

GOWERTON SCHOOL



STRATEGIC EQUALITY PLAN

June 2016



Mi Ddylun, Mi Allaf, Mi Fynnaf
I should, I can, I will

**GOWERTON SCHOOL
STRATEGIC EQUALITY PLAN
2016 - 2019**

General statement of policy

In line with the guidance of the Equality Act 2010, Gowerton School inculcates a culture where there is no discrimination on the grounds of age, sex, gender reassignment, race, disability, pregnancy, and maternity, religion or belief or sexual orientation. We promote positive approaches to difference and fostering respect for people of all cultural backgrounds. The school is opposed to all forms of racial prejudice and discrimination. No pupil will be treated differently from other pupils and no pupil will be discriminated against in terms of religious dress code.

Language or behaviour, which is potentially damaging to any group, will not be tolerated. The school recognises that Wales and the rest of the UK have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are adequately prepared to live in such a diverse society. All employees have a responsibility to read, understand and comply with this policy.

This policy should be read in conjunction with the School's:

Disability Action Plan
Inclusion Policy
Accessibility Plan
Equal Opportunities Policy

Strategic Equality Plan agreed by Governors:

Signed by Chair (Mrs Debbie Lloyd):

Due for Review: June 2019

Contents of our Strategic Equality Plan (SEP)

1. Our school	4
1.1 Values	
1.2 Characteristics	
1.3 Mainstreaming equality into policy and practice	
1.4 Setting our equality objectives	
2. Responsibilities	6
2.1 Governing Body	
2.2 Senior Leadership Team	
2.3 Staff – teaching and non-teaching	
3. Information gathering and Engagement	8
3.1 Purpose and process	
3.2 Types of information gathered	
3.3 Engagement	
4. Equality Impact Assessment	9
5. Objectives and Action Plans	9
6. Publication and reporting	10
7. Monitor and Review	10
Appendices	
App. 1 Regional Equality Objectives	
App. 2 School Equality Objectives and Action Plan	
App. 3 School Access Plan (use current plan for 2016-2019)	

1. Our character, priorities and aims

1.1 School values

At Gowerton School, 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 have, and continue to foster a culture of inclusion and diversity in which all those connected with the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils is monitored and we use this data to support pupils, raise standards and ensure inclusive teaching. Any discrimination is dealt with immediately and we promote equality; challenging bullying and stereotyping, whilst actively creating an environment which champions respect for all. Our belief is that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Over the years Gowerton has been identified as a caring and inclusive school. We regularly reinforce the community aspect as being an important part of our environment. 'Ethos and Culture' are central to what we are about. We believe and work to ensure that inclusivity and working with others are a large part of what makes Gowerton special.

We endeavour to celebrate our achievements together, as a school community, with each person being valued and respected. The children, their education and welfare are central to all our decision-making. Our vision is to provide a rich, varied, balanced and well-resourced curriculum which will stimulate the natural curiosity and enquiring mind of every child, regardless of ability, race or gender. We want every child to achieve his or her true potential.

Our goal is that the lives of all who are a part of Gowerton Community are enhanced by their experience with us, and that each child will leave equipped with the ability and eagerness to learn more and be ready to meet the challenges of life.

1.2 Characteristics of our school

At Gowerton, we are proud of the equal service we provide to an extremely diverse intake. Gowerton is truly multicultural, serving pupils drawn not only from a wide local geographical spread, but also from an extremely wide range of backgrounds; Gowerton is diverse in terms of ethnicity and nationality; in socio-economic terms; in terms of levels of ability and challenges to ability and in terms of family and home structures. Fully inclusive, the school integrates a Specialist Teaching Facility for pupils within the Autistic and Asperger's Spectrum from across Swansea. A summary is offered below:

Gowerton School is a large 11-18 mixed English-medium comprehensive school situated in a suburban area to the west of the City of Swansea. There are **1,072** pupils on roll. There are **145** students in the Sixth Form.

The school also has a Specialist Teaching Facility on site catering for 16 pupils from the Autistic and Asperger's Spectrum.

The school's intake is from a varied social background and represents the full range of ability. The percentage of pupils eligible for free school meals is **12.3%**, which is well below the national average of **17.2%** for secondary schools. Academic ability on entry is above national averages.

The school has 16.2% of pupils on the special educational needs register, either Statemented or School ActionPlus, compared with the national average of 19.6% for secondary schools. About 8.5% of pupils come from ethnic minorities and 3.7% come from homes where English is not the first language. No pupils are registered as being from homes where the predominant language spoken is Welsh.

We are proud that each of the pupils in our care is treated both as an individual and as a member of the school community; we are proud to adopt a multi-agency (please see partnerships summary below) and that our ethos is evident to pupils, parents, stakeholders, staff and visitors alike.

The school sets high expectations for pupils' achievement and standards of behaviour. Pupils respond very positively to the inclusive culture of the school.

The Estyn report of 2011 praised the school's pastoral care, support and guidance, stating that: *'Provision is Excellent. The care, support and guidance provided for learners are significant strengths of the school. The school takes very good steps to ensure that learners adopt healthy lifestyles and that concerns regarding pupils' wellbeing are dealt with in a very accomplished manner by pastoral staff. Provision for pupils with ALN is outstanding'*

1.3 Mainstreaming equality into policy and practice

We aim to provide all our pupils with equal opportunities to succeed, and to reach the highest level of personal achievement. They should have equal access and opportunities within the curriculum, both formal and informal, so they are equipped with the widest possible options available to them, educationally, socially and vocationally.

We understand that, as children mature and their relationships with peers develop, their perception of gender roles alters and that such perceptions are influenced by other factors, including home, peer group and the media.

As a school we incorporate Swansea LA guidelines for Equal Opportunities into our school ethos which permeates across the whole school. Equality is demonstrated when giving/delegating rewards and our school uniform requirements embody the same standards for all children.

To do this, we will:

- 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;
- 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 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.

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of any protected characteristic defined within the Equality Act 2010:

- Age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity
- race
- religion or belief
- sex
- sexual orientation

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for all 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 Public Sector Equality Duty to:

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
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:

- The regional equality objectives identified in **Appendix 1**;
- views expressed by our school council and other stakeholders that have been involved in the development of the plan;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v girls.

2. Responsibilities

2.1 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 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 disabled people, and also strives to make communications inclusive for parents, carers and pupils;
- ensures that no pupil 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.

- The named governor for Equalities is **Mrs D. McLean**
- The named person for Racial Incidents is **Miss K Lawlor**
- The named person for Child Protection is **Miss K Lawlor**
- The deputy of Child Protection is **Mrs R Richards**
- The named governor for Child Protection is **Mr M Frew**
- The PSE Coordinator is **Miss K Lawlor**
- The RE Coordinator is **Mrs T Long**
- The named person for Equalities or Equal Opportunities is **Miss K Lawlor**
- The named LAC Governor is **Mrs Sue Jones**

2.2 Headteacher / Senior Management Team (SMT)

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 any incidents of bullying, harassment or discrimination in accordance to the Local Authority's and school's policies

2.3 Staff – teaching and non-teaching

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

- ensuring that all pupils are treated fairly, equally and with respect
- promoting 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, and recording any serious incidents as prescribed in the LA and school policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in:

- deciding what actions to take to improve equality and eliminate discrimination within the school community
- reviewing our performance.
- undertaking Equality Impact Assessments.

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. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

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

- 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; a template is available for this work. At Gowerton, these include Estyn stakeholder surveys, and formal and informal surveys of the views of pupils, parents and partner agencies.
- pupil attainment and progress data relating to different groups;
- school council's views incorporated in a way that values their contribution; e.g. within the School Improvement Plan
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any protected characteristic

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We ensure that we communicate with everyone in an accessible way, using interpreters and different information formats when appropriate.

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

Stakeholder views are sought, analysed and acted upon regularly. This complements the involvement of a wide range of groups on a routine and / or ad hoc basis. This includes, but is not limited to:

- The School Council
- The Governing Body
- Ethnic Youth Services Team workers who visit weekly to speak with pupils
- The LA Youth Team whose workers also visit weekly to speak with pupils
- The EMLAS team based at the school
- Staff and representatives of the STF
- 'Communities First'
- South Wales Police
- The School Counsellor
- The Pastoral Room Team
- Educational Psychologist and
- The full complement of partners with whom we adopt a multi-agency approach to wellbeing.

4. Equality Impact Assessment

An EIA is a way of looking at what we do as at Gowerton to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation
- Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on all our policies and proposals.

5. Objectives and Action Plans

Our Equality Objectives are

- To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups;
- Publish and promote Equality Policy through school website, newsletters, staff meetings;
- Monitor and analyse pupil achievement by protected characteristics, act on trends / patterns in the data that require additional support in order to narrow the gap;
- Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity;
- Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve;
- Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council by election or co-option, class assemblies, etc;
- Ensure racial incidents are reported, monitored and acted upon effectively;
- Introduce initiatives to encourage girls to take up sport outside the curriculum requirements, including football, cricket, basketball and rugby to ensure participation rates more reflective of school population;
- Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates;
- Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs. Involve representatives from a range of these to participate in our celebrations;
- To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan;
- Teachers work collaboratively with outside agencies and advise support staff accordingly;

- Needs of all stakeholders with disabilities will be taken into account in planning and undertaking school any refurbishment to the school;
- Clear signage in all areas of the school;
- Visual support in place in all areas of the school;
- User-friendly language in place for all communication;
- Communication translated into main community languages.

Further information on how we will achieve these objectives is contained in Appendix 1.

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

6. Publication and reporting

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

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

7. Monitor and Review

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

- revisiting and analysing the information and data used to identify priorities for our Equality Objectives;
- undertaking an annual review of progress against our Equality Objectives.

We will undertake a full review of our SEP by September 2016.

GOWERTON SCHOOL



Strategic Equality Plan 2016 – 2019

Appendices

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

Regional Equality Objectives

South West and Mid Wales Authorities Consortium (swamwac)

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools

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

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

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

4. Reduce the number of NEETs

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities, through the public sector equality duties, need to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

GOWERTON SCHOOL

**Strategic Equality Plan 2016 – 2019
Equality Objectives and Action Plan**

Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Protected Characteristics	To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups Publish and promote Equality Policy through school website, newsletters, staff meetings	Invitation for parents to respond to published document	HT	By March 2016 Annually thereafter	All staff familiar with principles of the policy and use them when planning lessons, creating classroom displays Parents are aware of policy and have communicated interest / amendments
Protected Characteristics	Monitor and analyse pupil achievement by protected characteristics, act on trends / patterns in the data that require additional support in order to narrow the gap	Achievement data analysed by protected characteristics	Assistant Head	Annually from NFER data, FFT data and All Wales Core Data Sets	Analysis of teacher assessments/ annual data indicates the gap is narrowing for equality groups
Protected Characteristics	Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity	Increased pupil participation, confidence and achievement levels	All staff	Annually - monitored	Increase in participation and confidence of targeted group

Protected Characteristics	Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve	Increase in pupil participation, confidence and positive identity – monitor through PSHE/Wellbeing	HT	Annual Review	More diversity reflected in school displays across all year groups
Protected Characteristics	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council by election or co-option, class assemblies etc.	School Council representation monitored by race, gender, disability	HT	Annual Review	Appropriate diversity in school council membership

Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Racial Equality	Ensure racial incidents are reported, monitored and acted upon effectively	The HT and Governing Body will assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils/parents satisfied with outcomes?	HT, Governing Body	Reporting in termly report to governors	All staff aware of and respond to racist incidents
Gender Equality	To continue to promote and encourage girls to take up sport outside the curriculum requirements, including football, cricket, basketball and rugby to ensure participation rates more reflective of school population	Increased participation of girls in sports clubs and extra-curricular activities	PE Dept. BWWP governors	Reviewed annually	More girls take up after school sport
Disability Equality	To continue to work with the LA to make school Disability friendly	Parking bays and equality of access to buildings	HT, Governors	April 2013	Increased accessibility
Racial	Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs Involve representatives from a range of these to participate in our celebrations	Pupil Voice	HT, Governing Body	Planned into Assemblies /PSE messages	Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis
Sexual Orientation	Celebrate diverse nature of sexuality via community awareness. Work with Rainbow Group to provide support to individuals and educate the community	'Climate' of school work with Rainbow Group	Assistant Head	Ongoing Termly meetings. Report of work to BWWP termly	Understanding of Sexual Orientation. Respect throughout School Community when dealing with sexuality.

ACCESSIBILITY PLAN					
Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Access to curriculum	To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan	Monitor via pupil progress review meetings	HT, Inclusion Coordinator	On going	Pupils make progress from starting points
	Teachers to differentiate work in the light of reports above	School's monitoring policy	HT	On going	Pupils make progress from starting points
	Teachers work collaboratively with outside agencies and advise support staff accordingly	School's monitoring policy	HT, Inclusion Coordinator	On going	Pupils make progress from starting points

Access to Physical environment	Needs of all stakeholders with disabilities will be taken into account in planning and undertaking any refurbishment as far as is allowed by the age of the buildings.	Plans and accommodation include adaptations. Separate plan updated within Sites committee – June 16	Local Authority, GB, HT, Site Manager	April 2012 – April 2016	Easy access to physical environment
	Clear signage in all areas of the school	Termly check	H & Safety team,	On going	Easy access to physical environment

POLICY NAME: Strategic Equality Plan

REVIEWED BY: Behaviour & Wellbeing Working Party

DATE REVIEWED: 16.06.16

DATE TO FGB: 07.07.16

SIGNED: _____

Debbie Lloyd

PRINT NAME: Debbie Lloyd (Chair of Governors)

DATE NEXT DUE TO BE REVIEWED June 2019