

Strategic Equality Policy Statement

Llanishen High School

This document contains the specific policy on equality which informs the school's annual Strategic Equality Plan and the equality impact assessment of all school policies and procedures at Llanishen High School



STRATEGIC EQUALITY POLICY STATEMENT

Section 1 : Our School

1.1 Llanishen High School is an English medium, co-educational 11-18 comprehensive a school with 1550 pupils on roll. The school is on a single site serving a large part of north Cardiff including Thornhill, Llanishen, Lisvane, Pontprennau, Pentwyn and Llanedeyrn. Parts of the catchment area have significant levels of social and economic deprivation, while other areas are amongst the most affluent in Wales. At the time of writing, around 14.8% of pupils are currently eligible for free school meals (FSM). The school caters for the full ability range.

1.2 The school houses two resource bases for secondary age pupils from across Cardiff, one for hearing impairments (HI) and one for Autistic Spectrum Condition (ASC). There are currently 12 pupils within the HI support base. There are currently 26 pupils in the ASC base which opened in September 2013. The school also has both a Learning Support base supporting pupils with Additional Learning Needs and a Behaviour Support base which offers intervention and support for pupils with behavioural and emotional difficulties. Needs are evaluated continuously and as a result numbers of pupils receiving support fluctuate.

1.3 The needs of pupils with disabilities are considered on an individual basis and recent and ongoing building work has improved accessibility around the site. The Performing Arts, Science and DT blocks have lifts making them accessible to all and all other faculties have accessible ground floor rooms. The school has established strong links with Creigiau Park and currently is co-educating three wheel-chair bound pupils with cerebral palsy and multiple, complex needs.

1.4 The school has a rising number of pupils from ethnic minorities. At the time of writing, approximately 15% of pupils come from ethnic minorities - the main groups are Pakistani, White and Black Caribbean and Arab. Currently the school has on roll 132 pupils for whom English is not the main language spoken at home - with around 11 different languages recorded including Arabic, Bengali, Spanish, German, Urdu, Polish and Czech. Of these 4 are asylum seekers. The school gives direct support to a small number of these pupils, particularly those who have been in Britain for less than 2 years, by providing 1 full time teacher, employed by the Ethnic Minority and Traveller Achieve Service (EMTAS), a teacher from the New Arrivals Team who works in the school 3 days per week, plus a full time Teaching Assistant who provides in class / small group support. Interventions are on a graduated basis according to need with the aim of the pupil's full integration into the appropriate ability banding as soon as possible. The school has a particular issue with Arab pupils arriving for short term placement whilst their parents are undertaking professional qualifications.

1.5 The school has pupils from a variety of different faith backgrounds. The largest faith groups are Christian, Muslim and Hindu. However, according to entry form data, the majority of pupils are described as non-religious.

1.6 The school has approximately 190 staff. 117 are teaching staff, 64% female and 36% male. 23% of teaching staff are part-time, 89% of these are female. 2

staff are qualified teachers of the deaf and 1 teacher is an ASC specialist. The school has 73 non-teaching staff – 74% female and 26% male. The non-teaching staff include Teaching Assistants (TAs) working in the Learning Support Base, the HI Base, ASC Base, the Behaviour Base and KS4 Outreach provision. There are a very small number of disabled staff.

1.7 Almost all of the teaching and non-teaching staff are white British. Other nationalities represented on the staff include Greek, Romanian, Moldavian, German, French and Kurdistan. 9% of the staff are fluent Welsh speakers.

1.8 We are aware that we have disabled parents and parents and staff in same sex relationships and pupils who will grow up to be LGBT, however we do not monitor this robustly.

1.9 For all of these people, the school values equally their faiths, cultures, communities and languages. Our mission statement is 'We believe all can succeed'

Section 2: Aims

2.1 We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. The purpose of our annual Strategic Equality Plan (SEP) is to fulfil the duties placed on the school to promote equality for people with 'protected characteristics' under the Equality Act 2010, and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

2.2 Through the equality improvement actions and strategically planned tasks detailed in our annual plan, we aim to:

- ⤴ Eliminate discrimination, harassment and victimisation
- ⤴ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- ⤴ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

2.3 We have based our Strategic Equality Objectives on local, regional and national priorities within education as well as feedback from engagement with our school community and our own school data. The actions to implement these are set out in our annual SEP.

Section 3 : Our Strategic Equality Objectives

3.1 Our strategic aims are to:

- ⤴ Reduce gaps in attainment and attendance between pupils from protected groups
- ⤴ Develop the quality and use of our equality monitoring and data collection
- ⤴ Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination

3.2 We have strategically planned tasks to enable us to meet these objectives. They are set out in our annual SEP). They cover all the relevant protected characteristics. They describe how we are taking action to fulfil both the general and specific duties under the Equality Act 2010.

Section 4: Scope

4.1 The policy applies to

- ▲ all full time, part time, job share, permanent, temporary and supply staff
- ▲ all pupils, parents, carers, service users and visitors to the school in line with equality legislation and the school's legal responsibilities to promote equality in employment, education and access to services.

Section 5: Equalities Summary Statement

5.1 At Llanishen High School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

5.2 Our school is committed to eliminating any unlawful discrimination on grounds of race, gender, transgender, religion or belief, disability, sexual orientation, pregnancy, maternity, marriage or civil partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds.

5.3 Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

5.4 Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group is not tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the local authority to help actions to combat hate crime across Cardiff.

Section 6: Responsibilities

6.1 Leadership and Management

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible.

6.2 The Headteacher is responsible for:

- making sure this strategic equality policy statement and the annual SEP are readily available, along with related policies such as the Anti-Bullying and Inclusion policies, and that governors, staff, pupils, parents and guardians know about them
- making sure the policy and its procedures are followed
- producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination
- making sure the Equality Policy Statement and the annual SEP are regularly monitored and reviewed.

6.3 The named person with responsibility for dealing with reported incidents of unlawful discrimination is the Assistant Head Inclusion (Mrs Jackie Pearce). Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in the Equality Incident and Monitoring Database, analysed within the school and sent to the LA termly.

6.4 The Equal Opportunities Co-ordinator is the Assistant Head Inclusion (Mrs Jackie Pearce). The Equal Opportunities Co-ordinator ensures that the school regularly reviews and evaluates all policies and practices in relation to equal opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities.

6.5 All staff are responsible for:

- dealing with incidents of unlawful discrimination and bullying
- being able to recognise and tackle bias and stereotyping
- promoting equality and good relations between all groups
- keeping up to date with the law on discrimination and taking up training opportunities
- striving to provide images and lesson plans that show positive images of and are inclusive of people with the protected characteristics.

Section 7 : Information Gathering and Engagement

7.1 The collection of information is crucial to deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also 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 assessments and identify which of the school's aims have been achieved and what we need to do better.

7.2 Engagement is based on the information gained about the representation of different groups which enables us to understand the full range of needs of the school community.

Section 8 : Publication and reporting

8.1 The school publishes the annual SEP on its website and the Untethered Ltd website and it is communicated to parents at parents' evenings and other events. It is available in large print and other formats on request. The school prospectus includes a reference to the Strategic Equality Policy Statement and the annual SEP and the values underpinning them.

8.2 We publish a report annually on the progress made in implementing the annual SEP and its impact on the school's ethos. This is referred to in the Governors' Annual Report.

8.3 We regularly consult and engage with parents on issues which arise, along with finding out what parents think is going well or needs to improve. We are fortunate to have a very diverse school community and through our regular contact with parents, the school council and staff, we inform the annual Strategic Equality Plan. Where we have found we have gaps in data that has led to improvement targets for the collection of data. People from a diverse range of ages, genders, ethnicity, religions or beliefs and sexual presentation have been involved in the production of this policy statement.

Section 9 : Monitoring and Review

9.1 We will revisit and analyse the information and data used to identify priorities for the annual Strategic Equality Plan e.g. achievement data, engagement with stakeholders.

9.2 We will use Equality 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.

9.3 We will review this Strategic Equality Policy Statement and republish it every 3 years.

9.4 We will publish a new Strategic Equality Plan annually and report on the implementation of the previous year's plan.