



Equality Policy Statement and Strategic Equality Plan for 2021-22

Llanishen High School

This document also contains the Strategic Equality Plan for 2021-22

Responsible staff member: Ms Rachel Evans
Approved by Governing Body: November 2021
To be reviewed: Autumn 2022



Strategic Equality Policy Statement

Section 1 : Our School

We have designed this strategic equality plan to ensure we are striving for equality of opportunity and inclusion for all within Llanishen High School.'

1.1 Llanishen High School is an English medium, co-educational 11-18 comprehensive a school with 1653 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 24% of pupils are currently eligible for free school meals (FSM). The school caters for the full range of academic abilities.

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 18 pupils within the HI support base. There are currently 40 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 the 2020-2021 school year, approximately 18% of pupils came from ethnic minorities - the main groups are Pakistani, Iraqi, Bangladeshi, Arab and Black Caribbean. Currently the school has on roll 212 pupils for whom English is not the main language spoken at home - with around 36 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 211 staff. 108 are teaching staff, 58% female and 42% 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 103 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 (as per section 149 of the Equality Act 2010):

- ^ 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.

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 Rachel Evans. 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 Rachel Evans. 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 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 We encourage people from a diverse range of ages, genders, ethnicity, religions or beliefs and sexual presentation to be 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 2021/22

We have designed this strategic equality plan to ensure we are striving for quality of opportunity and inclusion for all within Llanishen High School.

Priority One: Reduce Gaps in attainment between pupils from protected groups			
Targets: -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"> • Track ALN pupils to ensure they achieve in line with target grades. • To establish a tracking process for achievement /ethnicity to identify specific outcomes for specific ethnic groups • To continue to track progress between girls and boys (including trans people if we have the data) • To monitor the achievement of any pregnant girls (or girls on maternity) to ensure they stay in line with their predicted grades 			
Strategically Planned Tasks:	Success Criteria	Lead Person(s) Involved	Time Scale
To produce report broken down by ethnicity for <ul style="list-style-type: none"> ▪ Attendance ▪ Attainment at KS3/4 ▪ Exclusions 	Report produced	Dan White	Spring 2021
To present an analysis of the data set on ethnicity to the Governing Body School Community and Wellbeing (SCW) Committee at its meeting on 10 th May 2021	Presentation given on date	Ellen Pawar/ Sian Owens	Spring 2021
Present exclusion and management behaviour data broken down by <ul style="list-style-type: none"> • Ethnicity • Gender 	Presentation given and discussion	Dan White	At the start of each term

to pastoral leaders to discuss potential differences between ethnicities (gender specific if necessary)	reported back to SCW		
Report on attainment of pupils with ALN as part of Inclusion Department report to SCW.	Report received by SCW	Rachel Evans	01/01/21
Carry out analysis by attendance and attainment of disabled pupils broken down by two subsets <ul style="list-style-type: none"> • Physical impairment • Cognitive impairment For purposes of identifying potential attainment differences of disabled pupils who are not on the SEN register	Report to SCW	ALNco/Rachel Evans	Summer 2021
Analyse the achievement of any pregnant girls in attendance in 2020-21.	Report to SCW	Rachel Evans	Summer 2021
Continue the equality focus groups for adults and students and ensure feedback into next year's SEP and SDP via SLT and governors	Report to SCW termly	Andy Mee/Govs	Summer 2021

Priority Two: Develop the quality and use of our Equality Information
Targets: <ol style="list-style-type: none"> 1. To ensure that key parental communication is available in our most prevalent languages 2. Train second cohort of governors and SLT in Equality Impact Assessment (EIA) 3. Improve quality of equality data held on adults in the school community 4. Collate data on bullying where one of the protected characteristics is mentioned.

Strategically Planned Tasks:	Success criteria	Lead Person(s) Involved	Time Scale
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	Results to SCW March '22	EP/SO	Spring 2021
All policies due to be reviewed 2021-2022 (22 in total) to be EIA by Govs/lead staff members	All policies to have EIAs	Govs/Lead staff	01/03/22
Plan to include an equality section in the staff well-being survey for 2021	Survey results reported to SCW March '22	Rachel Evans	Feb 2022
Ensure amended enrolment forms allowing parents to disclose diversity are still in use – if not begin to use them. If they are, analyse diversity information for parents collected since the pupil enrolment form was amended.	Report to SCW March '22	Pupil Support staff	Spring 2021
Ensure admin system is in place to record diversity data of job applicants and that this information is being analysed.	Report to SCW March '22	Rachel Evans/Pupil Support Staff	Spring 2021
All staff who deal with bullying to be trained to input data on SIMs or My Concern where a protected characteristic is involved. This data will then be analysed at the end of each term and reported to SCW.	Report to SCW June '22	DW/RE	Summer 2021

Priority Three: Teach and train pupils, staff and governors
Targets:
<ol style="list-style-type: none"> 1. Ensure staff and Governors are aware of their statutory duties as regards Equality Act 2010 2. The curriculum for all year groups evidences planned teaching of equality diversity and inclusion across a range of subjects, covering all protected characteristics

Strategically Planned Tasks:	Success criteria	Lead Person(s) Involved	Time Scale
Staff to all be trained in Equality and Diversity. (or EDI)	Staff training records	RE	Summer 2022
Governors to be trained in Equality and Diversity. (or EDI)	Governor training records	RE	Summer 2022
Establish transgender guidance and policy to support the ethos of the school and disseminate to all staff, parents and pupils.	New guidance shown to SCW March '22	RE	Spring 2022
Establish a method of reviewing the teaching of equality and diversity at department levels to ensure EDI is embedded within with area of the curriculum. Aim to involve a wider body of staff with the development of the plan.	Good range of innovative teaching evidenced showing equality and diversity at the core.	RE	Autumn 2022