



If you can dream it...
Ysgol Bae Baglan

Ysgol Bae Baglan Strategic Equality Policy

MONITORING AND EVALUATION OF POLICY

This policy will be reviewed annually.

Date passed by Governing Body: Nov 15th 2017

Chairman *E.V. Laman*

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1. Our Distinctive Character, priorities and Aims

1.1 1.2 School Values & Characteristics

We pride ourselves on being a caring, disciplined and happy school with a tradition of hard work and lots of extra-curricular activities. Each person in our school is unique and our intention is that they will develop spiritually, morally, socially and academically to their full potential with our support and guidance.

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 Cymer Afan, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We recognise at Ysgol Bae Baglan Comprehensive School how vitally important your child's education is to succeed in an ever changing and challenging world. You can be confident that your son/daughter will settle in this school very quickly, be well supported and cared for. Your child's education at the school will be truly comprehensive in the best sense of the word with something for everyone at the school no matter their ability, interest and aspirations. We aim to ensure that all children achieve their full potential in a safe, supportive and friendly environment. A happy child is a successful child and happy schooldays depend on the very important partnership between pupils, staff and parents. A good relationship between home and school is vital to ensure a child's success and happiness at school.

The School Aims to:

- Provide a healthy, safe and secure environment that will secure the wellbeing of all, enabling all to engage fully in the school and its community.
- Ensure that every pupil is encouraged through a variety of learning opportunities to confidently achieve and develop the knowledge and skills necessary to succeed in adult life. Ensure that all are happy, healthy and free from bullying, abuse or exploitation in order to achieve their absolute best.
- Provide opportunities for young people to take part in, develop and enjoy a wide variety of learning, sporting and cultural activities.
- Provide an inclusive education that develops all pupils' personalities, abilities and moral values, encouraging them to respect other people, cultures and the environment whilst celebrating their own cultural identity.
- Ensure that all pupils, regardless of their backgrounds and individual differences, will be valued, and will receive an equality of opportunity.
- Encourage all pupils to participate in decision making, where their opinions will be valued, considered and responded to.

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

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor 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 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

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 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:

- The regional equality objectives identified in **Appendix 1**;
- 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 Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.10) and Appendix 2**.

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 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.

2.2 Senior Leadership Team (SLT)

The SLT 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 that equality is a whole school priority

2.3 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

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. 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.

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;

- 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;

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 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.

4. 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.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

1. To reduce the gender gap in attainment between boys and girls and those eligible for free school meals
2. To reduce the percentage of NEETS.
3. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools.

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are incorporated into the School Improvement Plan, which ensures that they are checked, monitored and evaluated systematically.

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.

6. 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 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 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.

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 October 2017

Ysgol Bae Baglan

Strategic Equality Plan 2016 – 2020

Appendices

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

Ysgol Bae Baglan

Strategic Equality Plan 2016 – 2020

Equality Objectives and Action Plan

Equality Objective 1.

To reduce the gender gap in attainment between boys and girls and those eligible for free school meals

Our Research:

Data indicates a gap between boys and girls and those eligible for free school meals in attainment in particular subject areas.

Information from Engagement:

Schemes of work need to be addressed.

Improvement in tracking, monitoring and mentoring.

Increase intervention through extraction.

Data Development:

Termly KS3 tracking data. Baseline data including KS2, CATs, reading test and numeracy test scores

This objective will be judged to be successful if...

There is a reduction in gap between boys and girls performance at KS3 and those eligible for free school meals.

Actions:

	Description	Responsibility	Start date	End date
1.1	Half termly reviews of pupil progress, particularly for identified groups such as boys/girls EAL, LAC FSM B.S- that they are on target and if not what interventions can be put in place in order for them to achieve the predicted levels.	SLT to monitor pupil tracking half termly.	Ongoing	Ongoing
1.2	Provide interventions such as Catch up literacy, rapid reading, so identified pupils can progress. This will be tracked through the ALN Register.	KL, MM, AL	Ongoing	Ongoing
1.3	End of Year Data and National Reading and Numeracy Test Analysis-Boys/Girls, LAC and EAL attainment. Identify any patterns/trends.	GW, LL	Summer Term 2017	Summer term 2017
1.4	Ensure staff are familiar with and are using the baseline data e.g. reading ages in their planning.	GW, LL	Ongoing	Ongoing

Equality Objective 2.				
To reduce the percentage of NEETS.				
Our Research:				
Destination of school leavers data				
Information from Engagement:				
Regular review of the KS4 curriculum options to meet the specific needs of cohort. Use of Cynydd Team, Wellbeing Directors and Pastoral Support Officers to support pupils at risk of becoming NEETS. Mentoring of pupils to support their progress through year 11.				
Data Development:				
Termly KS4 tracking data. Information to mentors.				
This objective will be judged to be successful if...				
There is a reduction in number of pupils recorded as NEETS.				
Actions:				
	Description	Responsibility	Start date	End date
2.1	Continuing to provide support for 'hard to reach' e.g. contacting parents before and after parents' evenings	SLT, Heads of School, Wellbeing Directors, EWO, PSO	Ongoing	Ongoing
2.2	Continue to work in collaboration with local colleges and schools to provide access to appropriate courses e.g. through vocational options	GW	Ongoing	Ongoing

2.3	Utilise other external agencies – youth workers, Swansea City football club etc.	GW	Ongoing	Ongoing
2.4	Opportunities for further and higher education experiences. College taster days. Reaching Higher Reaching Wider. ACE Days.	GW, SD	Ongoing	Ongoing

Equality Objective 3.				
Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools				
Our Research:				
National research indicates issues regarding bullying in schools				
Information from Engagement:				
PSE programme covers issues regarding bullying. Year Assemblies and Form Assemblies deal with the issues. Peer Mentors. Proactive Wellbeing Directors, Heads of School and Senior Staff.				
Data Development:				
Tracking using SIMs data				
This objective will be judged to be successful if...				
There is a reduction in reported bullying				
Actions:				
	Description	Responsibility	Start date	End date
3.1	Review school's current Anti –Bullying Policy in line with Welsh Government guidance.	RR	May 2017	August 2017
3.2	Continue to arrange for information on the anti-bullying procedures to be given to pupils via assemblies and PSE time.	RR, AS, Wellbeing Directors	Ongoing	Ongoing

	<p>Investigate speakers in particular areas e.g. homophobic bullying year 10 and above.</p> <p>Link to themed assemblies during anti-bullying week.</p> <p>Posters on anti-bullying from outside agencies.</p> <p>Updates on school counsellor and school nurse information onto website and highlighted in assemblies and notice boards.</p> <p>Child protection staff and governors highlighted on posters around the school.</p>			
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