

2015

Annual Equality Report

Llanishen High School



Annual Quality Report for Llanishen High School

This report is to describe how well we have met the General Duties in the Equality Act over the last twelve months to

1. tackle discrimination, harassment and victimisation against people from different protected characteristics
2. Promote equality of opportunity and outcome between people of different protected characteristics
3. Foster good relations between people of different protected characteristics

It also contains information relating to the Specific Duties in the Equality Act particularly to those Duties relating to Training, Assessment of Impact, Collection and Use of Equality Data (including Employment Data and reporting of pay by Gender) and our Strategic Equality Plan.

The report is split into four sections and elements of both the General and Specific Duties appear throughout. The sections of the report are:

Section One – An introduction and background to the development of our Strategic Equality Plan. This section includes information relating how we have collected equality data and information or consulted to inform our plan. It also includes information about how we have attempted to improve our equality data collection to meet the requirement in the Equality Act 2010 where necessary.

Section Two – A description of how far we have progressed against the actions and objectives listed in our Strategic Equality Plan.

Section Three – Contains information that does not fit into the first two sections but that we feel also contributes to our work to support the General and Specific Duties.

-Section Four (Appendix) – information relating to the Specific Duty to report on employment data and how this information will inform other actions to inform the General Duties.

Section 1 – Introduction

Introduction and background

We used data that is available via PLASC and our enrolment/admissions data to help us identify inequalities between pupils from different protected characteristics.

We were able to identify that the highest achieving groups based on GCSE results were White British females followed by White British males. Likewise, the same pattern was seen with those achieving at Level 5 or above in Key Stage. However there is a general pattern of underachievement of white British boys from particular socio-economic backgrounds and a general underachievement of those pupils who have poor language acquisition and are new to the country supported by the EMTAS team.

We also identified that the groups statistically most likely to be excluded from school were boys from white British communities both from families in receipt and not in receipt of Free School Meals. There have been no exclusions involving LAC or gypsy/traveller pupils in this academic year.

As a result of this level of analysis of our equality data, we were able to develop actions specific to those particular groups (**see Section Two of this document or our Strategic Equality Plan – [hyperlink here](#)**). This information is also included in our School Improvement Plan along with other actions that relate to inclusion of children from other groups also showing evidence of underachievement but that are not necessarily relevant to the Equality Act such as pupils in receipt of Free School Meals and Looked After Children.

Other action that were developed for inclusion in the Strategic Equality Plan came from discussion with pupils and parents from across as wide a diverse group of communities as we were able in order to identify equality related issues that they considered were important. We discussed our proposed plan with our school council, in staff forums, the Governing Body, Parent Focus Group and termly with the reviewing group. Members of the Hearing Impaired Unit were involved in the group as they form a vital part of the school community. Pupils from a variety of ethnic and socio-economic backgrounds were consulted. Through this we were able to identify that our buildings are accessible to all pupils and adjustments are being made to ensure that disabled pupils can access all departments in the school and HI pupils' needs are adhered to in all building works. We also identified that pupils feel that different ethnicities are celebrated in the school – the new uniform policy and assembly themes celebrate such diversity.

Monitoring progress against the tasks we had set ourselves was overseen at the higher level by the Governors Subcommittee for Equality as part of the Resources and Finance Committee with termly updates on activities undertaken. Two members of the Senior Leadership Team alongside a named Link Governor have taken responsibility for monitoring the Strategic Equality Plan following the long term absence of the Deputy Headteacher in

charge of School Inclusion ensuring that the actions listed in the Strategic Equality Plan were being worked on.

We found that although our data was robust for some protected characteristics, we have very little data relating to other protected characteristics. For example, we have lots of data relating to pupils from different socio-economic backgrounds and Gender. We rely on SEN data of pupils that includes those with disabilities including those with Hearing and Visual Impairments. From this data we were able to analyse attendance, achievement and exclusions. We also have data around racist incidents in school logging incidents following county policy on a termly basis.

However, although we have this equality information as it applies to pupils we found that we did not have any data on parents relating to these protected characteristics as we have not previously been required to collect this data for purposes of PLASC or through admissions forms. We also found that we had no data at all for pupils or parents relating to sexual orientation or transgender and therefore were not able to identify if Lesbian, Gay, Bisexual or Transgender (LGBT) pupils were attending or achieving as well as their peers or the levels of homophobic incidents in schools. Additionally we have very little information relating to these characteristics as they apply to staff because equality monitoring of application forms has not historically collected this information.

We have attempted to improve our data held on parents across all protected characteristics and as we update our new data management system further we will continue to request further information. We will continue to request such information from parents through consultation evenings and via the Pupil Support Team. We will be sending out an equality monitoring survey to all parents. We will assess the effectiveness of this approach at the end of the next academic year.

In terms of homophobic incidents in school, we have now adopted the Education Service's new system for recording and reporting identity based incidents which includes monitoring of racist, homophobic, disability and other forms of incidents and bullying in schools and data will be better in this area going forward. A termly anti-bullying survey completed by all year groups requires pupils to list the incidents of bullying experienced or seen at the school. Pupils are also asked to offer suggestions on how we could support them further with incidents of bullying as a school and these suggestions are shared and acted upon where necessary. For example, breaktime and lunchtime duty areas have been adapted to consider the suggestions of pupils and Year Team Leaders monitor those areas of the school accessed mainly by their year groups during the school day. These surveys are analysed, findings are shared with each Year Team Leader; the Senior Leadership Team and pupils through assemblies and form time.

Another challenge we have faced in terms of equality information is that we have historically shredded the application forms of unsuccessful applicants for jobs along with the equality monitoring form. Therefore in this report we are unable to report on unsuccessful applicants however we understand that a new process around data storage is being developed at Education Service level for the whole city and once that is rolled out we will be able to do this. While we wait for this new system to roll out we will stop shredding equality monitoring forms and develop a way of storing this information anonymously for the purpose of future reporting.

Section 2 – Progress of Our Objectives

Equality Action Plan – Action Grid 2014-15 – Number 1

Priority One : Reduce the gap in attainment and attendance between pupils from protected groups as compared to other pupils.
Equality Objectives: Valuing equally all members of the school community; giving all pupils equal access to quality services.
General Duties: Advance equality of Opportunity.
Specific Duties: Assessment of Impact; Equality Information
Protected Characteristics: Gender, Race, Pregnancy/Maternity, sexual orientation, Disability.

Source: (research/data/engagement) School
Improvement Plan
School and Department Self Evaluations
Estyn Report 'Closing the Gap Between boys and girls attainment'
Schools data (FFT D, CATs, Family of Schools, ESS, local and National results)

Targets:

- To use our own, other local and national data and research to build a full picture of differences in outcomes between pupils with protected characteristics and the generality of pupils
- To use this data to identify strategies to offset and address any inequalities in attainment and attendance that are already known or those that have yet to be identified.

Success Criteria:

- Reduction in the identified attainment gaps between boys and girls at key stages three and four
- Analysis of data to determine whether there are attainment gaps for groups of pupils who share other protected characteristics
- Improvement of the attendance of Ethnic minority and Gypsy/Traveller pupils to the levels of attendance expected of all pupils.

Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
☐ Review teaching strategies in line with Estyns report on closing the gap and the initiatives being put forward by the UA/WG	√	DHTL/SLT	July 2013
☐ Strengthening Families Initiative to continue working to improve the attendance and performance of targeted students	√	SLJ/AHSI	Termly
☐ Sharing of good practice in “boy-friendly” teaching to improve the performance of boys	√	CLs/DHTL/SLT	Half-termly
☐ Consistent monitoring of pupil progress and the implementation of intervention strategies where a need is identified	√	CLs/SLT	Ongoing
☐ Specific literacy/numeracy support as laid out in the SIP	√	AHSI/CLs	

Monitoring Commentary

Staff training incorporated Bridging the Gap as part of the INSET day January 2014.

The Attendance of protected characteristic groups of learners e.g. FSM, EMTAS, LAC, Gypsy / Traveller remain part of the SIP.

Further intervention through regular monitoring and individual mentoring will be a priority for 2015-16 in light of the attendance of Gypsy / Traveller pupils dropping by 4% this year to 83.8%.

Attendance of other protected characteristics covered in the plan remain static at around 90% although these remain below the Welsh Government target of 95%.

Evaluation Commentary

Literacy / Numeracy support provided for pupils in KS3 based on prior data as well as results from LNF testing May 2013 to help inform.

KS4 - specific support provided to targeted pupils who are C/D border in English and / or Maths. Intervention is reviewed every half term by CL English and Maths .

Attendance of these targeted groups is reviewed rigorously between the SAO and YTL on a fortnightly basis and further support/ intervention is implemented through the VAP group with agency support as well as through the Attendance Committee every half term.

Lowest attendance figures currently amongst the protected characteristics are White and Black Caribbean Boys and Pakistani girls.

Equality Action Plan - Action Grid 2012-13 No 2

<p>Priority Two : Reduce identity based incidents and bullying in school; and celebrate diversity.</p> <p>Equality objectives: eliminating discrimination and harassment; promoting social cohesion and preparing pupils to live in a diverse world.</p> <p>General Duties: Foster good relationships; Eliminate discrimination, harassment and victimization.</p> <p>Specific Duties: Assessment of impact; Equality Information; Engagement.</p> <p>Protected Characteristics: Gender, Race, Sexual Orientation, Religion or Belief, Disability, Pregnancy/Maternity</p>	<p>Source: (research/data/engagement)</p> <p>All Wales Survey (Bullying in Schools) Figures disclosed show that 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</p> <p>“Safe to Learn” – Anti Homophobia (DSCF)</p> <p>Stonewall research</p> <p>Working Towards Inclusive Practice</p> <p>School Survey results</p>
<p>Targets:</p> <ul style="list-style-type: none"> • Expand monitoring of incidents to record and report a wider range of types of bullying including racist, anti-disabled, homophobic and transphobic incidents; sexist behaviour; and bullying based on religion or belief. • Improved understanding in the school community of the need to educate pupils about equality issues and anti-discrimination action. 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ A termly return to the LA (as for Racist events pre 2012) covering the full range of identity-based incidents of bullying. ▪ Schemes of work, PSE/Welsh Bacc lessons and Assembly schedule educate and engage pupils leading to a clear reduction in the prevalence of discriminatory language and behaviour in school, improved understanding of equality issues and celebration of diversity. ▪ Staff aware of and supportive of the need to teach equality and anti-discrimination issues covering all protected characteristics. 	

Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> ▪ Update anti-bullying policy and practices in light of Welsh Government guidance “Embedding anti-bullying work in schools in Wales” 	√	SET	June 2014
<ul style="list-style-type: none"> ▪ Continue to consult all stakeholders on equality/anti bullying issues through questionnaires 	√	SET	Termly
<ul style="list-style-type: none"> ▪ Liaise with LA Equalities Officer to identify opportunities for discussion of and inclusion of LGBT issues across the curriculum 		SET	Ongoing throughout 2014-15
<ul style="list-style-type: none"> ▪ Continue to develop links with Stonewall by becoming Stonewall Champions 		SET	
<ul style="list-style-type: none"> ▪ Investigate the setting up of a LGBT group drawing on good practice shared in recent workshops by including all pupils as s Straight/Gay Alliance group 		RL/SET	Summer Term 2014
<ul style="list-style-type: none"> ▪ Ensure that assemblies cover aspects of the protected characteristics using speakers from outside (including LA equalities officer) and using these as an opportunity to celebrate diversity 	√	SET	Summer Term 2015
<ul style="list-style-type: none"> ▪ Participate in the annual Young Persons’ Conference organised by Cardiff Against Bullying 	√	SET	Attended in Nov 2014
<ul style="list-style-type: none"> ▪ Continue to develop the role of the School Buddies and extend their training 	√	SET	March 2015
<ul style="list-style-type: none"> ▪ Work with the North Cardiff Health Practice to further raise awareness within groups of pupils having protected characteristics, of health issues relevant to them. 		CL PSE	
<ul style="list-style-type: none"> ▪ Review PSE programme of study and develop Welsh Bacc intermediate/advanced programmes to ensure that topics related to equality take full account of the Equalities Act 2010 in light of the new 2015 Specifications 	√	CL:PSE & WBQ co-ordinators	Te

<ul style="list-style-type: none"> ▪ Through lesson observations ensure that subjects where appropriate are providing opportunities to celebrate diversity and challenge stereotypes and discrimination as part of School Review ▪ School policy on uniform applied so as to respect religious/ethnic considerations. ▪ SNAG group to ensure that the planning for school meals also reflects the diversity of our community 	 v v v	DHTL/SLT/CLs DHSI CL:PSE	Termly June 2014 Ongoing
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Monitoring Commentary

An audit with SL PSE and WBQ KS4 and 5 identifies diversity and equality being delivered as part of the subject. Discussions on discrimination, equality and homophobia have been observed during the School Review cycle 2012-13 and during 2013-4. The Assembly Rota incorporates the opportunity to think about discrimination.

Whole-school anti-bullying survey conducted with pupils Dec 2013 - over 80% pupil participation in each year group. Findings have been shared with staff and pupils, through YTL assemblies and strategies to be used to address issues to be presented in YTL meeting Spring 2015. These findings have been used to feed into the School Improvement Plan and to contribute to the school's Self- Evaluation on Wellbeing. Specific areas highlighted have been followed up through workshops, assemblies and small group activities within each year group.

Termly returns to the LA are given to the School Data team summarising the previous term's incidences of reported bullying including racist, homophobic, sexist, identity - based bullying reported by a pupil/ parent or staff. Further details are summarised where the incident has been confirmed.

60 pupils (approx) working as Buddies in KS4, mainly in Year 10. A further 40 pupils have applied to become Buddies in Year 9.

Evaluation Commentary

The new Uniform policy clearly highlights consideration for religious and ethnicity reasons. Revised policy has been shared with pupils through form periods and assemblies and is accessible via the school website.

The SNAG group continue to review and plan school meals which consider the dietary needs of the diverse school community. SL Food and Catering provides the opportunity for pupils to choose a variety of menus/ recipes with the flexibility to adapt them according to personal choice.

Further discussions to be sought with LA Equalities Officer to consider providing training for staff during INSET day in June /Sept 2014.

The Anti-Bullying policy was reviewed and updated following WG Guidelines. The Policy was reviewed by pupils, the Parent Focus Group, link governor and staff.

The number of racist incidences reported in Spring 2014-15 (8% of reported incidences); Summer 2014- 3 (15% of reported incidences) and Autumn 2015-15(22% of reported incidences). Assembly themes and raising awareness through displays and form activities will reinforce our diverse community and the right to equality. Lead teacher of the Plan and Link Governor have attended workshops run by CAB across the consortium during 2014-15 and a partnership is being built with the 'Show Racism the Red Card' organisation who will be running workshops in the school during 2015-16.

Gender- based incidences in Spring 2014 - 3; Summer 2014 - 2 (4% of reported incidences) and Autumn Term 2014 1 (3% of reported incidences). These figures remain similar to the previous year but further training will be provided for staff, including non-teaching staff regarding homophobic/ transgender bullying following recent training of key staff.

Buddies continue to support and shadow vulnerable pupils and visit all feeder primary schools during the Spring Term as well as supporting the Year 6 pupils on transition days.

A new cohort of Buddies will be trained following the Easter break.

Priority Three : Develop the quality and use of our Equality Monitoring and Data collection

Equality objectives: This priority underpins all the objectives
General Duties: Foster Good Relations; Equality of Opportunity
Specific Duties: Assessment of impact; Equality objectives; Equality information; Engagement; Accessibility of information
Protected Characteristics: Gender, Race, Sexual Orientation, Transgender, Religion or Belief, Disability, Pregnancy and Maternity

Source: (research/data/engagement)

Equality Act 2010

School based surveys/consultations

Targets:

1. To develop a better understanding of the diversity of our school community.
2. To ensure that information is shared with pupils, parents, staff and Governors
3. To use the available data to review school policies in relation to the full range of protected characteristics
4. In developing new policies or revising existing policies, to ensure they reflect the school's equalities objectives.

Success Criteria:

- Full data available on recorded incidents relating to the protected characteristics
- Impact assessments for all policies and programmes are recorded and reported to all interested parties
- Data is analysed and the findings shared regularly with all interested parties
- The School Improvement Plan takes account of data on equality issues and incorporates relevant targets and tasks

Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> Refine the method of recording the equality data held across the protected characteristics 		DHSI/Pupil support	September 2014 Termly
<ul style="list-style-type: none"> Developing analysis of attainment and attendance data by reference to gender, ethnicity, disability and pregnancy/maternity of pupils 	√	DHSI/AA/YTLs/CLs	Termly
<ul style="list-style-type: none"> Make clear to staff in meetings the importance of recording events using appropriate terminology 	√	DHSI	INSET Sept 2014 and ongoing
<ul style="list-style-type: none"> Establish further training and guidance for staff in recording events 	√	DHSI	Ongoing
<ul style="list-style-type: none"> To work alongside Governors when policies are under review or being developed to take into account the equality objectives and conclusions from data analysis 	√	SLT	Ongoing
<ul style="list-style-type: none"> Arrange for UA Equalities Officer to organise training for key staff, Governors and interested parents 	√	DHSI	Summer Term 2015
<ul style="list-style-type: none"> Continue to liaise with link advisor/EMTAS staff in recording and reporting information relating to groups of pupils who share protected characteristics 	√	DHSI/Pupil support	Ongoing

Monitoring Commentary

Attendance data focusing on gender/ ethnicity/disability and pregnancy/ maternity of pupils are reviewed with SAO/ EWS/ AHSI as part of the VAP committee

EMTAS staff report information regularly to staff to update on provision given to EMTAS pupils and further details are shared regarding their language acquisition to inform teaching. Staff are supported with the differentiation of materials where requests are made.

Evaluation Commentary

Attendance Policy reviewed Summer 2013 refers to the monitoring of attendance of specific groups of learners in particular those with protected characteristics. Attendance of these groups of learners are regularly monitored. The attendance of pupils with ALN has dropped by 5% over the past academic year and with a new ALNCo recently appointed this will be part of her focus this year.

Further research and training required to assist in the recording of equality data held across the protected characteristics on the new data management system. The LA are currently looking to roll out the methods of logging such incidences on SIMS but this has not been shared with school as yet.

Priority Four : Raise awareness of equality and diversity issues among Pupils, Staff, Parents and Governors

Equality objectives: recognising the educational and social benefits of a community which is diverse and celebrates its diversity; promoting social cohesion and preparing pupils to live in a diverse world; challenging stereotype thinking based on ignorance; giving staff equal access to development and career progression opportunities.

General Duties: Foster good relations; Equality of Opportunity; Eliminate discrimination, harassment and victimisation

Specific Duties: Training

Protected Characteristics: Race, Disability, Gender, Sexual Orientation, Religion or Belief, Gender reassignment

Source: (research/data/engagement)

Equality Act 2010

Staff needs assessment

Stonewall Action Plan

School Council

Statutory Code of Practice

Targets:

1. To ensure that all members of the school community are committed to fulfilling the Equalities Duty

Success Criteria:

Further consultation with staff demonstrates greater awareness of and confidence in addressing equality issues

Main target groups are briefed on progress and findings of raising awareness

An improvement in monitoring racist, homophobic, sexist and other identity related discrimination and harassment

Evidence of better recognition and recording of events

A downward trend in the number of incidents reported

Surveys/discussions and minutes of meetings evidence an improved understanding of diversity and equality issues in school

Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> Liaise with LA Equality Officer to develop a training plan for staff 		DHSI	June 2014 As above
<ul style="list-style-type: none"> Liaise with LA Equality Officer to identify resources for teaching and learning 		DHSI	Termly
<ul style="list-style-type: none"> For assemblies to be scheduled addressing the protected characteristics with the assistance of LA Equalities Officer 		DHSI	September 2014 – July 2015
<ul style="list-style-type: none"> Liaise with EMTAS staff to further build resources, train staff and improve transition/admission procedures 	√	DHSI/VN/EMTAS staff	Termly on assembly rota
<ul style="list-style-type: none"> Engage fully with annual events such as LGBT History Month, Black History Month, Transgender Day of Remembrance, International Day of Disabled People, Aids remembrance Day and similar events for all protected characteristics 	√	DHSI/SLT/CLs/YTLs	Termly
<ul style="list-style-type: none"> Celebrate and share best practice with partner schools and family of schools 		SLT	Ongoing
<ul style="list-style-type: none"> Ensure that the link Governor is aware of all the strategies in place and establish a pattern of regular reports to the Finance and Resources Governors sub- committee 	√	DHSI/Link Governor	Ongoing
<ul style="list-style-type: none"> Ensure that through INSET staff become more knowledgeable as to the content of the Act and more confident in applying these duties 	√	DHSI	Ongoing
<ul style="list-style-type: none"> Establish an equalities group meeting termly and involving the link governor, teaching and non-teaching staff, parents and pupils – tasked with keeping the Strategic Equalities Plan under review and reporting on it annually to the GB. 	√	DHSI/DHTL/Link Governor	

<ul style="list-style-type: none"> Procedures for recruitment, retention and progression of staff to give equal access to all staff including those with protected characteristics. 	v	DHSI/HT	As needed
<p>Monitoring Commentary Attendance data in gender/ ethnicity, disability and pregnancy/maternity of pupils are reviewed with SAO /EWS and AHSI as part of the VAP Committee. Further support is provided for pregnant pupils through the Outreach programme as necessary. EMTAS staff report regularly on updated/ amended information to update staff on EMTAS pupils' needs, the provision provided and further details regarding their language acquisition to inform teaching. Interpreters are provided where possible for parents who request such provision. Events of bullying incidences are recognised and consistently recorded on county log sheets held in Pupil Support. A summary is sent to county on a termly basis. YTLs follow up on such incidents through assemblies; restorative work etc.</p>	<p>Evaluation Commentary Attendance Policy reviewed Summer 2013 - the policy refers to the monitoring of attendance of specific groups of learners in particular those with protected characteristics. Training provided for staff by EMTAS in 2012-13 on understanding EMTAS pupils needs/ language acquisition. Further training is required as a follow up for this initial training to help support staff with the increasing number of EMTAS pupils at the school. LA Equalities Officer to be invited in to train all teaching and non-teaching staff / interested governors on an INSET day. Training to be offered for Parents as part of Parent Focus Group as necessary.</p>		

Equality Action Plan - Action Grid 2015-16 No 5

Priority Five : Improving the accessibility of all pupils, staff, parents and Governors to all areas of the school and to information.

Equality objectives: The site being accessible to all users. Access to curriculum specific rooms /specialist facilities for all pupils and staff through the use of ramps and lifts where there is the need.

Equal access to information for all pupils, staff, parents and Governors including those with ALN including BESD, ASD, Hearing Impaired and those with visual impairments.

General Duties: Foster good relations; Equality of Opportunity;
Eliminate discrimination, harassment and victimisation due to limited mobility or poor accessibility

Specific Duties: Monitoring of school site and buildings

Source: (research/data/engagement)
Equality Act 2010
Staff needs assessment

School Buildings
School Council
Statutory Code of Practice

Protected Characteristics: Race, Disability, Gender, Sexual Orientation, Religion or Belief, Gender reassignment

Targets:

1. Continue to review all buildings work to ensure all protected characteristics of this plan are considered throughout and adjustments made where practicable.
2. Ensure that Information is displayed in an appropriate format for pupils with ALN, Visual Impairment
3. Full integration of Cashless Catering to remove any discrimination to pupils in receipt of FSM.

Strategically Planned Tasks:

On Track

Timescale

- Cashless Catering to be rolled over and fully embedded amongst all staff and pupils – no distinguishing between those in receipt of FSM / those who are not to eliminate any discrimination
- Classroom resource materials photocopied on yellow paper to help those with Specific ALN needs, enlarged print for those with visual impairments, board work printed out
- Availability of language dictionaries for those with English as an Additional Language with key terms lists provided to support with EMTAS pupils
- Relocate the Disabled parking bays to ease access to main reception for disabled Staff/ visitors via the main reception ramp
- Continue to consider the protected characteristics covered in this plan when completing further renovation work in particular additional pupils with mobility issues/ disabilities and specific staff/ pupil medical needs e.g. visual/ hearing impairments/ mobility difficulties due to a disability or other condition e.g. pregnancy.
- Display the Equality Plan beliefs for all staff, pupils, governors and visitors to see displayed in the Main Foyer.
- Remodel and update the Additional Learning Needs area to provide additional Office space and a further resource room as well as improve size and layout.
- Monitor and update yellowing edging displayed around the school for visually Impaired students and staff. Use dark wood rails against light painted walls where edging cannot be used on stone stairwells.
- Invest in Strobe Lighting in all Smoke Detectors around the site
- Improve accessibility to boys and girls gyms so that they are fully accessible from inside the building. Due to the complex layout and necessary steps in the East Wing both areas can only currently be accessed via the fire doors.

All teaching staff

ALNCo

All teaching staff

All teaching staff
EMTAS support

Estates Team

Estates Team

Estates Manager
to arrange signage and
suitable display area.

Estates team
SLT / ALNCo

Estates Team

Estates Team

Estates team

Monitoring Commentary

Following substantial building works, new buildings have ensured that all rooms are accessible for all students. The new DT block has all signage written in Braille and all fire alarms have flashing facility as well as the sound. Accessible parking bays are available but further bays are required to make access to the main reception more accessible.

Teaching staff continue to meet parents with accessibility difficulties in the Learning Resource Centre for meetings such as Parents Evening to discuss their child.

The opening of the second canteen will provide improved catering facilities for all students and the Biometric system allows

Evaluation Commentary

Further work is needed to replace the current Equality Signage due to recent building work and relocate this in a central area of the building.

Further updating of yellow edging and securing of dark hand rails is ongoing and revisited regularly by the Estates Team.

Consider accessibility to both gymnasiums as the school layout currently prevents access other than via the main stepped entrance or the external fire doors. The current layout of both areas of the school currently hinder these areas being accessible.

All areas of the curriculum are now accessible to all with the new Art room being located downstairs.

Section 3 – Other Relevant Information

Although they are not listed as objectives in our Strategic Equality Plan, we have carried out Equality Impact Assessment (EIA) of our

- Anti Bullying Policy
- Behaviour Management Policy
- Attendance Policy

In each of these policies we found evidence of potential differential impact for people from different protected characteristics. Of particular interest were elements of our Anti Bullying Policy. For we recognised that the policy describes how we would respond to bullying incidents and that we are through reviewing the policy looking at actions around being proactive to reduce or eradicate bullying.

In order for the policy to come into effect, it requires pupils to report incidents (for the school to then react). However analysis of the Welsh Government study of bullying in Wales found that boys were less likely than girls to report when they are being bullied therefore the policy as it stood was less likely to protect boys as well as girls. We also recognised from the research that homophobic bullying was overwhelming appearing as the majority factor in bullying in schools and although this currently isn't the pattern at Llanishen High School, such bullying is included as a protected characteristic. We have made amendments to the new updated policy in light of this Equality Impact Assessment.

Our Behaviour Management policy has been reviewed and pupils with protected characteristics have been identified in the review. We recognise that some Disabled pupils might react or act aggressively or have poor anger management due to their impairment or condition and that this needed to be reflected in the policy so as not to lead to unfair punishments of disabled pupils. Our reflections on our anti bullying policy were also considered in this policy as we were now aware that pupils from minority communities (e.g. disabled pupils, LGBT pupils etc) were more likely to experience harassment in school and this harassment may continue for years. We considered that pupils reacting to years of abuse and harassment might react differently to pupils and have reviewed the procedures in place to support such pupils in school.

Section 4 – Employment Information

The following section provides information regarding staffing at the school over the past 3 years.

2012/13 PERIOD

Up to 31/03/2013 64% of teaching staff were female and 36% were male.

None of our staff identified as Disabled and none identified as Lesbian, Gay, Bisexual or Transgendered.

From those staff who provided information regarding religion, 8% of our staff stated that they were not religious. Of those that did state they were religious 35% identified as Christian. Religion was not stated from the remaining staff.

8 members of staff left the school during this period- 2 of whom were male and 6 female. All of these staff members were White British or White Welsh.

Additionally during the 2012-13 Period :

100% of our Senior Leadership Team were White British or White Welsh. 50% were female and 50 % were male.

64% of our teaching staff were females and 74% of our support staff were females.

36% of our support staff were males and 26 % of our support staff were males.

50% of our staff earning over £50,000 were male and 50% were female.

44% of our staff earning between £30,000 and £49,999 were male and 56 % were female.

89% of our staff earning between £20,000 and £29,999 were female and 11 % were male.

76% of our staff earning below £19,999 were female and 24% were male.

All part time teaching staff were female.

2013/14 PERIOD

Up to 31/03/2014, 68% of teaching staff were female and 32% were male.

None of our staff identified as Disabled and none identified as Lesbian, Gay, Bisexual or Transgendered.

From those staff who provided information regarding religion, 12% of our staff stated that they were not religious. Of those that did state they were religious 24% identified as Christian. Religion was not stated from the remaining staff.

10 members of staff left the school during this period. All of these staff members were White British or White Welsh and 50% were female and 50% were male.

Additionally during the 2013-14 Period :

100% of our Senior Leadership Team were White British or White Welsh. 57% were female and 43% were male.

64% of our teaching staff were females and 74% of our support staff were females.

36% of our support staff were males and 26% of our support staff were males.

43% of our staff earning over £50,000 were male and 57% were female.

50% of our staff earning between £30,000 and £49,999 were male and 50 % were female.

79% of our staff earning between £20,000 and £29,999 were female and 21% were male.

81% of our staff earning below £19,999 were female and 19% were male.

97 of part time teaching staff were female.

2014/15 PERIOD

Up to 31/03/2015, 68% of teaching staff were female and 32% were male
None of our staff identified as Disabled and none identified as Lesbian, Gay, Bisexual or Transgendered.

53% of those staff who left the school during this period were female and 47% were male.
All of these staff members were White British or White Welsh.

Additionally, on 31st March 2015:

100% of our Senior Leadership Team were White British or White Welsh. 57 % were female and 43% were male.

64% of our teaching staff were females and 36% of our teaching staff were males.

89% of part time teaching staff were female and 11% were male.

74% of our support staff were females and 36 % of our support staff were males.

43% of our staff earning over £50,000 were male and 57% were female.

44% of our staff earning between £30,000 and £49,999 were male and 56 % were female.

83% of our staff earning between £20,000 and £29,999 were female and 17% were male.

79% of our staff earning below £19,999 were female and 21% were male.

All part time teaching staff were female.