varying levels of standards of living. There are areas with significant levels of social and economic deprivation, and there are areas which are amongst the most affluent in Wales. As such, the needs of learners are considered on an individual basis.

We collect equality data on parents and learners at the point of enrolment, however due to the nature of the setting, we have a transitory population with learners starting at various times throughout the academic year and remaining with us for various periods. Additionally, supplied data relies on parental response. Thus data remains in flux. Currently we have 65 learners. The school has learners with a wide range of abilities. 55% of our learners are girls and 45% are boys. 46% are eligible for free school meals.

Historically learners have been from a range of ethnic backgrounds. Currently they include: white British (84%), white EU other (3%), white and black African (1%), white and black Caribbean (1%).

Currently the school has on roll 2 learners for whom English is not the main language spoken at home. The school has learners from a variety of different faith backgrounds. Our school values all of these learners, their faiths, cultures, communities and languages equally. The school community also includes individuals who identify themselves as lesbian, gay, bisexual or transgender (LGBT).

This policy should be read in conjunction with (but not limited to) the following policies:

Accessibility Plan, Additional Learning Needs Policy, Child Protection Policy, Communication with Parents Policy, Health and Safety Policy, Keeping All School Staff Safe Policy, New and Expectant Mothers Guidance.

## SCOPE

The 2010 Equality Act covers nine *protected characteristics* upon which discrimination is unlawful. It is unlawful to discriminate because of

- age
- disability
- gender
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (including ethnic or national origin, colour or nationality)
- religion or belief (including non-belief)
- sexual orientation

This policy applies to everyone who takes part in any aspect of the school's life - all full time, part time, job share, permanent, temporary and supply staff (including volunteers and students on placement). It applies to all learners, parents/carers, service users and visitors to the school in line with Equality legislation and the school's legal responsibilities.

The following groups have been identified as key recipients in terms of the provision:

- are being looked after or on the edge of care
- are excluded or at risk of exclusion from school
- are from an ethnic group, including those from Gypsy, Roma, or Traveller background
- are gender questioning or going through transition
- are in receipt of free school meals
- are Lesbian, Gay or Bisexual
- are missing in education
- are Not in Education, Employment or Training (NEET)
- are offending or at risk of offending
- are school age / teenage parents
- are young carers
- gifted and talented
- have drug or alcohol abuse
- have English as an additional language
- have ill health, including hospitalisation, affecting attendance at school
- have mental health issues

- have Special Educational Needs / Learning Difficulties and Disabilities
- live in areas of deprivation

## **EQUALITIES STATEMENT**

Bryn-y-Deryn and the Carnegie Centre are committed to supporting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential, irrespective of their age, disability, race, religion, belief, gender or sexual orientation.

This involves challenging the barriers that could lead to imbalanced outcomes for individuals with a protected characteristic, ensuring there is equality of access, and celebrating and valuing the heritage and strengths within our school community.

We aim to provide a happy, caring environment in which all learners can feel confident and able to learn. We believe that equality within our school should pervade all aspects of school life and is the responsibility of every member of our school community. We seek to nurture mutual respect and support between all staff, learners, parents and carers, and the wider community.

Every member of the school community, regardless of ability or background, should feel safe, secure, valued and of equal worth. Discrimination will not be tolerated.

## **ENVIRONMENT**

- any behaviour that is racist, sexist, homophobic, disablist or potentially damaging to any group will be challenged and recorded on Behaviour Watch
- high quality displays around the school reflects all aspects of equality and diversity
- positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- provision is made to cater for the cultural, moral and spiritual needs of all children through planning of classroom, digital-based and off-site activities
- pupils are given an active voice through the School Council
- reasonable adjustments will be made to ensure access for pupils and visitors with disabilities
- the learners are encouraged to greet visitors to the school with friendliness and respect
- there should be a feeling of openness and acceptance that welcomes everyone to the school

## **ADMISSIONS**

Our admissions criteria are defined under the Admissions Policy and are applied consistently to every young person, irrespective of any protected characteristic.

## **EXCLUSIONS**

The decision to exclude a learner for a fixed period or permanently is a last resort. Our exclusion criteria are defined under the Learner Discipline Policy and are applied consistently, irrespective of any protected characteristic.

## **CURRICULUM**

The curriculum is vital to challenging inequalities for learners and raising attainment for individuals with protected characteristics. The principles of equality and diversity are becoming embedded in our curriculum where appropriate. Positive, proactive steps will be

taken to prevent discrimination against, or victimisation of, any young person in the provision of education or access to any opportunity to succeed including educational trips, work experience and leisure activities. To achieve this we will ensure:

- curriculum opportunities to explore concepts and issues related to identity and equality
- curriculum planning reflects a commitment to equality and diversity
- the curriculum prepares learners for life in a diverse society and uses opportunities to reflect their background and experiences
- the promotion of attitudes and ideals that challenge discriminatory behaviour and language
- the use of non-stereotyped materials that reflects a range of cultures, identities and lifestyles

## ACHIEVEMENT

We always promote high expectations for all learners regardless of age, disability, gender, race and nationality, religion or belief, gender identity, sexual orientation, ability and social background. To secure the best possible outcomes for learners of all abilities we understand that:

- a range of teaching methods are used to ensure that effective learning takes place for all learners. To promote engagement learners are encouraged to be actively involved in their own learning
- adults in the school will be expected to provide positive role models in their approach to all issues relating to equality of opportunity
- it is important to identify the particular needs of learners within the school and use targeted interventions to narrow gaps in achievement or encourage challenge in areas of strength

## RECRUITMENT AND PROFESSIONAL DEVELOPMENT

All employees, are recruited by Central Cardiff Human Resources department and adhere to all relevant legislation.

## OBJECTIVES

Bryn-y-Deryn and the Carnegie Centre identifies and celebrates the fact that our society is made up of individuals from diverse backgrounds and life experiences. We value all members of our school community equally regardless of gender, race, ethnic or faith background, sexual orientation or social situation. We provide all learners with equal access to the educational and social benefits of a community that is diverse and celebrates its diversity by eliminating discrimination and harassment, by supporting social cohesion and preparing all learners to live in a diverse world.

Positive Action provisions in the 2010 Equality Act, allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, individuals with protected characteristics.

The target of our Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for people with protected characteristics, and embed equality at the heart of our school community. We endeavour to:

1. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

2. eliminate discrimination, harassment and victimisation
3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it

We have strategically planned objectives to enable us to meet these aims. We have based our Positive Actions on local, regional and national priorities within education as well as feedback from engagement with our school community and our own school data.

Our Positive Actions are:

1. developing and extending ByD Summer Induction Teaching Pack to starters throughout ByD/CC
2. establish LGBTQ+ club in CC
3. continue to raise the profile of E&D in ByD/CC

## ROLES AND RESPONSIBILITIES

Compliance with the Equality Act 2010 is the responsibility of all members of staff. It is the responsibility of all staff to:

- actively challenge discrimination and disadvantage in accordance with their responsibilities
- deal with incidents of discrimination and bullying
- endeavour to provide positive and inclusive examples of individuals with protected characteristics
- keeping conversant with equalities legislation by participating in professional development opportunities
- report any issues related to equality and diversity in accordance with this policy
- support and promote equality and good relations between all groups
- treat colleagues, learners and visitors with respect, and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation

In addition, curriculum coordinators to ensure that schemes of work reflect the guidelines set out in this policy.

The designated SLT with overall responsibility for the monitoring and evaluation of all Equality and Diversity matters at Bryn-y-Deryn and the Carnegie Centre is **Fiona Simpson**. The Designated SLT is responsible for implementation of the Strategic Equality Plan and for deciding which staff should have specific responsibility for the plan. It is the responsibility of the Designated SLT to:

- coordinate the implementation of the Equality and Diversity Policy
- ensure that all reported incidents of discrimination, harassment and victimisation are recorded and analysed in the Equality Incident and Monitoring Database in accordance with policies, procedures and guidance, and submit termly reports to Cardiff County LEA
- ensure that all staff are aware of their responsibilities and follow our policy, and receive relevant training and support
- ensure that school policies and practices comply with the school's duties under the 2010 Act and that these duties are taken into account in school planning
- ensure the Equality and Diversity Policy is readily accessible to all, made available on request to any visitor to the school or member of the wider community, made available to job applicants, its objectives posted in different areas of the school, and published on the school's web-site

- provide leadership and vision, creating an environment in which all members of our community are expected to treat one another with mutual respect and dignity
- to make reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who have protected characteristics

The Equal Opportunities Coordinator is **Dorian Wearne**. The Equal Opportunities Coordinator ensures that the school regularly reviews and evaluates all policies and practices in relation to Equality and Diversity, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities. This includes:

- update and evaluate annually the Equality and Diversity Policy
- providing training and updates on equalities legislation and the school's responsibilities in this regard
- evaluation that monitors the impact and success of the Positive Actions
- to coordinate the three-yearly review of the Strategic Equality Plan and convene the Equality Group once a year and with them prepare the annual report
- to develop the Equalities Group to include all stakeholders

## **MONITORING AND REVIEW**

The school's Equality and Diversity Policy is regularly updated and maintained, and monitored for its impact on the different groups that make up our school. We will revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan. This information is critical to supporting us in deciding what actions to take to improve equality within our school community.

We will use the Equality Report to ensure that Positive Actions have had an affirmative impact across all protected characteristics, and that the promotion of equality is at the heart of school planning. This information also helps us to review our performance and accurately ascertain what we need to do better.

The Equality Report will be published during Summer Term annually for our school community, recording the progress made on the Positive Actions and the impact of the Strategic Equality Plan itself on ethos and practice within the school.

The Positive Actions will be reviewed and published, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in policy, guidance and practice, with a full review not less than three years. The next review will be in 2023.

We will publish the Equality Report on our website and it will be communicated to parents/carers at induction. It is available in large print and other formats on request.