

Strategic Equality Policy and Plan for 2015-16

Llanishen High School

In accordance with the Equality Act 2010, this document sets out the school's Strategic Equality Policy for the period to Summer 2018 and the actions which the school will take in 2015-16 to implement the policy. Further action grids will be prepared for 2016-17 and 2017-18.



Llanishen High School

Strategic Equality Plan

Introduction

1. The Equality Act 2010 places on public sector bodies in Wales, including schools, a general duty to contribute to a fairer society by advancing equality and good relations in its day to day activities. A public body is required to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity of those who have a protected characteristic; and foster good relations between those who have a protected characteristic and those who do not.
2. The protected characteristics set out in the Act are age, disability, gender reassignment, pregnancy and maternity, sex, sexual orientation, race (including ethnic or national origin, colour or nationality) and religion or belief (including non-belief). In addition employees are protected as regards marriage and civil partnership.
3. Llanishen High School is required under the terms of the Equality Act 2010 to draw up a Strategic Equality Plan which includes

its equality objectives in relation to pupils, staff, parents, other members of the school community and visitors who have a protected characteristic

the steps it proposes to take to meet those objectives

its arrangements for monitoring and assessing progress

its arrangements for publishing equality information

its arrangements for promoting knowledge of the general and specific duties amongst its staff and to the school community as a whole.

School Context

4. Llanishen High School is one of the largest schools in South Wales with 1550 pupils on roll in 2014-15. 54% of pupils are boys and 46% girls, 278 pupils are in the 6th form. The school operates through the medium of English.
5. The school is on a single site serving a large part of north Cardiff including Thornhill, Llanishen, Lisvane, Pontprennau, Pentwyn and Llanedeyrn. The pupil intake from Pontprennau, Pentwyn and Llanedeyrn has increased since 2010 with the closure of Llanedeyrn High School. Parts of the catchment area have significant levels of social and economic deprivation, while other areas are amongst the most affluent in Wales. Around 14.8% of pupils are currently eligible for free school meals (FSM).
6. The school has pupils with the full range of abilities. Around 25% of pupils are on the Special Educational Needs (SEN) register, though a higher proportion of pupils is identified as having Additional Learning Needs (ALN). This includes More Able and Talented (MAT) pupils and those with BESD (Behaviour, Emotional and Social Difficulties). The school also houses the base for secondary age pupils from across Cardiff with hearing impairments (HI). There are currently 17 pupils. The school also has one of the Local Authority Bases for Autistic Spectrum Conditions

(ASC). It opened in September 2013. There are currently 12 pupils with the number due to increase to 18 in September 2015.

7. Within the school there are small numbers of pupils from asylum seeker and traveller families and children who are looked after (LAC).
8. The majority of pupils live within the statutory walking distance of school, though with the expansion of the catchment the numbers being bussed on dedicated local authority transport has increased with 5 buses transporting pupils in 2014-15.
9. A new behavioural support unit opened in January 2015 to support individual pupils who are struggling so that they can access the curriculum more fully and benefit from the full range of opportunities available to pupils. It forms an essential part of the school's Inclusion Provision and offers a Revolving Door withdrawal programme for KS3 pupils, a breakfast club and small group intervention programmes. Alternative provision for KS4 pupils is offered through the school's Outreach Programme based off-site at the Powerhouse Community Centre in Llanedeyrn and through an external provider, Positive Outlook based at Cathays Library.
10. The needs of pupils with disabilities are considered on an individual basis and recent and ongoing building work has improved the accessibility around the site. The Creative Arts, Science and DT blocks have lifts making them accessible to all and all other faculties have accessible ground floor rooms.
11. At present, approximately 15.4% 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. Cardiff County Council gives direct support to a small number of these pupils, particularly those who have been in Britain for less than 2 years, by providing a specialist teacher.
12. The school has pupils from a variety of different faith backgrounds. The largest groups are Christian, Muslim and Hindu.
13. The school community includes individuals who identify themselves as lesbian, gay, bisexual or transgender (LGBT). The proportion of individuals with these sexual orientations is not known.
14. The school has approximately 190 staff. Of this total 117 are teaching staff, 64% female and 36% male. 23% of teaching staff are part-time, 89% of these are female. 3 staff (F.T.E. 2.7) 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 Learning Support Assistants (LSAs) working in the Learning Support Base, the HI Base, ASC Base, the Behaviour Base and KS4 Outreach provision.
15. Nearly 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.
16. There are a small number of staff with disabilities whose circumstances mean that they have a protected characteristic under the 2010 Act.

Equality Objectives

17. Llanishen High School is committed to:

valuing equally all members of the school community regardless of sex, race, ethnic or faith background, sexual orientation or social situation

giving all pupils equal access to quality services so that all can participate fully in the life of the school and all can succeed

recognising the educational and social benefits of a community which is diverse and celebrates its diversity

eliminating discrimination and harassment

promoting social cohesion and preparing pupils to live in a diverse world

challenging stereotype thinking based on ignorance

giving staff equal access to opportunities for personal, professional or academic development and opportunities for career progression

18. These objectives apply to everyone who takes part in any aspect of the school's life - pupils, their parents and carers, school staff, service providers working with the school, governors, members of the local community and visitors to the school site.

Meeting the Equality Objectives

19. The action the school community is taking to meet its equality objectives is set out in annual action grids. The action grids for 2015-16 form part of this policy. These will be revised annually.

Monitoring Progress and Effectiveness of Action to Address Objectives

20. The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities under the Equality Act 2010. The GB receives an annual report towards the end of the school year on the implementation of this Equality Plan by reference to each of the equality objectives and the actions set out in annual action grids which incorporate the disability access plan. The Governing Body includes the key conclusions from the report in its annual report to parents.

21. The report to the Governing Body is prepared by a group convened by the designated SLT member responsible for equality and consisting of a teacher from the middle management, a member of non-teaching staff, the link governor, a parent and a representative from the school council. This group normally meet once a term to review the plan, consider any equality issues of current concern in the school and prepare the annual report and the action grids for the subsequent school year. The report includes analysis of key data relating to pupils broken down by sex, racial/ethnic background, religion, ALN (where identified) and FSM numbers. It includes numbers of pupil exclusions and staff disciplinary/grievance cases arising from breaches of the general duty under the Equality Act 2010 i.e. arising from discrimination, harassment or victimisation against anyone with a characteristic protected under the legislation. It includes information on reasonable adjustments made to accommodate staff or pupils with disabilities.
22. The Governing Body will review its strategic equalities plan every 3 years i.e. the next review will be in 2018.
23. In approving new or revised school policies the Governing Body will require confirmation that the policy has been checked to ensure its compliance with the general duty on the school to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity of those who have a protected characteristic; and foster good relations between those who have a protected characteristic and those who do not.
24. The Headteacher is responsible for implementation of the Strategic Equality Plan and for deciding which staff should have specific responsibility for the plan. Currently these responsibilities are delegated as follows:

The designated SLT member to ensure that this policy is available to all governors and staff, published on the school's web-site, brought to the attention of parents, made available on request to any visitor to the school or member of the wider community, made available to job applicants and its objectives posted in different areas of the school; to ensure that school policies and practices comply with the school's duties under the 2010 Act and that these duties are taken into account in school planning; to convene the equality group once a term and with them prepare the annual report to governors; to lead the 3 yearly review of the Strategic Equality Plan; to arrange for staff new to the school (teaching and non-teaching) to be briefed on the school's responsibilities under the Act and for all staff to be reminded periodically of their responsibilities ; to secure feedback from pupils on whether in their view the school is succeeding in securing its equality objectives; to submit termly returns to Cardiff County on any incidents of bullying relating to protected characteristics.

Year Team Leaders (YTLs) to deal with incidents of bullying or discrimination by pupils on grounds of sex, race, ethnicity, sexual orientation, religious or cultural background in accordance with the school's pupil behaviour policy; and report incidents of a racist nature to the designated SLT member.

The PHSE and Welsh Baccalaureate Co-ordinators to ensure coverage of race, gender, sexual orientation, disability and cultural issues in the PSE framework/Welsh Baccalaureate programmes, so that these develop attitudes and values which promote understanding of diversity and equality and challenge discrimination in all its forms.

Religious Education Subject Leader to ensure that RE is taught in a positive balanced way, where different viewpoints are valued and respected and stereotypical views of particular groups are not perpetuated but examined in a balanced and objective way.

Additional Learning Needs Co-ordinator(ALNCO) to monitor the numbers of pupils requiring additional support and, within available resources, make arrangements to meet those needs.

The Head of the Hearing Impaired Base to be responsible for inducting pupils into school life and making them aware of their rights under the terms of this policy; and, with the ALNCo, for providing training to school staff on the needs of pupils with hearing impairment. The head of the base will also log and pass any grievances or concerns to the designated SLT member.

The Head of the Autism Base to be responsible for inducting pupils into school life and making them aware of their rights under the terms of this policy; and, with the ALNCo for providing training to school staff on the needs of pupils with autism spectrum conditions. The head of the base will also log and pass any grievances or concerns to the designated SLT member.

Curriculum leaders to ensure that schemes of work, set procedures and all related policies reflect the guidelines set out in this policy.

The Deputy Headteacher leading on staff issues to be responsible for investigating any staff grievances covered under this policy in line with Cardiff County Council guidelines.

Equality Action Plan – Action Grid 2015-16 Number 1

Priority One : Reduce the gap in attainment and attendance

Equality Objectives: Valuing equally all members of the school community; giving all pupils equal access to quality services

General Duties: Advance equality of Opportunity. results)

Specific Duties: Assessment of Impact; Equality Information Half termly data entries for individual pupil progress

Protected Characteristics: Gender, Race, Pregnancy/Maternity, sexual orientation, Disability.

Source: (research/ data/ engagement) between pupils from protected groups as compared to other pupils. School Improvement Plan

School and Departmental Self Evaluations Schools Data (FFT D, Family of Schools, Local and National Results)

Half termly data entries for individual pupil progress

Strategically Planned Tasks:	On Track	Lead Person(s) involved	Time Scale
Half termly monitoring of pupil progress particularly of FSM pupils and pupils with protected characteristics and the implementation of intervention strategies where a need is identified through Link Standards and Departmental follow up meetings		DHTS / SLT Subject Leaders	Half termly / following all data entries
Through programme of whole school reviews, review teaching strategies in line with Estyn's report on closing the gap and the initiatives being put forward by the UA/WG		SLT/ AHTL Subject Leaders	Half termly through School Review
Continue the Strengthening Families Initiative to improve the attendance and performance of students from targeted families		S Norrington AHSI	Half termly
Specific literacy/numeracy support as laid out in the SIP		AHSI / AHSCC/ Subject Leaders/ Lit and Num co-ordinators	
Provide learning opportunities for vulnerable learners at risk of becoming non-attenders or with challenging behaviour through programmes such as the Revolving Door (KS3) and Outreach and Positive Outlook (KS4)		AHSI/ BESD Lead TA/HSLO/YTLs	Termly Identification for Revolving Door
Analyse attendance on a half termly basis to compare and identify gaps between genders and pupils with protected characteristics		DHTS/ SAO YTLs	Attendance meetings fortnightly with YTLs
Work with local authority EMTAS (Ethnic Minority and Traveller Achievement Service) to support pupils by further developing learning resources, training school staff to work with these pupils and improving transition/ admission and recording procedures		EMTAS team/ designated EMTAS teacher (S Owens)/ SLT link (JP)	Sept 2015- July 2016

Equality Action Plan – Action Grid 2015-16 Number 2

Priority Two: Reduce identity based incidents and bullying in school; raise awareness of equality and diversity issues amongst pupils, staff, parents and governors

Equality Objectives: Eliminating discrimination and harassment; promoting social cohesion and preparing pupils to live in a diverse world

General Duties: Foster good relationships; eliminate discrimination, harassment and victimization

Specific Duties: Assessment of impact; Equality Information; Engagement

Protected Characteristics: Gender, Race, Sexual Orientation, Religion or Belief, Disability, Pregnancy/Maternity

Source: (research /data/engagement)

‘All Wales Survey of Bullying in Schools’ shows that 7% of Year 7 pupils had been bullied in some way due to learning difficulties and 2% of Year 10 pupils had been bullied in some way due to race or ethnic origin.

‘Safe to Learn’ – Anti Homophobia (DSCF)

Stonewall research and Action Plan Equality Act 2010

Staff Needs Assessment

School Council

Listening to Learner school survey and results Summer 2015

Targets :

1. Improved understanding in the school community of equality and discrimination issues based on gender and race/religion
2. Through Schemes of work, PSE/ Welsh Bacalaureate lessons and Assembly schedule, educate and engage pupils leading to a clear reduction in discriminatory language and behaviour in school, improved understanding of equality issues and celebration of diversity
3. Make staff aware and supportive of the need to teach equality and anti-discrimination issues covering all protected characteristics; ensure staff are confident in carrying out their responsibilities
4. Ensure that all members of the school community are committed to fulfilling the school’s duties under the Equality Act 2010
5. Ensure the full integration of Cashless Catering facility to all pupils in order to remove identification of pupils in receipt of FSM (Free School Meals)

Strategically Planned Tasks:	On Track	Lead Person(s) involved	Time Scale
Cashless Catering to be rolled out and fully embedded to all staff and pupils		DHTLP/ Pupil Support Team/Cardiff Catering	March- September 2015 Annually with new intake
Record and report on bullying incidents relating to race, disability, homophobia, transphobia, gender or religion. Make termly returns to the local authority covering the full range of identity-based incidences of bullying		SLT lead (JP)	Ongoing
Monitor the implementation of the current anti-bullying policy and practices in light of Welsh Government guidance 'Embedding anti-bullying work in schools in Wales'		SLT lead (JP)	Ongoing
Continue to consult with all stakeholders on equality /anti-bullying issues through questionnaires		SLT lead (JP)	Termly
Liaise with external equalities consultant to identify opportunities for discussion of and inclusion of LGBT issues across the curriculum		SLT lead (JP)	Autumn Term 2015
Ensure that assemblies cover aspects of the protected characteristics using speakers from outside (including external equalities consultant) and use assemblies to celebrate diversity		SLT lead (JP) with SLT i/c assembly rota	Termly
Arrange for an external equalities consultant to organise awareness training for key staff, Governors and interested parents.		SLT link (JP) External Equalities consultant Link Governor	Annually
Participate in the annual Young Persons Conference organised by Cardiff Against Bullying		SLT lead (JP)	October 2015/ Annually
Continue to develop the role of the School Buddies and extend their training to support the transition of Year 6 pupils through to the end of Year 7		SLT lead (JP)	Spring Term/ Annually
Re-establish the link with the North Cardiff Health Practice to further raise the awareness of pupils with protected characteristics, of health issues relevant to them. Continue to use the School Nurse as a regular point of contact.		SL PSE	Sept 2015 onwards

Maintain the PSE programme of study and develop Welsh Baccalaureate National/ Advanced programmes to ensure that topics related to equality take full account of the Equality Act 2010		SL PSE and WBQ co-ordinators	Sept 2015
Develop a policy for addressing the needs of any transgender pupils, staff and parents		SLT link (JP) with link governor	Sept 2015
Through lesson observations ensure that where appropriate, lessons celebrate diversity and challenge stereotypes and discrimination		AHTL/SLT/SLs	Termly
Apply the school uniform policy to take account of gender and religious/ ethnic considerations		AHTL/ SLT/YTLs / all form tutors	Ongoing
School Nutrition Action Group (SNAG) to ensure that the planning for school meals reflects the diversity of the school community		SL PSE School Council	Termly
Through INSET ensure staff become knowledgeable about the 2010 Equality Act and more confident in fulfilling equality duties; and have access to appropriate resources for teaching and learning		SLT link (JP) with External Equalities Consultant	Sept 2015-July 2016
Engage fully with annual events such as LGBT History Month, Black History Month, Transgender Days of Remembrance, International Day of Disabled People and Aids Remembrance Day		AHTL SL History	Annually
Ensure that the Link Governor is aware of all the strategies in place and establish a pattern of termly reports to the Governing Body's Finance and Resources sub-committee		SLT link (JP)	Termly
Continue to hold equalities group meetings on a termly basis involving the Link Governor, teaching, non-teaching staff, parents and pupils – and the group to keep the Strategic Equality Plan under review and report on it annually to the Governing Body		SLT link (JP)	Termly meetings Annually for reporting

Equality Action Plan – Action Grid 2015-16 Number 3

Priority One: 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/Consultation

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
5. To ensure 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
Refine the method of recording the equality data held across the protected characteristics		DHS/ Pupil Support	September – July 2016
Carry out regular analysis of attainment and attendance data by reference to gender, ethnicity, disability and pregnancy/ maternity of pupils		DHS/ SAO/ YTLs/ SLs	Half termly through School Review and following data entry via Link Standards Half termly checks through YTL/SAO meetings
Provide training and guidance for staff on recording identity-based incidents – including the use of appropriate terminology		SLT link (JP)/ YTLs/ SLT/ All staff	Annually and as necessary
Review new or revised school policies prior to their approval by the Governing Body to ensure that they take account of the school's equality objectives and conclusions from data analysis and are therefore compliant with the school's duties under the 2010 Act		SLT link (JP)/ Governor Link/ SLT	Ongoing

Equality Action Plan – Action Grid 2015-16 Number 4

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

Equality Objectives : Making the site accessible to all users.

Giving all pupils, staff, parents and Governors equal access to information

General Duties : Foster Good Relations; Equality of Opportunity; Eliminate discrimination, harassment and victimisation

Statutory Code of Practice

Specific Duties : Accessibility of premises and information

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

Source : (research/ data/ engagement)

Equality Act 2010

Staff needs assessment

School buildings

School Council

Statutory Code of Practice

Targets :

1. To continue to improve the accessibility of the school site and buildings through any new site works and through reasonable adjustments to existing buildings
2. To ensure that information is accessible for those with visual or hearing impairment or whose main language is not English

Strategically Planned Tasks:	On Track	Lead Person(s) involved	Time Scale
New building works or adaptation of existing buildings compliant with requirements for disabled access and facilities		Estates Manager	As necessary with all building works
Classroom resource materials : <ul style="list-style-type: none"> • copied on yellow paper for those pupils with specific Additional Learning Needs • Copied in large print for pupils with visual impairments – to include board work • Transcripts of commentary for visual or audio lesson inputs, for hearing impaired pupils 		SLT link (JP) ALNCo Lead Teacher HI Unit Subject Leaders Classroom teachers	Ongoing
Availability of language dictionaries and key terms lists for pupils with English as an Additional Language		All teaching staff EMTAS support	Ongoing
Relocate the Disabled parking bays to improve access to main reception for disabled staff/ visitors		Estates Team	Ongoing
Provide an appropriate timetable for those pupils with limited mobility/a disability or a temporary mobility difficulty to enable them to access all areas of the curriculum.		DHLP SET	Ongoing/ as necessary
Adapt examination and Controlled Assessment arrangements to meet the needs of all pupils with protected characteristics.		SLT link (JP) Exams Officer All staff	Ongoing/ as necessary
Consider classroom space used for pupils with protected characteristics to ensure unnecessary background noise is reduced		All staff Cover Manager	Ongoing
Offer assistance to parents and others whose home language is not English to enable them to access school documents, events such as parents' evenings and discussions with school staff		YTLs/ Pupil Support HSLO SAO	Ongoing / as necessary
New signage to take account of the needs of those with visual impairments		Estates Team	Ongoing
Display the Equality Mission sign in a visible area of the school highlighting the school's commitment to being a diverse and equal community		SLT link (JP) Estates Team	September 2015