



# Equality Policy Statement and Strategic Equality Plan for 2019-20

Llanishen High School

This document also contains the Strategic Equality Plan for 2019-20

Responsible staff member: Mrs M Prosser  
Approved by Governing Body: May 2020  
To be reviewed: Autumn 2020



# **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 20 pupils within the HI support base. There are currently 38 pupils in the ASC base, including a complex needs class for seven pupils. The school also has a Learning Support base supporting pupils with Additional Learning Needs; a Behaviour Support base which offers intervention and support for pupils with behavioural and emotional difficulties; a Flexible Learning Centre for anxious, non-attenders; and provision for English as an Additional Language needs. Needs are evaluated continuously and as a result the 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. Further action to improve accessibility is set out in the access element of the annual Strategic Equality Plan.

1.4 The school has a rising number of pupils from ethnic minorities. In 2019-20 school year, 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), 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 learning pathway as soon as possible. The school has a particular issue with Arabic speaking pupils who arrive 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 the Flexible Learning 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 Kurdistani. 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 *'Together we will do great things.'* Our vision is *'To be an outstanding school developing outstanding individuals'*.

## **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 strategic equality plan (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 Our commitment includes providing support and understanding to those individuals who wish to take, or have taken, steps to present themselves in a gender different from their birth gender. We seek to act in a sensitive and supportive way by following policies and practices which ease any transition period; protect the rights of transgender people; and ensure no individual is subject to discrimination or victimisation as a result of the gender in which they present themselves. To achieve this we follow the transgender guidance for schools published by The Intercom Trust and Devon and Cornwall police which is recognised as setting out best practice.

<https://www.intercomtrust.org.uk/item/55-schools-transgender-guidance-july-2015>

5.4 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.

5.5 Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group is not tolerated and is challenged and monitored via SIMS.

## **Section 6: Responsibilities**

### **6.1 Leadership and Management**

The Governing Body and management of the school work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They 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 Maria Prosser, Director of Inclusion. 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 Maria Prosser, Director of Inclusion. 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 to parents.

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.

8.4 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 (EIAs) 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 review this Strategic Equality Policy Statement and republish it every 3 years.

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

## **Section 10 : Related Policies**

Anti-bullying  
Inclusion

## Section 11 : Strategic Equality Plan 2019/20

<b>Priority One:</b> Reduce Gaps in attainment between pupils from protected groups			
<b>Targets:</b> -To ensure pupils with the protected characteristics of disability, pregnancy and maternity, race, religion or belief, and sex achieve their predicted outcomes at KS4 <ul style="list-style-type: none"> <li>• Track ALN pupils to ensure they achieve in line with target grades.</li> <li>• To establish a tracking process for achievement /ethnicity to identify specific outcomes for specific ethnic groups</li> <li>• To continue to track progress between girls and boys (including trans people if we have the data)</li> <li>• To monitor the achievement of any pregnant girls (or girls on maternity) to ensure they stay in line with their predicted grades</li> </ul>			
<b>Strategically Planned Tasks:</b>	<b>On Track</b>	<b>Lead Person(s) Involved</b>	<b>Time Scale</b>
To produce report broken down by ethnicity for <ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Attainment at KS3/4</li> <li>▪ Exclusions</li> </ul>		Dan White	Spring 2020
To present an analysis of the data set on ethnicity to the Governing Body School Community and Wellbeing (SCW) Committee at its meeting on 5 <sup>th</sup> May 2020		Ellen Pawar/ Sian Owens	Spring 2020
Present exclusion and management behaviour data broken down by <ul style="list-style-type: none"> <li>• Ethnicity</li> <li>• Gender</li> </ul> to pastoral leaders to discuss potential differences between ethnicities (gender specific if necessary)		Dan White	At the start of each term
Report on attainment of pupils with ALN as part of Inclusion Department report to SCW.		MP	01/01/20

Carry out analysis by attendance and attainment of disabled pupils broken down by two subsets <ul style="list-style-type: none"> <li>• Physical impairment</li> <li>• Cognitive impairment</li> </ul> For purposes of identifying potential attainment differences of disabled pupils who are not on the SEN register		ALNco/MP	Summer 2020
Analyse the achievement of any pregnant girls in attendance in 2019-20.		MP	Summer 2020

<b>Priority Two:</b> Develop the quality and use of our Equality Information			
<b>Targets:</b>			
<ol style="list-style-type: none"> <li>1. To ensure that key parental communication is available in our most prevalent languages</li> <li>2. Train second cohort of governors and SLT in Equality Impact Assessment (EIA)</li> <li>3. To Equality Impact Assess all policies due for review during 2019-20</li> <li>4. Improve quality of equality data held on adults in the school community</li> </ol>			
<b>Strategically Planned Tasks:</b>	<b>On Track</b>	<b>Lead Person(s) Involved</b>	<b>Time Scale</b>
Identify our school's most commonly spoken languages and whether parents would appreciate some documents in their first language using questionnaire to pupils based on language spoken at home		EP/SO	Spring 2020

All policies due to be reviewed 2019-20 (22 in total) to be EIA by Govs/lead staff members		Govs/Lead staff	01/03/20
Plan to include an equality section in the staff well-being survey for 2020		MP	Feb 2020
Analyse diversity information for parents collected since the pupil enrolment form was amended. Ensure amended enrolment forms allowing parents to disclose diversity are still in use		Pupil Support staff	Spring 2020
Ensure admin system is in place to record diversity data of job applicants and that this information is being analysed.		MP/Pupil Support Staff	Spring 2020

**Priority Three:** Teach and train pupils, staff and governors

**Targets:**

1. Implement whole school hate crime initiative to tackle identity based language, bullying and behaviour
2. Ensure staff and Governors are aware of their statutory duties as regards Equality Act 2010
3. The curriculum for all year groups evidences planned teaching of equality and diversity across a range of subjects, covering all protected characteristics

**Strategically Planned Tasks:**

	<b>On Track</b>	<b>Lead Person(s) Involved</b>	<b>Time Scale</b>
Train three pupils from each year group as Anti-bullying ambassadors with specific training on how hate-incidents and identity based incidents impact on people from vulnerable		DW	01/11/19

groups			
MP/HA to work with AB ambassadors to draw up action plans			
Draw up Anti Bullying Action Plan with strategies around identity-based incidents and new reporting mechanisms		DW	01/01/20
Art department to run anti-hate crime poster competition		PF	01/12/19
Winning posters displayed around school		DW	01/01/20
AB anti hate crime ambassadors to lead assemblies both in LHS and feeder primaries		DW	Nov – March annually
<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Y8 study the Transatlantic Slave Trade</li> <li>• GCSE courses cover apartheid in South Africa.</li> </ul>		HOD (History)	Each school year
<p><b>In RE</b></p> <ul style="list-style-type: none"> <li>• Pupils in Year 8 Islamophobia and the real meaning of Jihad</li> <li>• Pupils in year 9 focus on morality and what makes decisions moral.</li> <li>• .Pupils in Year 10 &amp; 11 will study relationships, discrimination focusing on heterosexual and same-sex relationships and debate same-sex marriage with reference to the Same Sex Marriage Act and full equality under the law</li> </ul>		HOD (RE)	Each school year
<p><b>In Geography</b></p> <ul style="list-style-type: none"> <li>• Pupils studying Geography in Year 12 will learn about female emancipation in developing countries through time, through the Democratic Transition Model.</li> </ul>		HOD (Geog)	Each school year
<p><b>In Social Sciences</b></p> <p>At GCSE level pupils will be taught a unit on the changing role and status of women in Britain in the 20<sup>th</sup> Century.</p> <p>Pupils studying Health and Social Care will explore the ageing process, and write a report on equality and diversity.</p>		HOD (Soc Sci)	Each school year

<p><b>In English</b></p> <ul style="list-style-type: none"> <li>• Pupils in Year 8 will read the book ‘The Boy in the Striped Pyjamas’ to discuss religious tolerance and prejudice.</li> <li>• Pupils in Year 10 &amp; 11 study racial prejudice through texts such as Of Mice and Men</li> </ul>		HOD (Eng)	Each school year
<p><b>In Art</b></p> <p>Pupils will explore equality themes through the Art curriculum, including work on cultural rituals and fertility through rituals, and explore the work of disabled artists.</p>		HOD (Art)	Each school year
<p><b>In General</b></p> <p>Sports opportunities will be provided for girls, e.g. girls' rugby, girls' football</p> <p>Engage with the charity Show Racism the Red Card to offer workshops to pupils.</p> <p>An assembly to mark White Ribbon Day to raise awareness of domestic abuse and challenge stereotypes.</p> <p>An assembly to mark Holocaust Memorial Day for all year groups.</p> <p>Mark United Nations Day, to celebrate people of different races and nationalities working together for the common good; to promote human rights and equality for people across all protected characteristics; to enable pupils to look at their own rights under the UN Convention on the Rights of the Child.</p> <p>Mark European Day of Languages to celebrate linguistic diversity and give recognition to EAL pupils and their families.</p> <p>Celebrate a range of Cultural Festivals including St David's Day, Eid, Diwali, Hannuka and Chinese New Year.</p> <p>Governors and SLT members to undertake Equality Impact Assessment half day training</p> <p>Head teacher to procure equality coaching and mentoring service to further develop equality policy and procedure across the school in line with statutory duties in the Equality Act 2010</p>		<p>PE staff PE staff Staff leading Assemblies I Beck EAL team/School of Sanctuary Assembly</p> <p>MfLEAL team</p> <p>HOD (RE)</p> <p>M Prosser</p> <p>S Parry</p>	Each school year