

# Strategic Equality Scheme

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Associated documents
Equality Act 2010 Disability Discrimination Act 2005 Additional Learning Needs Code for Wales (2021) / ALNET Act 2018 Supporting Healthcare Needs – WG Guidance Wellbeing of Future Generations Act (Wales) 2015 Social Services and Wellbeing Act (Wales) 2016

# Contents of our Equality Scheme

Guidance has set out that the scheme must contain the following:

- ★ A statement of how people with ‘protected characteristics’ (gender, race, ethnicity, belief, disability, sexuality, socio-economic background) have been involved in developing the scheme, including staff, students and parents
- ★ Our arrangements for gathering information on the effects of our policies and practices on people with ‘protected characteristics’, in particular on:
  - the recruitment, development and retention of employees with ‘protected characteristics’
  - the educational opportunities available to and achievements of students with ‘protected characteristics’ (including our Wellbeing Curriculum)
  - the monitoring, evaluation and impact of bullying and harassment of pupils and staff with ‘protected characteristics’
- ★ The methods of collecting information on race, gender and disability and how the analysis of data by race, gender and disability take place (including information on student achievement, attendance, exclusion, progress made through additional support)
- ★ Details of how we are going to use the information gathered through analysis, in particular in reviewing the effectiveness of our Action Plan and preparing subsequent schemes (including information on interventions, additional support, training and activities)
- ★ Our methods for assessing the impact of our policies and practices on equality and where improvements can be made
- ★ The inclusion of equality-based topics (including annual events / celebrations) within the curriculum, Wellbeing lessons, assemblies, Pause for Thought and further opportunities available to understand and raise awareness of issues connected to protected characteristics, to celebrate and to reflect upon the inclusion and diversity of our community
- ★ A review of the accessibility of the school environment to students, staff and visitors and the accessibility of information published / sent out by the school, including the procedures for the election of parent governors (including language barriers and physical accessibility)
- ★ A plan of action – a list of action points that detail the steps we are going to take to meet the general duty

# Our Distinctive Character, Priorities and Aims

## School Values

Monmouth Comprehensive School is determined to build on the commitment that we have already made to increase accessibility and inclusiveness over time to all who wish to be part of our community. Through all our policies and practice there is a clear commitment to including all and promoting equality, irrespective of race, sexuality, gender, disability, faith or religion or socio-economic background. It is our aim to promote a culture of inclusion and diversity to allow all people connected to the school to feel proud of their identity and to participate fully within the life of the school.

Our new school environment has increased the inclusivity of learners in vulnerable groups, particularly those with ALN through SRB Programmes of learning and those with physical disabilities and sensory impairments. The input of the whole school community in the design of the environment encapsulated the views and opinions of a range of learners with differing backgrounds and needs.

Under The Disability Discrimination Act 2005 and The Equality Act 2010, all maintained secondary schools in Wales are required to produce an Equality Scheme to actively promote equality and to look at ways of ensuring that people with a 'protected characteristic' (gender, sexual orientation, disability or learning disability / difficulty, race, socio-economic background in regards to staff, governors, parents / carers and other people who are part of our school community) are treated equally.

## Characteristics of Our School

Our school community encompasses a range of learners. Our learners come from the town of Monmouth and the surrounding rural areas of Monmouthshire, Gloucestershire and Herefordshire. The ability range and social background of students are very broad and comprehensive in nature. Students come from the full range of social and economic circumstances

We aim to ensure inclusivity of all learners:

- ★ Additional Learning Needs
- ★ Physical Disabilities and Sensory Impairments
- ★ English as an Additional Language
- ★ From Service families
- ★ Looked after by the Local Authority
- ★ Young Carers
- ★ LGBTQ+
- ★ Gypsy / Travellers

- ★ Ethnic Minority Groups
- ★ Receipt of Free School Meals

## Mainstreaming Equality into Policy and Practice

As well as specific actions set out in the appendices of this scheme, Monmouth Comprehensive School operates equality of opportunity in its day to day practice.

This scheme sets out the steps to enhance and develop our practice further:

- ★ promote equal opportunities between all people and take steps to achieve equal outcomes for people with a 'protected characteristic'
- ★ create an environment that encourages respect for all, equity of access for all learners and prepare learners for life in a diverse society
- ★ promote attitudes and values that will challenge discriminatory behaviour or prejudice
- ★ encourage the participation of all people in public life
- ★ use contextual data to improve the ways in which we provide support to individuals / groups of learners
- ★ monitor achievement data according to the various 'protected characteristics' (EAL, FSM, LAC, ALN, and MAT) and action any gaps
- ★ provide opportunities for learners to appreciate their own culture and celebrate the diversity in other cultures
- ★ all students and staff set challenging targets as part of the Assessment, Reporting and Recording cycle and continued professional development
- ★ seek to involve parents in supporting the learning of their children
- ★ include teaching and learning approaches that are appropriate for the school community, encouraging inclusiveness

The admission practices of the school are fair and transparent, they do not discriminate on race, gender, disability or socio-economic factors (please see the Admission Policy and Transition Policy for further information).

Exclusions are based upon the school's Relationships Policy. Exclusions are monitored and reviewed carefully to avoid any potential adverse impact.

There are policies and practices that support and promote equality, the following are example of such policies:

- ★ Wellbeing Systems and Wellbeing Curriculum
- ★ Assessment, Recording and Reporting Policy
- ★ Curriculum Policy
- ★ Examinations Policy

- ★ Teaching and Learning Policy
- ★ Behaviour Policy
- ★ Anti-Bullying Policy
- ★ Transition Policy
- ★ Admission Policy
- ★ Multi-Disciplinary Working Guidance
- ★ Parents' Evening Guidance
- ★ Educational Visits
- ★ Health and Safety Policy
- ★ School Access
- ★ Personnel Policies, including recruitment and retention
- ★ Additional Learning Needs Policy
- ★ SRB Policy
- ★ Vulnerable learner policies – LAC, EAL and Young Carers

It is intended that this Equality Scheme will build on our existing arrangements and support, so that it is integral to our way of working and developing.

This duty encourages our school as a public resource to promote equity in all our activities, to look at our general policies, our everyday procedures and practices to ensure that over time we build more capacity for all children and adults with 'protected characteristics' into the culture of the school. As such this duty is not primarily about changes to buildings or making adjustments for individuals. It is more about looking at the whole organisation of the school and how this might create barriers and inequality for those with 'protected characteristics'. It is about removing these barriers and building this growing understanding of equality into what we do right from the start to build an environment with equality at its heart.

## Setting Our Equality Objectives

We recognise it is our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users. The school has already established inclusiveness and equality through its structures, policies, practices and support specifically for students and staff. The approach of the school is designed to promote, support and ensure equality.

The Equality Scheme covers all people with 'protected characteristics' using the school, but in particular students and staff with 'protected characteristics'. The Welsh Government indicate that 'protected characteristics' refer to age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity leave, race, religion or belief, sexual orientation and sex (gender).

This is done so with reference to the Race Relations (Amendment) Act 2000, Disability Discrimination Act 2005 and Equality Act 2010. The Action Plan at the end of the Scheme outlines the actions implemented in order to meet the duties highlighted in each section below.

## **Race Equality**

The general and specific duties of the school as detailed in The Race Relations Act 1976 and as amended in The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- ★ eliminate racial discrimination
- ★ promote equality of opportunity
- ★ promote good relations between people of different racial groups

Under our specific duty we will:

- ★ prepare an Equality Plan which includes our written policy for race equality
- ★ assess the impact of our policies, including this Plan on students, staff and parents by ethnicity including, the achievement levels of students
- ★ monitor the impact of our plans and policies on such students, staff and parents towards raising the achievement of minority ethnic groups

## **Disability**

The Disability Discrimination Act 2005 defines a disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The definition includes people with:

- ★ cancer
- ★ epilepsy
- ★ HIV
- ★ multiple sclerosis
- ★ sensory impairment
- ★ mobility difficulties
- ★ people with mental health conditions or learning difficulties/disabilities

The Disability Discrimination Act requires us to have the following general duties:

- ★ promote equality of opportunity between disabled people and other people
- ★ eliminate discrimination and harassment of disabled people that is related to their disability
- ★ promote positive attitudes to disabled people
- ★ encourage participation of disabled people in public life
- ★ taking steps to meet the needs of disabled people, even if this requires favourable treatment

Under our duties we will:

- ★ prepare an Equality Scheme which includes our written policy which covers the requirements for Disability Equality Scheme identifying our disability equality goals and actions to meet them

- ★ review and revise this scheme every three years

### **Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender, to promote equality of opportunity between male and female students, women and men and transgender people.

Under our general duty we will seek to:

- ★ eliminate unlawful discrimination and harassment on the grounds of sex and gender reassignment
- ★ promote equality between men and women

Under our specific duty we will:

- ★ prepare an Equality Plan which includes our written policy which covers the requirements for Gender Equality Scheme identifying our gender equality goals and actions to meet them
- ★ review and revise this scheme every three years

### **Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on the grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 makes discrimination unlawful in the area of goods, facilities and services on the grounds of sexual orientation. This includes admissions, benefits and services for students and the treatment of students.

*Monmouth Comprehensive School is committed to promote equality and community cohesion, including good relations between students of different races, faiths / beliefs and socio-economic background (in accordance with The Education and Inspections Act 2006).*

Our Strategic Equality Objectives are set out in light of:

- ★ the regional equality objectives
- ★ views expressed by stakeholders
- ★ issues arising from our data analysis e.g. attendance, attainment

The delivery of the Strategic Equality Scheme will contribute to all of our actions and commitments to:

- ★ raise standards
- ★ narrow the gap in outcomes for learners
- ★ promote community cohesion
- ★ development of accessibility of the site through 21<sup>st</sup> Century Schools

Our School Equality Objectives are set out later in this Scheme.

# Roles and Responsibilities

## The Governing Body

The Governing Body has set out its commitment to equality and diversity and will continue to support the school in further developing its inclusive practice. They seek to ensure that people are not discriminated against when applying for jobs at our school. They will support accessibility to the school environment and ensure communications to the school community are as inclusive as possible. The governors promote applications to the school regardless of socio-economic background, race, gender or disability. The Governing Body ensures that no child is discriminated against while in the school on account of their race, sex, gender, socio-economic background or disability. In order to meet its reporting responsibility, the governing body will report on the progress of the Strategic Equality Scheme annually, as part of its Annual Report to parents.

## The Senior Leadership Team

The SLT implement the plan to promote equality and eliminate discrimination and are supported by the Governing Body in doing so. They ensure all staff are aware of the plan and their responsibilities and the equality objectives, the guidelines outlined are implemented fairly and consistently. The plan is to be considered by interview panels to ensure fair employment and training opportunities. SLT promote equal opportunities when developing the curriculum and promote respect within all aspects of school life. SLT treats any incidents of unfair treatment according to the school's and Authority's policies.

## School Staff – Teaching and Non-Teaching

The school regards equality for all as a responsibility for all. All members of the school staff contribute to ensuring our school is a fair, just and cohesive community. Staff within the school ensure all students are treated fairly and with respect in line with the School's Values. Staff make use of suitable materials in lessons which provide positive images based on 'protected characteristics'. Any incidents of prejudice or discrimination are brought to the attention of a member of SLT and are recorded according to school's policies.



# Information Gathering and Engagement

## Purpose and Process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. 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'.

## Types of Information Gathered

The school already consults with students, parents and support agencies in a number of ways, (Admission Policy, Additional Needs Policy, Assessment Recording and Reporting Policy, Multi-Agency Working, Pastoral care and the work of Health Professionals and Face 2 Face Counselling with the support of peer mentoring, Pathways Policy, Parents' Evening, Annual Report of Governors etc.). The guidance states that we must continue to seek their views and consult throughout the processes of producing our scheme, redesigning our procedures and practices as necessary.

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

- ★ an analysis of the comments received from learners, parents, staff, governors and service providers
- ★ responses of the surveys distributed to parents
- ★ identification of learners, parents, staff and other users of the school representing the different 'protected characteristics' (including the collation of accurate information relating to ethnicity and first language)
- ★ learner attainment and progress data relating to different groups
- ★ learner views actively sought and incorporated in a way which values their contribution
- ★ information about different groups accessing the whole curriculum and the choices made between subjects at Key Stage 4 and 5
- ★ attendance at and choices of extra-curricular clubs
- ★ exclusion data and behaviour referrals by group
- ★ records of restorative meetings
- ★ records of incidents of reported bullying and discrimination
- ★ data on the recruitment, development and retention of employees
- ★ outcomes of interventions implemented
- ★ data exploring the involvement of parents and others

Our arrangements for gathering information on the effect of our policies and practices on the recruitment, development and retention of employees will include the following and will be used in the following ways:	
Ensuring that we review our current personnel information about the number of employees with disabilities, employees of minority ethnic grouping and male / female employees we have recruited and employed and information on the roles they undertake (e.g. responsibilities) and access to promotion.	Better identification of staff with disabilities, staff of a minority ethnicity when staffing is reviewed at the school annually. To review where possible barriers that may exist with the recruitment and selection of employees with disabilities.
Collecting information and reviewing the take up and success rate of employees with 'protected characteristics' on training and development opportunities.	Better identification of the barriers that may exist which prevent all staff (regardless of gender, race, disability, sexual orientation, gender re-assignment and faith / religion) taking up further professional development opportunities
Using current staff development process as opportunities for staff to raise personal issues related to their health and impairment and to ensure continued professional development opportunities for all staff.	To review our practice on a continual basis to ensure equality for all.
Working alongside the LA to ensure that it collects data on 'protected characteristics' in relation to staff recruitment, development and retention.	To ensure the LA is pro-active in collecting and using data on 'protected characteristics' to improve opportunities.
Collection of information on the bullying and harassment of staff.	To review our practices and procedures for the reporting of bullying / harassment on a continual basis.

Our arrangements for gathering information on the effect of our policies and practices on the educational opportunities available to and achievements of, students with disabilities will include the following and will be used in the following ways:	
To continue our regular review with the LA of the admission process we have set up that requires information to be collected on student disability, race and gender.	To continue with our review about how we best meet the needs of all students. (See flow chart of the review of admission procedures to develop practice to include information about disability, learning / medical / health need). To use this information at meetings with the LA and in Forums organised by the LA to develop practice.
To maintain the School Additional Needs Register and the Health Register which identifies all students with a disability, learning difficulty or health / medical need.	To continue with our review systems from the data collected about how we can best meet the needs of students with identified disabilities / learning / health / medical needs. To continue to share this information with all staff so as to develop practices and increase inclusiveness and

	promote awareness. The information will be used on annual basis to review the number and range of students at the school with a disability / learning / health / medical need.
To continue to review the data collected from the Additional Needs Team and Pastoral Support Team about the welfare of students with disabilities, learning needs, medical / health challenges, including their success in terms of achievement.	Data is reviewed within the ARR systems and students' progress is checked to look at achievement. All students with 'protected characteristics' are reviewed within the same processes. Support and outcomes are monitored. The data is analysed to look at the value added by the school to the students' achievement. The Health Team and the Student Counsellor also review and inform practice with the data they collect. For example, all students have the right to access the Healthcare to receive support during breaks. The Health Care Centre is placed in a quiet area that assures confidentiality and support for students.
To continue with our current practice of writing an Individual Learner Profiles or Individual Health Care Plan for all students with a disability / learning need / medical or health needs (including for example, all students with diabetes or Mental Health issues, whose learning may not be affected by their disability).	ILPs are reviewed and analysed within the ARR systems. The data is analysed to review student progress. The analysis provides us with information about the success of support and how well we are able to integrate a wider range of need into our systems. The information is used to support our planning of professional development so that teachers can meet a variety of need.
To continue with our transition practices that collect information from parents, students, teachers and other agencies that support students with disabilities. That is transition at all stages into our school and on leaving our school for further education.	To continually review our practice to ensure that we can continue to meet a wide range of needs of students. The data on transition is used to inform practice and also ensure that we are including students with a wide range of needs or 'protected characteristics'.
To continue with our practice of analysing whole school student achievement data to gain information about how we as a school have ensured aspirations and ambitions, including students with 'protected characteristics' and looking at their data relative to others achievements.	To use the information to reflect on how we as a school have been able to support students with 'protected characteristics' to realise their ambitions and aspirations.
To continue to use data collected from Parent Consultations, such as Parents' Evenings and Annual Reviews to inform our practice.	This information is used to review our practice and policy as part of our continual cycle of self-evaluation.
To continue with our practice of monitoring and collecting data on attendance and exclusions to inform our practice.	This information is reviewed within whole school ARR systems to ensure that we are meeting the needs of students with 'protected characteristics'. The information is reviewed on a weekly basis by the AHT and termly through the Summit Meeting with Heads of Years (and feedback provided to the EWO).

To continue with our practice of using the Wellbeing Curriculum as a tool to promote awareness of the diversity of our world and individual lives, including disability, race, sexual orientation, gender, LGBTQ+, religion / belief, learning / medical needs.	To review with students the Wellbeing Curriculum and its relevance and suitability to prepare them for their future lives and the world. Within the Schemes of Work the school should look at promoting the challenge that people with 'protected characteristics' (i.e. disabilities / ethnic minorities) face and the ways that people increase opportunities and change attitudes in a positive way. (This will form part of the Action Plan)
To continue to use our Student and Year Councils as a way of gathering information about student perceptions towards their school, including students with 'protected characteristics'.	As part of the Action Plan students will be able to review our approach and perceptions as a community towards promoting equality and supporting inclusiveness.
To continue with our practice of ensuring that the curriculum provides for and develops a wide range of learners. This includes collecting information about the needs of students with 'protected characteristics'.	The curriculum review group review the curriculum annually and use the information from the data collected by ARR, Pastoral Systems to ensure that we can meet the need of a wide range of students within our community.
To continue with our work on pastoral support to ensure we look at the diverse needs of the widest range of students.	The work of the Multi-Disciplinary panel, Relationships systems, Additional Needs Review, Admissions, Transition and ARR will be used to ensure that we are meeting the ambitions and aspirations of students with 'protected characteristics'.
To continue the work with the Additional Learning Needs Co-ordinator to ensure that we collect information about the participation of students with disabilities / learning / medical / health needs on school trips, after school clubs etc. To continue to work with the Finance Team to ensure students with FSM access school trips etc.	The Additional Needs Learning Co-ordinator already looks at access arrangements on school trips and visits for students with disabilities. Within this, we have actively promoted participation of students with disabilities and worked with Travel Agents to ensure equality of entitlement (e.g. securing an extra place for TAs to work with students on visits and trips without incurring extra costs). Promote participation using the Hardship Fund.

## Engagement

The school involves stakeholders including learners, parents, staff, governors and other school users. We take into consideration the preferred method of communication for those with whom we are consulting. As part of our information gathering process we have identified a number of individuals and groups who can support us in obtaining a picture about the way our policies and practices affect students and staff with 'protected characteristics'.

They are:

- ★ a range of students who have been identified through our Inclusion Register as requiring support (ALN, FSM, LAC, EAL)

- ★ a range of students who have been identified through work with our Pastoral Support and Inclusion Teams and our Face 2 Face School Counsellor
- ★ a range of parents who have children at our school with an IDP / Statement of Special Educational Need (EHC Plan if living in England)
- ★ representatives from our Multi-Disciplinary group who support students and families with challenges, to include agencies that support Young Carers of families where the parent has a disability
- ★ members of staff who have an identified challenge / 'protected characteristic'
- ★ representatives from agencies that support families with adults and children with challenge, such as SNAP, Careers Wales, Gwent Ethnic Minority Services
- ★ feedback from the Year Council, School Council and Wellbeing lessons
- ★ feedback at Governing Body meetings
- ★ feedback from whole staff meetings and Faculty / Departmental Reviews (including data analysis)

The people and students who have been identified do not represent the full range of 'protected characteristics' that the Scheme is supposed to cover. Involving people with a wider range of 'protected characteristics'. Challenges and difficulties will form part of our action planning.

Those we have identified will be able to comment on and support us in developing our practice, through the following ways:

- ★ Annual Reviews of all students with an ALN / disability from Year 5 (Transition KS2 to KS3) through to the end of Year 13. (Additional Needs Policy)
- ★ cluster working with a specific focus on vulnerable groups through Outreach and Drop In sessions with Cluster Schools, supporting primary colleagues in developing process and systems of inclusion support (Additional Needs Policy and Cluster Handbook)
- ★ reviews of Individual Learner Profiles and Individual Healthcare Plans once each year or when a significant change is highlighted. (Additional Needs Policy / Inclusion Map)
- ★ Pathways and Careers Education and Guidance policies that work with a number of agencies to ensure that we can meet the needs of all our students (Pathways)
- ★ monthly meetings of the Multi-Disciplinary group which co-ordinates additional support for young people and promotes active awareness of disability, learning, health, wellbeing and emotional needs. (Pastoral Programmes and Inclusion Map)
- ★ termly meetings and reviews with the Visual and Hearing Impairment Services, Gwent Ethnic Minority Service, Educational Psychology Service (Inclusion Map)
- ★ regular meetings with Professional Associations and the Headteacher (Personnel)
- ★ work of our Business Manager to coordinate the constant review of our campus and extended facilities
- ★ working alongside the Local Authority, as part of Transition, to ensure access to the school campus and extended facilities for students with physical disabilities
- ★ our Annual Review of Practice and Policy as part of our school's reflection and self-evaluation procedures

- ★ part of our Action Plan the school will look at other ways to build in capacity to ensure information is actively sought to improve practice

## Equality Impact Assessment

The scheme requires that we review all our policies and standard practices and assess their impact on students, staff and other people with 'protected characteristics' using our school, in order to secure improved outcomes and promote equality. Practically this cannot be done all at once and will be achieved over time as part of the school's self-evaluation processes, as we review all our policies, practices and procedures.

In reviewing the impact of practice the school proposes:

1. To continue using the information and data collected from its policies and practices to assess the impact of our policies on all students, including those with 'protected characteristics'. For example, as part of our analysis of examination results we look at the achievements of students with disabilities, ALN, FSM and gender and assess their outcomes in relation to others. When we review attendance and behaviour data we look at the impact of our policies on students with disabilities, students with ALN and FSM. For Transition work we collect data on the nature and type of disability or learning need a student may have when entering our school. In Year 9, with Careers Wales we identify specific opportunities for students with disabilities, creating, reviewing and maintaining Transition Plans. Students are then supported in making the transition to Post 16 placements.
2. In collecting this data we will check to see that we are collecting data that gives us the information we need to ensure equality and promote 'protected characteristics'.
3. From analysing the data we have collected we will review policies and procedures on a needs must basis. That is, because there are so many policies and practices, we will prioritise the policies and practices that should be looked at first and will have the most impact on the outcomes of students with 'protected characteristics'.

## Objectives and Action Plans 2023-2026

Our chosen Equality Objectives are:

1. Develop a more inclusive culture and ethos across the school through education and learning, focusing on anti-racism and anti-discrimination
2. Reduce gaps in attainment between boys and girls and between other protected groups (FSM, LAC)
3. Continue to develop support around emotionally based school avoidance (EBSA) non-attenders, through work with external professionals
4. Reduce gaps in attendance between protected groups (ALN, LAC and FSM)
5. Ensure the availability of appropriate pathways and qualifications for a range of learning needs, including learners placed on SRB Programmes

6. Improve access to information and physical access to schools and other learning settings for learners, parents, staff and other users

The Welsh Government Objectives (Appendix 1) remain on-going areas of development, but not focus areas for the school. We have action plans covering all relevant protected characteristics (please see Appendix 2). These describe how we are acting to fulfil both the general and specific duties.

Our actions plans are cross references into the School Improvement Plan, which ensures actions are checked monitored and evaluated systematically.

The action plans show:

- ★ objectives and specific actions
- ★ expected impact and indicators of achievement
- ★ clear timescales
- ★ who had lead responsibility
- ★ resource implications
- ★ specified dates for impact assessment and review

The school evaluates the effectiveness of the Strategic Equality Scheme on a regular basis.

## Publishing and Reporting

The school provides a copy of its Strategic Equality Scheme and its action plan to meet its equality objectives in a range of formats. The School Prospectus refers to the Strategic Equality Plan and the values underpinning it. The Scheme is available on the school website and hard copies by request through school.

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

## Monitoring and Reviewing

As part of our responsibility to monitor the strategic equality scheme, we commit to:

- ★ revising and analysing the information and data used to identify priorities for the Strategic Equality Scheme and action plans
- ★ using the impact assessments to ensure actions have a positive impact across all 'protected characteristics', promoting equality is vital in planning and discrimination is being eliminated fairly

The review of the Strategic Equality Scheme informs its revision, the setting of new priorities and action plans.

This process continues to:

- ★ involve the participation of stakeholders
- ★ use the information gathered and analysed by the school
- ★ use the evidence to complete accurate impact assessments which inform priorities

The Plan has been agreed by our governing body. We will review progress against our Equality Scheme annually in line with legislative requirements. Our school will review and revise our entire Equality Scheme and the attached Action Plan every three years.

**This policy was approved by the Governors**

Signed: ..... Chair of Governors

Date: .....

Signed: ..... Headteacher

Date: .....



# Appendix 1 - Equality Objectives - Welsh Government

## **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.

## **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.

## **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.

# Appendix 2 – School Equality Objectives and Action Plan

## School Equality Objectives

1. Develop a more inclusive culture and ethos across the school through education and learning, focusing on anti-racism and anti-discrimination (DW)
2. Raising attendance and reducing gaps in attainment between boys and girls and between other protected groups (FSM, LAC) (PN / MD)
3. Continue to develop support around emotionally based school avoidance (EBSA) non-attenders, through work with external professionals (HP)
4. Reduce gaps in attendance between protected groups (ALN, LAC and FSM) (MD)
5. Ensure the availability of appropriate pathways and qualifications for a range of learning needs, including learners placed on SRB Programmes (HP)
6. Improve access to information and physical access to schools and other learning settings for learners, parents, staff and other users (HP)

Information on the key areas of focus are part of the strands of the School Development Plan.

## Action Plan 2023 – 2026

Duty	Action	Measure of success	Time scale	Lead Person
To promote equality of all students to succeed and participate in the school community (All equality strands)	Publish and promote the Equality Plan through the school website and staff meetings	Awareness of the Equality Plan shown by staff and parents	Once agreed by Governors	Headteacher
	Monitor and analyse student achievement by race, gender and disability. Put interventions in place based on any trends or patterns suggesting additional support is required	Achievement data analysed Monitor of progress, increased performance following intervention Part of Faculty and Learning Reviews	Annually	SLT Links to HoY / HoY
	Recognise and develop the talents of students with 'protected characteristics' through the more able and talented register	MAT Learning Groups Increased achievement / confidence and support to gain aspirations - record MAT students on SIMS, develop a programme of	On-going	MAT Co-Ordinator

Duty	Action	Measure of success	Time scale	Lead Person
	Ensure all students are provided with the opportunity to make a positive contribution to the school community	learning. Improve A and A* outcomes at GCSE.  Year / Student Councils Awards Evening Monies raised by the Charity Committee Extra-Curricular activities Use of twitter and the school website for communication	On-going	HoY
	To develop basic skills of literacy and numeracy through targeted intervention (Level 3 Basic Skills Posts)	Individual learner impact	On-going	ALNCo / Co-ordinators
	To raise attendance for all, reducing the gaps of vulnerable groups	Overall attendance Reduced gaps – FSM and ALN	On-going	AHT – Attendance focus
Promote equal opportunities between disabled people and other people (Disability Equality)	Include disability access and inclusion issues in all appropriate surveys and audits undertaken by the school. (For example, student voice, ARR, Additional Needs Review, Annual Reviews etc.)	Annual Reviews of ILPs and where statutory plans are in place IDPs / Statements / EHCPs.  Questions on accessibility and inclusion to be added where appropriate to our parental satisfaction surveys and to the work of the Year / School Council.  Ensure access to main resources for students with physical disabilities – hygiene room, evacuation chairs and lifts.	On-going  On-going  On-going	ALNCo  HoY / ALNCo  Site / SRB Lead / ALNCo

Duty	Action	Measure of success	Time scale	Lead Person
Eliminate unlawful discrimination (All equality strands)	Further develop with the LA the admission process to ensure that all those with a 'protected characteristic' who use our school have been identified.	To continue to agenda this item as part of the half-termly meetings with the Student and Pupil Access Team. Student data spreadsheets include information on disability.	On-going	HH
	Further develop our work with the LA in supporting and promoting opportunities for staff with 'protected characteristics' in terms of recruitment and retention.	Liaise with Personnel Section (LA) and governing body to ensure that recruitment and selection procedures for staff collect information on 'protected characteristics'. This is held by the LA.	On-going	LA/ CW
	Ensure that all students, staff and parents who require it have the same access to information and correspondence from school.	Provide all staff and parents with information and correspondence from school in different formats on request – differing languages, brail etc.	On-going	HP
Eliminate harassment / bullying based on 'protected characteristics' (All equality strands)	Ensure through our pastoral care systems that data on name calling and teasing related to 'protected characteristics' are collected. Information collated to include specific information about protected characteristics (i.e. ethnicity, ALN, FSM, EAL)	Pastoral Support Officers to ensure that data is collected and recorded through the usual processes. The restorative mind-set and approaches highlighted in the behaviour Policy will support this. Pastoral Support Workers / Directors of Learning record and track the incidents of bullying on the 'bully-watch' electronic log.	On-going	AHT – Wellbeing AHT - Inclusion
	To ensure that our bullying logs record incidents of name	Make use of restorative approaches to support students in having a voice and expressing their	On-going	AHT – Wellbeing

Duty	Action	Measure of success	Time scale	Lead Person
Racism Equality	calling or teasing related to 'protected characteristics'.	concerns. Offer support through interventions and mentoring.	On-going	AHT - Inclusion
	Provide support for students through our pastoral systems for students who raise concerns around interactions linked to 'protected characteristics'.	The data collected by the Pastoral Support Team and the School Counsellor records the nature of the referral and the support offered.		AHT - Wellbeing
Anti-discrimination	To identify, respond and report racist incidents. Figures should be reported to the Governing Body and Local Authority on a termly basis.	This will be an item on the Governing Body meeting agenda. The Headteacher and Governing Body will assess the school's response to incidents.	Termly	AHT - Wellbeing
	To develop a focus group of students and parents / carers to develop an anti-racist / anti-discrimination informed by DARPL practice. To explore further opportunities for further education and learning within the Wellbeing Curriculum.	To further embed an anti-racism / anti-discrimination culture and ethos across the school	Annually	AHT - Wellbeing
Promote positive attitudes towards all people (Community Cohesion)	The school will continue to review the Wellbeing Curriculum and pastoral support (including assemblies and Pause for Thought, Circle Time) to raise awareness and challenge stereotypical attitudes.	That students are aware of the contribution of all people and respect the diversity of life. Students have developed empathy and a restorative mind-set.	On-going	HoY

Duty	Action	Measure of success	Time scale	Lead Person
	<p>Faculties will, where appropriate, use content to raise awareness and promote equality.</p> <p>To celebrate cultural events throughout the year to increase student awareness of different communities.</p> <p>To promote equality through the behaviour Policy and celebrations of Success.</p>	<p>Faculty Schemes of Work will be reviewed and continue to identify opportunities to raise awareness and promote equality of all people.</p> <p>Pause for Thought and Assemblies. Schemes of Work should show this, particularly Religious Education and PSE.</p> <p>To monitor that students with disabilities have the same entitlement and equality of opportunity in gaining recognition through the school success culture.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>SLT Links</p> <p>HoY</p> <p>AHT - Wellbeing</p>
Encourage the participation of all people in public life (All equality strands)	<p>To actively work with students with 'protected characteristics' to ensure they seek representation onto the School Council and Year Councils.</p> <p>To work with contractors who supply the school with services to encourage people with disabilities to work for them and at our school, where appropriate.</p>	<p>Student representation on the school council and year council includes students with 'protected characteristics'.</p> <p>Contractors working with the school are aware of the school's pro-active stance on employing people with 'protected characteristics'. Working alongside contractors to develop opportunities for students with disabilities and</p>	<p>On-going</p> <p>On-going</p>	<p>HoY</p> <p>Site</p>

Duty	Action	Measure of success	Time scale	Lead Person
		learning difficulties to shadow / learn from them.		
Take steps to achieve equal outcomes for people with 'protected characteristics' even if this requires more favourable treatment. (All equality strands)	Work with the health providers and the school's health team to ensure medical treatment for students do not disrupt education.	Decrease lessons missed because of appointments at medical agencies, supporting students within school where possible. To maintain overall attendance at 95%.	On-going	AHT – Attendance Focus
	To work with EOTAS Home Tuition services to ensure that students with disabilities receive the same entitlement as students without disabilities. Analysis of provision and outcomes.	Regular review of provision of students who are receiving EOTAS Home Tuition.	On-going	ALNCo / SRB Lead / AHT – Attendance Focus
	To work with Careers Wales to ensure that students with 'protected characteristics' have equality of access to work placements and are able to secure and access an appropriate Post 16 placement.	All students with 'protected characteristics' receive an appropriate work placement. Students are supported in developing the skills required to leave school and attend a college or work-based training placement.	On-going	HoY / ALNCo / SLT Link for KS4
Disability Equality	To work with examination boards so that students with disabilities are provided with the support that they require to ensure equality.	Students with disabilities have access to the appropriate support for sitting external examinations and appropriate Access Arrangements are made and evidenced by the JCQ deadlines.	Annually by October	ALNCo

# Appendix 3 – Accessibility Plan

**The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:**

- ★ not to treat disabled pupils less favourably for a reason related to their disability
- ★ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- ★ to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ★ increasing the extent to which learners with disabilities can participate in the school curriculum
- ★ improving the environment of the school to increase the extent to which learners with disabilities can take advantage of education and associated services
- ★ improving the delivery to learners with disabilities of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed every three years.

The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken by regularly by the Local Authority. It will not be feasible to undertake all the works during the life of the Accessibility Plan and therefore items will roll forward into subsequent plans. The audit is reviewed at the end of each three-year plan period in order to inform the development of a new plan for the following period.

Information about the Accessibility Plan will be published in the Governors' Annual Report to Parents. The Accessibility Plan will be referenced in the School Prospectus and forms part of the Strategic Equality Scheme. Information about the plan will be monitored through Students and Learning Committee and the Premises Committees of the Governors. The school will work in partnership with the Local Authority in developing and implementing the plan. The plan will be monitored by Estyn as part of their inspection cycle.

## **Action Plan**

We take advice on support needed for learners with disabilities and work with extended services to ensure they have the support necessary to fully include them in the life of the school.

The Action Plan ensures that:

- ★ the school draws on the expertise of external agencies to provide specialist advice and support
- ★ the ALNCo has an overview of the needs of learners with disabilities
- ★ there are high expectations



- ★ there is appropriate deployment and training of learning support staff
- ★ successful practice is shared within the school and appropriate training opportunities offered
- ★ the school works with feeder schools to support transition
- ★ learners with disabilities have access to curriculum areas
- ★ learners with disabilities have access to extra-curricular activities

The plan aims to:

- ★ improving the physical environment of the school, adding specialist facilities as necessary (this includes physical access and physical aids to access learning)
- ★ increasing access to the curriculum for students with a challenging, expanding the curriculum as necessary to ensure students are prepared for life
- ★ improve the delivery of written information to students, staff, parents and visitors with disabilities (examples may include hand-outs, timetables, textbooks and information about the school and school events)

All areas of the New School Building are accessible for learners and community members with disabilities:

- ★ lift in main building and BET building
- ★ emergency evacuation chairs on each external stairwell (second floor) of the new building, with refuge points on each floor
- ★ emergency evacuation chairs on each staircase of BET building
- ★ accessible toilet facilities in each faculty
- ★ hygiene room with appropriate equipment within the school building
- ★ ramped access to buildings
- ★ ramped access to the Fire Evacuation Zone – dedicated to disabled access
- ★ provision of appropriate number of disabled parking bays
- ★ colour contrast edging on staircases, pillars, glass doors / windows and other potential environmental hazards to aid students with visual impairments
- ★ accessible equipment in Science laboratory and Food Technology
- ★ many members of the ALN Team have received Manual Handling and Team Teach Training
- ★ signs throughout the site which direct users with physical challenges

We continually look to improve facilities for people with physical challenges, to provide improved access.

### Improving Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Support staff meeting the	Provide on-going information,	All teachers are able to more fully	On-going	Increase in access to the curriculum

needs of all learners	coaching, professional development and support to staff	meet the requirements of the needs of learners with disabilities and the additional learning needs with regard to accessing the curriculum		
All out-of-school activities are planned to ensure the participation of the whole range of students	Review all out of school provision to ensure compliance with legislation Work with academy staff to develop sporting activities accessible by students with disabilities	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	Increase in access to all school activities for all students with disabilities
Inclusion of students with disabilities in Physical Education lessons	Work with Disabilities Sport Wales and other external agencies to develop suitable curriculum approaches	All students with disabilities accessing forms of Physical Education	On-going	Increase in inclusion within Physical Education
Physical accessibility to all curriculum areas	ALNCo to work with curriculum support team in order to support timetable development	Access for students with disabilities to all curriculum lessons	On-going	Inclusion of students with physical disabilities in accessing all curriculum lessons

### Improving the delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Make available written material in alternative formats if required	The school will make itself aware of the services available through the Local Authority for converting written information into	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information improved

	alternative formats			
Make available school prospectuses, school newsletters and other information in alternative formats if required	Review all current school publications and promote the availability in different formats for those who require this	All school information available for all	As required	Delivery of information to parents and the local community improved
Review documentation as required with a view of ensuring accessibility for students with visual impairments	Gain advice on alternative formats, as required, and use of IT software to produce customised materials	All information available for all	As required	Delivery of school information to students and parents with visual challenges improved