



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Strategic Equality Plan Annual Review 2018-2019

October 2019

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1 Strategic overview

Our **mission** is to achieve excellence for all learners in Wales by providing independent, high quality inspection and advice on policy.

Our **vision** is to be recognised through the expertise of our staff as an authoritative voice on education and training in Wales.

Our **strategic objectives** are focused on improving the quality of outcomes for learners in Wales through:



In doing so, it is equally important that Estyn follows its **delivery principles**.

Continue to develop Estyn as a 'best value' organisation and 'exemplary employer'

Continue to work collaboratively with stakeholders and other inspectorates to support improvement

Our values



The [about us](#) section on our website further explains the work we do in regard to inspections of providers of education and training, provision of advice and guidance, building capacity and spreading best practice, and partnership working with other inspectorates.

2 Introduction

2.1 Introduction and background

This document is the third Annual Progress Update against [Estyn's Strategic Equality Plan \(SEP\) 2016-2020](#) and covers the period April 1st 2018 to March 31st 2019.

The SEP supports Estyn's Equality Objectives and outlines key information about our equality, diversity and human rights activity. As well as fulfilling our duty under the Equality Act 2010, it considers a wide range of other legislation associated with equality and diversity.

The Equality 2010 Act general duty requires public bodies to have 'due regard' to the need to:

- eliminate unlawful discrimination, harassment, and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relationships between people who share a protected characteristic and those who do not

The SEP covers all the protected characteristics required by the Equality Act 2010:

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

2.2 Annual reporting requirements

This Annual report provides information, as required by the Specific Duties for Wales, regarding the actions that Estyn has taken to meet its obligations under the Equality Act 2010, for the reporting period of 2018-2019. These are:

- the steps Estyn has taken to identify and collect relevant information
- how Estyn has used this information in meeting the three aims of the general duty
- any reasons for not collecting relevant information
- a statement on the effectiveness of Estyn's arrangements for identifying and collecting relevant information
- progress towards fulfilling each of Estyn's equality objectives
- a statement on the effectiveness of the steps that Estyn has taken to fulfil each of its equality objectives
- specified employment information, including information on training and pay (unless it has already published this information elsewhere)

Estyn may include in its annual reports any other matter it feels is relevant to meeting the general duty and the specific duties.

Actions taken in the first and second year of the SEP, 2016-2017 and 2017-2018, can be found [in the Strategic Equality Plan Annual Review 2016-2017](#) and [Strategic Equality Plan Annual Review 2017-2018](#)

2.3 Our Strategic Objectives and Delivery Principles

In our [Annual Plan 2018-2019](#), we set out the key activities for the year that supported the delivery of our mission, objectives and reflect Estyn's delivery principles:

- Strategic Objective 1: Provide public accountability to service users on the quality and standards of education and training in Wales
- Strategic Objective 2: Inform the development of national policy by the Welsh Government
- Strategic Objective 3: Build capacity in the delivery of education and training in Wales
- Delivery Principle 1: Develop Estyn as a 'best value' organisation and 'exemplary employer'
- Delivery Principle 2: Work collaboratively with other inspectorates to support improvement

Embedded within these objectives and principles is Estyn's commitment to fulfilling the duty of the Equality Act 2010. The SEP provides the framework for implementing and embedding requirements of the Act, which promotes an equal and diverse society. It also affirms our commitment to equality, diversity, dignity and respect as incorporated within Human Rights principles.

The Plan details the agreed actions to be undertaken set out during the years 2016-2020. Some of the actions will only need to be completed once during this time, some each year and some as and when appropriate. This annual report summarises the progress made in the third year of the SEP 2016-2020, on actions that support the objectives within the plan and as such should be read in conjunction with the SEP. The actions undertaken during 2018-2019 are shown in Part 2 under each objective.

Through our activities we strive to maintain and build upon the commitments expressed within our previous equality-related schemes to:

- eliminate unlawful discrimination in all our functions and services
- take positive action to promote diversity in our workplace
- place a positive value on diversity and believe that differences in our workforce can add value and make us stronger, more flexible and ultimately more capable of delivering inspection and advice services that meet the needs of learners in Wales
- make sure that no user of our service, present or future employee or job applicant receives less favourable treatment on grounds of any protected characteristic
- refuse to tolerate discrimination, victimisation, bullying or harassment, direct or indirect, intentional or unintentional, against any person on any grounds whatsoever, including, but not limited to, those protected characteristics listed within the Equality Act 2010

- promote equality of opportunity and promote good relations between people regardless of background or characteristic, both within our workforce and in the wider community where possible, in order to eliminate discrimination and promote equality

Estyn's Executive Board (EB) and Health, Safety, Employee Wellbeing and Engagement Group (HSEWE) monitor the progress of the objectives set in the SEP and consider issues that arise during the year. Estyn has a Strategic Director and an Assistant Director with responsibility for inclusion, under which lies responsibility for PSED compliance. As identified in the SEP there are two lead officers within Estyn specifically tasked with ensuring that Estyn complies with equality legislative requirements, one for inspection and one for corporate policy. All our activities aim to contribute to a more equal Wales where people can fulfil their potential.

We will continue to support a fair and inclusive work environment through delivering the actions within our [Strategic Equality Plan](#) and we will continue to promote and support staff wellbeing through actions aligned with maintaining our Corporate Health Standard accreditation at Silver level. Through our inspections and survey work, we will continue to promote equality and identify and disseminate good practice across the relevant education sectors.

Several Estyn publications already refer to our commitment to promote equality and diversity, including the following:

[Annual Report and Accounts 2018-2019](#)
[Corporate Governance Framework](#)

3 Strategic Equality Plan – Progress and activities against objectives 2018-2019

Ref	Action	Specific Related Characteristic
Objective 1: Ensure that the promotion of equality and human rights and elimination of discrimination and harassment is embedded and exemplified throughout Estyn		
1.2	<p>2018-2019</p> <p>Staff continue to be trained in the details and practicalities of the Equality Act 2010, ensuring that they are aware of the impact on equality and diversity of decisions made and policies implemented and act in accordance with Estyn’s values.</p> <p>New staff are asked for ideas on how Estyn can further embed equal and diverse values within the organisation and about activities that can be undertaken to raise awareness and tackle any inequalities.</p> <p>We participated in the “<i>Monitoring of listed bodies performance against the Public Sector Equality Duty in Wales</i>” commissioned by the Equality and Human Rights Commission. The aim of this project was to:</p> <ul style="list-style-type: none"> • Gather evidence from all listed public bodies on their work in specific areas to comply with the general duty • Provide good practice examples of the work undertaken by listed public bodies • Draw together conclusions on progress within the sectors on specific areas • Write a report and provide recommendations on how further progress can be achieved <p>The briefing from this project will help inform Estyn’s Strategic Equality Plan 2020-2024 and ensure best practice is complied with and processes are continually developed.</p>	All
1.3	<p>2018-2019</p> <p>All new starters attended an Equality and Diversity induction programme incorporating an introduction to the Equality Act and how Estyn meets its duties. New starters are required to complete Unconscious Bias and Diversity and Inclusion training courses.</p>	All

Ref	Action	Specific Related Characteristic
1.4	<p>2018-2019</p> <p>Equality and Diversity is a standing item on the HSEWE Group agenda. This ensures that opportunities are created to discuss and debate equality and diversity and to consider best practice. Exploring ideas for opportunities to promote equality and diversity events, e.g. national days.</p>	<p>All</p>
1.10 & 1.11	<p>Articles written for the internal staff newsletter in 2018-2019 publicised:</p> <ul style="list-style-type: none"> • The International Day for Elimination of Racial Discrimination • Anti-Bullying Week • Holocaust Memorial Day <p>These articles can be found in Appendix 1.</p> <p>In our December Professional Development Week, representatives from Stonewall Cymru delivered a presentation on gender identity. Within the presentation, they highlighted the growing number of genders people are identifying with and the related issues and concerns around social acceptance and inclusion. They discussed issues of alienation some people experience and ways in which, young people in particular, can be helped to feel accepted, particularly within the school environment.</p> <p>2018-2019</p> <p>Changes to our communicating and reporting mechanisms are continually reviewed to check compliance with accessibility guidance. We completed the A and AA level fixes in order to meet 2.1 Web Content Accessibility Guidelines (WCAG) (2.1 defines how to make Web content more accessible to people with disabilities).</p>	<p>Race and ethnicity All Race and ethnicity</p> <p>Gender equality</p> <p>Disability</p>

Ref	Action	Specific related protected characteristic
1.10 & 1.11 c'td	Accessibility covers a wide range of disabilities, including visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities. These guidelines also make Web content more usable by older individuals with changing abilities due to aging and often improve usability for users in general.	Disability Age
Objective 2: Foster good relations between those who share a protected characteristic and those who don't		
2.1	<p>2018-2019</p> <p>We continue to publicise, on our intranet, useful information and events promotions relating to various protected characteristic groups:</p> <ul style="list-style-type: none"> • PRISM calendar of events for 2019 • Pride Cymru's Big Weekend • PRSIM plays its part in Equalities Week • PRISM news and regular round up 	Gender equality Sexuality
2.2	<p>2018-2019</p> <p>Estyn has promoted equal opportunity events and policies through announcements on Estyn's Intranet, noticeboards and through the Estyn newsletter – see 1.4 and 2.1 above.</p> <p>14 members of Corporate Services staff underwent Mental health first aid training to provide another level of support for staff who feel they are being discriminated against.</p>	All All
	Estyn Employment Guide states that all staff are expected to act in accordance with our equal opportunities policy. An employee found to have acted in breach of our Equal Opportunities Policy may face disciplinary action.	All

Ref	Action	Specific related protected characteristic
2.3	<p>2018-2019</p> <p>Liaison continues between Estyn and Welsh Government protected characteristics networks providing Estyn staff with opportunities to access these groups, attending events, raising awareness and providing support. Estyn is a relatively small organisation with a large proportion of staff working from home. Organising any kind of focus or support group is problematic due to location and scarcity of time. Being able to tap into Welsh Government or Wales Audit Office groups is a useful way to tackle this barrier.</p>	All
<p>Objective 3: Advance equality of opportunity between people who share relevant protected characteristics and those who do not share relevant protected characteristics</p>		
3.2	<p>2018-2019</p> <p>We continue to monitor the diversity of our workforce through our monitoring questionnaire and we will consider the frequency with which this is carried out. Estyn, as a relatively small employer, cannot record any results under 5 in number so the value of the resulting data is somewhat limited. The 2018-2019 results for each category analysed can be found following the following links:</p> <ul style="list-style-type: none"> • Workforce data • Leavers data • Recruitment data • Training data 	All
3.3	<p>2018-2019</p> <p>We continued to operate our Flexible Working Policy that provides a wide-range of working options, e.g. providing flexibility to assist with managing family commitments.</p>	Sex Pregnancy and Maternity Disability

Ref	Action	Specific related protected characteristic
3.5	<p>2018-2019</p> <p>All staff have to do a workstation assessment on a regular basis. In 2018-2019, 13 members of staff were provided with ergonomic equipment to help to alleviate the impact of the issues they were having at their workstation.</p> <p>When choosing accommodation, staff undertaking the booking ensure that they have taken into account those staff who have specific requirements from their accommodation. Using an online portal, members of staff have a profile which highlights any special requirements they have, and their hotels are booked in line with these requirements.</p>	<p>Disability</p>
3.6	<p>2018-2019</p> <p>The feedback from external events is continually monitored to assess facilities to ensure that they are accessible to all delegates. As in previous years, delegates raised no issues in their post event evaluation but we will continue to monitor to ensure ongoing compliance.</p>	<p>Disability Race</p>
3.7	<p>2018-2019</p> <p>The learner/parent questionnaires continue to be provided in 26 languages; no requests for translation into any other language were received in 2018-2019.</p>	<p>Race</p>

Ref	Action	Specific related protected characteristic
Objective 4: Ensure that equality of opportunity is embedded in our recruitment and selection processes		
4.1	<p>2018-2019</p> <p>Our recruitment guidelines were updated and continued to stress the importance of taking into account equality and diversity at each stage of the recruitment process. Processes and selection techniques are reviewed regularly to ensure any hidden bias is removed and to ensure eligible applicants are not being blocked from entering the organisation.</p> <p>Everyone taking part in activities such as short-listing and interviewing undertake training in recruitment and selection and unconscious bias and are aware of the relevant legislation and the importance of avoiding discrimination.</p>	<p>All</p> <p>All</p>
4.2	<p>2018-2019</p> <p>Estyn is currently disability confident level 1 and looking to progress to disability confident leader, demonstrating our commitment to supporting disabled staff. Disabled applicants who apply under the Guaranteed Interview Scheme and who satisfy the minimum essential criteria for the advertised post will be offered a guaranteed interview. Reasonable adjustments may also be made to interviews and/or assessment centres. Estyn makes sure the workplace is accessible, inclusive and reasonable adjustments are made to recruit and retain staff.</p>	<p>Disability</p>
4.3	<p>2018-2019</p> <p>All job applicants continue to be asked to complete our equal opportunities monitoring form. We continue to monitor and analyse recruitment information, investigate reasons for any differential outcomes, and take remedial action, where appropriate, to ensure that there is no discrimination and that we are promoting equality of opportunity.</p>	<p>All</p>

Ref	Action	Specific related protected characteristic
4.4	<p>2018-2019</p> <p>In addition to advertising vacancies on the Civil Service recruitment website, in national press and other job specific publications we continue to ensure that our advertisements reach a wide audience covering all protected characteristic groups by circulating our vacancies to:</p> <ul style="list-style-type: none"> • Race Equality First • Disability Wales • Valleys Race Equality Council • South East Wales Race Equality Council • Swansea Bay Race Equality Council • North Wales Race Equality Network • Minority Ethnic Women’s Network • Disabled Workers Cooperative. <p>In 2018-2019, we ran 6 recruitment campaigns.</p> <p>Vacancies are advertised externally to ensure that we reach a wide and diverse field of potential applicants with the professional skills required. The media chosen to publicise job opportunities and the time allowed for advertising must be suitable for attracting a sufficiently strong and diverse field of applicants, taking account of the nature of the role and the relevant job market.</p>	All

Ref	Action	Specific related protected characteristic
4.5	<p>2018-2019</p> <p>We have had no complaints about our job descriptions and job advertisements being age discriminatory. Application forms do not require applicants to state their age. Our job application forms were amended to improve inclusivity:</p> <ul style="list-style-type: none"> • Man • Woman • Prefer not to say • If you would like to use your own term please specify <p>Appointments are made through open competition with selection based on assessment against competencies of the job, regardless of any personal characteristics.</p>	All
4.5 c'td	<p>Under Estyn's Flexible Working Policy 4 staff applied to work flexibly (decisions to allow part-time working are assessed against business-need criteria). In 2018-2019, all were approved.</p> <p>Estyn is an equal opportunities employer, committed to ensuring that our organisation is free from any form of unlawful or unfair discrimination, victimisation, bullying or harassment. Our Equal Opportunities Policy sets out in detail our approach to ensuring we satisfy this commitment. SEP sets out Estyn's equality objectives and how Estyn will continue to mainstream equality and human rights in every aspect of our work.</p>	All

Ref	Action	Specific related protected characteristic
Objective 5: Ensure that our processes for procuring goods and services promote equality and human rights		
5.2	<p>2018-2019</p> <p>We have embedded the Code of Practice: Ethical employment in supply chains, into our procurement process and supplier contracts. This Code is designed to ensure that workers in public sector supply chains are employed ethically and in compliance with both the letter and spirit of UK, EU, and international laws. The Code covers the following employment issues:</p> <ul style="list-style-type: none"> • Modern Slavery and human rights abuses • Blacklisting • False self-employment • Unfair use of umbrella schemes and zero hours contracts • Paying the Living Wage <p>The Welsh Government provides supporting guides that contain tools and advice to help put the commitments into practice and these have been used within Estyn to ensure compliance to the Code.</p>	All

Ref	Action	Specific related protected characteristic
	<p>Our tender specifications include the following</p> <p>“13 Ethical procurement in supply chains</p> <p>13.1 <i>Estyn has adopted the Welsh Government’s Code of Practice on Ethical Procurement in Supply Chains. This is designed to ensure that high-quality public services are delivered throughout Wales by a workforce that is treated legally, fairly and safely, and is well rewarded.</i></p> <p>13.2 <i>This Code includes a commitment to consider promoting the Living Wage in relevant contracts.</i></p> <p><i>Evidence of fair work practices may include:</i></p> <ul style="list-style-type: none"> ○ <i>a fair and equal pay policy that includes a commitment to paying all staff at least the Living Wage</i> ○ <i>ensuring that all staff have access to training and development opportunities</i> ○ <i>promoting equal opportunities for all staff regardless of age, gender, disability, religion, race and sexual orientation</i> ○ <i>stable employment, avoiding inappropriate use of zero-hours contracts, and umbrella employment firms</i> <p><i>In order to ensure high standards of service quality in this contract we expect contractors to take a similar approach in relation to ethical working practices.”</i></p> <p>We ensured further development of our equality presence in the procurement of goods and services by employing best practice evident in other organisations. Procuring through Government run frameworks and portals ensured that we took advantage of agreed public sector protocols when applying equality to the contracting process.</p>	<p style="text-align: center;">All</p>

Ref	Action	Specific related protected characteristic
Objective 6: Through our inspections and survey work, promote equality and identify good practice and disseminate that good practice across the relevant education sectors		
6.1	<p>We published a number of thematic reports and supplementary guidance including recommendations for local authorities, providers and the Welsh Government. The following thematic reports and guidance included equality and diversity issues:</p> <p>Readiness for additional learning needs reforms</p> <p>Recommendation</p> <p>Local authorities, regional consortia and schools should:</p> <p>R1 Remain up-to-date with all guidance and training materials produced by the Welsh Government and support staff to implement the additional learning needs reforms effectively</p> <p>Youth support services in Wales</p> <p>Recommendations</p> <p>Local authorities should:</p> <p>R1 Consult meaningfully with young people, so that they can influence the planning for and evaluation of the services available to them at a local level</p> <p>R2 Provide safe spaces for young people in local areas so that they have access to services, and activities, which support their development as individuals, and as members of their local community</p> <p>R3 Make sure that strategic plans have clear priorities informed by local intelligence for services that support young people</p> <p>R4 Make sure that local authority departments and other bodies work in partnership to provide services for young people, which address their needs</p>	<p>Disability</p> <p>Age</p>

Ref	Action	Specific related protected characteristic
6.1 c'td	<p>Providers should:</p> <p>R5 Make sure that their services enable young people to identify for themselves their interests, goals, and needs</p> <p>R6 Work in partnership at a local and regional level to improve access to the range of services for young people</p> <p>R7 Make sure that professional youth work standards and principles are used by workers in all youth support service projects</p> <p>The Welsh Government should:</p> <p>R8 Provide the policy basis through which youth work, as a way of working with young people, becomes embedded in all services</p> <p>R9 Clarify the use of the terminology 'youth work', 'youth service,' and 'youth support services' in Wales in order to provide a universally understood language for policy development and delivery</p> <p>R10 Establish ways of holding local authorities and their partners to account for the quality, range and types of youth support services they provide in their area</p> <p>R11 Include the qualification, training and ongoing development of youth workers in the National Youth Work Strategy for Wales</p> <p>The quality of education and training for young people engaged with youth offending teams</p> <p>Recommendations</p> <p>Local authorities and Youth Offending Teams should:</p> <p>R1 Assess the progress that young people make in developing soft skills, such as confidence, social skills, and self-esteem, and in improving their literacy and numeracy skills</p> <p>R2 Ensure that all services have a dedicated education, training and employment (education, employment or training) co-ordinator</p>	Age

Ref	Action	Specific related protected characteristic
6.1 c'td	<p>R3 Ensure that young people receive their entitlement to education in a timely manner, and report to management boards the length of time that young people are not in education, employment or training (NEET)</p> <p>R4 Develop effective strategies that support young people in developing literacy and numeracy skills</p> <p>R5 Evaluate the quality, effectiveness and impact of their service better to improve quality, and inform strategic planning to enhance education, employment or training opportunities for young people</p> <p>R6 Extend the range of non-statutory members of the management board to include key local education and training providers</p> <p>The impact of the Learning and Skills Measure on vulnerable learners</p> <p>Recommendations</p> <p>Schools, further education colleges, regional consortia and local authorities should raise the attainment of vulnerable learners so that it is more in line with their peers by:</p> <p>R1 Tracking and monitoring the achievements of vulnerable learners more closely, and analysing data on groups of vulnerable learners better</p> <p>R2 Improving their attendance and ensuring that they have access to targeted support</p> <p>R3 Evaluating the curriculum to consider the extent to which it meets the needs of vulnerable learners</p> <p>Additional learning needs developments</p> <p>Through specific thematic work, and by identifying and sharing emerging interesting practice during inspections, we continue to support implementation of ALN reforms. There are a range of relevant case studies on our website.</p>	<p>Age</p> <p>Disability</p>

Ref	Action	Specific related protected characteristic
	<p>We undertake one or more thematic inspections each year to provide advice and share effective practice which supports vulnerable learners and develops strong and inclusive schools. In October 2018 we published our report on schools' Readiness for additional learning needs reforms. The report examines the extent to which maintained primary and secondary schools, pupil referral units (PRUs), and education otherwise than at school (EOTAS) settings are preparing to meet the demands of the new Additional Learning Needs and Education Tribunal (Wales) Act 2018 (National Assembly for Wales, 2018). This is part of a series of thematic reports to support the ALN reforms as a result of the ALN Act. We are constantly working with partners to develop more specific guidance for inspectors. For example, in 2018-2019 we developed supplementary guidance in relation to pupils with Hearing Impairment and Autism Spectrum Disorder.</p> <p>In September 2018, we created a group of specialist inspectors with experience in supporting learners with SEN who we will deploy on relevant thematic inspections and inspections of schools with specialist classes or significant cohorts of pupils with SEN.</p>	<p>Disability</p>
<p>Objective 7: Regularly seek feedback on our actions, both planned and achieved, to meet the requirements of the Equality Act</p>		
7.1	<p>We engaged with all new starters, introducing them to the SEP and consulting them on actions to meet the requirements of the Act where they were previously employed.</p> <p>We carried out consultations with all new starters in the year about their first impressions of Estyn when they arrived for an interview and their first few days to identify where we can improve inclusion.</p> <p>Estyn has a Twitter and Facebook presence where views are sought from stakeholders about Estyn activity and changes in inspection process as and when they happen.</p>	<p>All</p>

Ref	Action	Specific related protected characteristic
Objective 8: Improve how we measure whether we are meeting our equality objectives and use this information to inform our future work		
8.3	<p>2018-2019</p> <p>We engaged with the sector in stakeholder forum meetings to develop and pilot new inspection arrangements in line with the other post-16 sectors. Our stakeholder events provide an opportunity to keep up-to-date with the range of provision in the partnerships to support our future inspection planning. We trained peer inspectors and nominees in the new pilot arrangements in the autumn term 2018 and conducted a pilot inspection of adult learning in the early spring term 2019.</p>	Age
8.6	<p>2018-2019</p> <p>The HSEWE considered the results of the Civil Service Peoples' Survey and looked into actions which could be taken forward from the outcome. Actions decided:</p> <ul style="list-style-type: none"> • Improve engagement with temporary members of staff • Produce an action plan to improve the management of inappropriate behaviors 	All

4 Summary

- 4.1** This Annual Report shows the progress that Estyn has made in achieving the objectives set out in the SEP and continued monitoring of activity will ensure that this progress is maintained.
- 4.2** Using the results from our Equality and Diversity Employment Monitoring, any new best practice identified and stakeholder comments received, we will continue to ensure that our action plan is fit for purpose and meets the ever changing environment it relates to.

Appendix 1: Articles featured in Estyn’s internal newsletter

The International Day for the Elimination of Racial Discrimination takes place annually on 21 March. It marks a day in 1960 when police opened fire and killed 69 people at a peaceful demonstration in South Africa against the apartheid “pass laws”.

The day serves as a reminder that racial and ethnic discrimination occurs daily, hindering progress for millions of people around the world. Racism and intolerance can take various forms — from denying individuals the basic principles of equality, to fueling ethnic hatred, all of which can destroy lives. The struggle against racism is a matter of priority for all communities and the United Nations has been concerned with this issue since its foundation.

How can you contribute?

- Find out more about hidden prejudices, discrimination and racism
- Think about ways you might be acting with prejudice and find ways to change your attitude and behaviour
- Support organisations working to protect against discrimination
- Organise or participate in a community building or awareness raising activity on End Racism Day

Anti-Bullying Week - 12–16 November 2018

Many of the safeguarding calls received at Estyn relate to bullying. Parents and carers reach out to Estyn often because they don't feel a situation is getting any better, and are desperate for advice. Supporting initiatives such as Anti-Bullying Week is a way in which we can raise awareness of the issue and the resources available for schools.

This year's Anti-Bullying Week focuses on respect. The Anti-Bullying Alliance and SafeToNet have developed free teaching resources to support both primary and secondary schools to embrace the theme of respect. They are also holding: Odd Socks Day (12 Nov) encouraging students to wear odd socks to school to show their support and raise money and 'Stop Speak Support' cyberbullying day (15 Nov) supported by the Royal Foundation

Anti-Bullying Day encouraged people to wear odd socks to show their support for eliminating bullying and promoting respectful behaviour.

In true Estyn style, staff engaged with this really worthy day. There were stripy socks, spotty socks, Christmas socks, animal socks, and Jonathan chose his selection of a jigsaw and Tigger sock - "not everyone is a perfect fit but we are all wonderfully unique".

Thanks to Zoe T, Andy, Lottie, Delyth, Dai, Sarah P, Jonathan C, and Katie T for getting involved in this thought-provoking event.



Holocaust Memorial Day (HMD) takes place annually on 27 January and is a time to remember the millions of people murdered in WW2 and in the genocides in Cambodia, Rwanda, Bosnia and Darfur.

It's a time to remember lessons from the past and recognise that genocide does not just take place on its own - it's a steady process, which can begin if discrimination, racism and hatred are not checked and prevented.

Each year, thousands of activities take place for HMD, bringing people from all backgrounds together to learn lessons from the past in creative, reflective and inspiring ways. From schools to libraries and from workplaces to local authorities, HMD activities offer a real opportunity to honour the experiences of people affected by the Holocaust and genocide, and for us to challenge ourselves to work for a safer, better future. If you want to learn more about HMD visit their [website](#).