



**St Cyres School**

# **Strategic Equality Plan**

**2019 - 2021**

## 1. Context of our school

In 1971 the town of Penarth went 'comprehensive' and St Cyres was formed. St Cyres Comprehensive School takes its name from St Cyres Road which in turn took its name from the first dwelling in the area, the large St Cyres House. The original occupiers of the house named it after their connections with St Cyres Hill in Central Cornwall.

St Cyres Comprehensive School expanded to over 1900 pupils in the late 70's and early 80's in part due to the growth of Dinas Powys with a large number of modern housing estates. To cope with this geographical development the Dinas Powys annexe was opened in 1976.

St Cyres Comprehensive became the largest Grant Maintained school in Wales when it 'opted out' in 1996. With the abolition of GM schools, the school changed its name and status in September 1999, when it became a Foundation School, known simply as St Cyres School. The school reverted back to Community status, under the control of the local authority once again when the new school building was completed in 2014. This building provides accessibility for all pupils with disabilities.

The school currently has 83 teaching staff and 53 non-teaching staff, of which 8 are fluent Welsh speakers. Almost all of the staff are White British however some staff employed are from ethnic backgrounds such as Arab, Asian, Black Caribbean, White European and Somali. There are 5 members of staff with a disability.

The current number on role is 1170. Our pupils are from a range of ethnic backgrounds largely due to the dynamics of the catchment areas extending from Barry to Grangetown. Our largest ethnic group is Pakistani (77) and our second largest is Somali (49). The remainder of our pupils are from a range of over 45 different ethnicities and Nationalities some of which include Arabic, Bangladeshi, Indian, Yemeni and Czech.

Similarly, our pupils choose to follow a vast range of religions with 459 pupils following Christianity and 255 pupils define themselves as Muslim. We have smaller numbers of pupils choosing to follow Hinduism, Sikhism and Buddhism.

There are 40 different languages spoken by our pupils other than English. St Cyres school currently has 255 EAL pupils. These languages include Arabic, Gujarati, Bengali, Pashto, Somali and Urdu.

St Cyres School provides for pupils with a wide variety of additional learning needs including Autism, Dyslexia and Hearing Impairment.

We are aware that the pupils in our school choose their gender identity to be heterosexual, lesbian, gay, bisexual or gender neutral. We are also aware that the parents and carers are from a wide range of ethnic, religious and cultural backgrounds but do not monitor this robustly.

St Cyres School is a multi-ethnic inclusive school and we value **all** people equally; their faiths, cultures, communities, languages and identities.

## **2. Our Mission statement:**

**Strive**

**Together**

**Challenge**

**Yourself**

**Realise**

**Everyone can**

**Succeed**

At St Cyres School we value high standards of care, support and safety of both our pupils and staff. We value the wellbeing of all. We value equality and breadth of opportunity for all. We value high standards of teaching and learning experiences and achievement for all.

## **Our School Aims:**

- Develop ambitious, capable learners who are ready to learn throughout their lives.
- Develop enterprising, creative contributors who are ready to play a full part in life and work.
- Develop ethical, informed citizens who are ready to be citizens of Wales and the world.
- Develop healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.
- To provide all members of the school with the widest range of educational opportunities in a well-structured, orderly, secure, caring and happy environment.
- To maximise the potential of all pupils so that they have the opportunity to experience success of all kinds and have opportunities to develop a full range of academic, vocational, sporting, creative, social and cultural skills.
- To actively promote life-long enjoyment of learning, celebrate success, value effort and learn from our failures.
- To develop self-discipline, self-esteem and self-motivation.
- To promote tolerance and equality of opportunity for all.
- To respect, value and be considerate of all members of the community within and beyond the school including their religious and moral values, races and identities.
- To have pride in the school, the community and ourselves.
- To recognise our responsibilities towards the community and help those who are less fortunate than us.

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 Strategic Equalities Plan (SEP) is to fulfil the duties to promote equality for people with protected characteristics<sup>1</sup> and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies. The Equality Act 2010 gives us the framework for this plan.

Through the equality improvement actions and strategically planned tasks detailed in this document we aim to:

- a) Eliminate discrimination, harassment and victimisation.
- b) Advance equality of opportunity between persons who share a relevant 'protected characteristic' and persons who do not.
- c) Foster good relations between persons who share a relevant 'protected characteristic' and persons who do not.
- d) Promote Deaf culture and identity and make use of suitable British Sign Language interpretation and recordings. We will train relevant staff in deaf equality and BSL skills and make it known to all staff that have the relevant skills to deal with pupils, visitors, parents and governors.

This Plan has been approved by the Governing Body in November 2019. This policy belongs to everybody and is relevant to all pupils, teaching and non-teaching staff, parents, carers, supporters and the local community.

### **3. Our Strategic Equality Objectives**

We have based our Strategic Equality Objectives on local, regional and national priorities within education as well as feedback from engagement within our school community and our own school data.

Actions to achieve these objectives are in the action plan at the end of this document and underpin the priorities in the School Improvement Plan for 2019-20. The objectives set out our equality commitments. The Strategic Equality Plan will be evaluated as part of the annual self-evaluation cycle through the School Improvement Plan.

To choose objectives for St. Cyres School we:

- Listened to equality experts;
- Discussed discrimination and equality with members of the school council;
- Consulted members of the Governing Body;
- Sought the approval of the full Governing Body.

#### **Our chosen Strategic Equality Objectives are:**

- 1 - To teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination.
- 2 - To reduce gaps in attainment and attendance between pupils from protected groups.
- 3 - Ensure that the quality and use of our Equality Monitoring and Data Collection is an ongoing feature of our school improvement.
- 4 - To ensure that the physical environment of the school is appropriate for pupils' needs.

1. 'Protected characteristic' (Equality Act 2010) It is against the law to discriminate against someone because of age, disability, gender reassignment, marriage/civil partnerships, pregnancy/maternity, race, religion or belief, sex, sexual orientation.

5 - To develop partnerships within the local community to support and celebrate the successes of **all** our pupils.

#### **4. Scope**

This policy applies to all full time, part time, job share, permanent, temporary and supply staff. It extends to PGCE students and external providers such as peripatetic staff and sports coaches. It applies to all pupils, their parents and/or carers, service users and visitors to the school in line with Equality legislation and the schools' legal responsibilities to promote equality in employment, education and access to services.

The school's duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

#### **5. Equalities Summary Statement**

St Cyres 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.

Our school is committed to eliminating any unlawful discrimination on grounds of any and all of the protected characteristics<sup>1</sup> 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.

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

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any protected characteristic<sup>1</sup> group will not be tolerated and will be challenged, sanctioned and monitored. Information derived from monitoring will be used to plan whole school strategies to combat incidents. Information on identity-based incidents and bullying will be shared regularly with the Local Authority to help actions to combat hate crime across the Vale of Glamorgan and beyond.

#### **6. Responsibilities**

In order to successfully implement the Strategic Equality Plan all stakeholders must work together to promote equality for all.

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## **6.1 Leadership and Management**

The Governing Body and the Leadership team of the school are committed to work with all its partners to be proactive in promoting equal opportunities for all, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics<sup>1</sup> to reach the highest standards possible. The Strategic Equality Plan will be a standing item of Governing body meetings and any updates will be discussed through this forum.

## **6.2 Headteacher**

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, e.g. “Anti-Bullying Policy”, “Harassment Policy” etc. and that governors, staff, pupils, parents and guardians know about it.
- 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 is regularly monitored and reviewed.

**The named person with responsibility for dealing with reported incidents of unlawful discrimination is Mr P Lewis, the Headteacher.** 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 Local Authority - Vale of Glamorgan **termly**.

**The Equal Opportunities Co-ordinators are Ms Usha Hirani and Mr Stuart McDonald, Assistant Headteachers.** The Equal Opportunities Co-ordinators ensure 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.

## **6.3 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 from the protected characteristics
- Making reasonable adjustments (e.g. produce the lesson notes in large print or in an electronic format before the lesson) for pupils with additional learning needs. In some cases, a pupil may receive support under the ALN framework coordinated by the ALNCo.

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- Offering suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic<sup>1</sup> – to meet a need, not only a preference.

## **7. Information gathering and Engagement**

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently 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.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible. The reason that this progress is important is to understand the full range of needs of the school community.

### **Requests in relation to a protected characteristic**

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

This policy has been in compliance with the Equality Act 2010 with the Leadership team, Governing body, Union representatives within the school and staff.

This Strategic Equality Policy should be considered in conjunction with the following school policies:

Anti-Bullying Policy  
Child Protection and Safeguarding Policy  
Equal Opportunities Policy  
Integrated Equality Policy  
Accessibility Plan  
Disability Equality Plan  
Religious Education/Collective Worship Policy  
Additional Educational Needs Policy

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St Cyres School publishes the Strategic Equality Plan on our school website and it will be communicated to parents at parents' evenings and other events. It is available in large print and other formats upon request. The school prospectus will include a reference to the Strategic Equality Plan and the values underpinning it.

We will report and publish annually on the progress made on the action plans and the impact of the Plan itself on school ethos and practice within the school. This will be undertaken as part of the Governors' Annual Report.

For pupils and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh
- Composition broken down by types of Additional Learning Needs
- Instances of discrimination
- Complaints.

### **Monitoring and publishing information on employment**

The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We'll create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.

We want our workforce to reflect society in the Vale of Glamorgan and Wales. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics<sup>1</sup>.

We will monitor and publish equality information on our workforce in line with Vale of Glamorgan Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention. The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

## **9. Monitor and Review**

We will revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan (e.g. achievement data, engagement with stakeholders, pupil voice etc.).

Based on the above, we will review the priorities and targets of the Strategic Equality Plan annually and will update the policy as necessary. We will use Impact assessment to review all current and proposed plans and policies relating to Equality in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance with the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being

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implemented (through the governing body). Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

We will ensure that all actions identified in the plan have a positive impact across all protected characteristics<sup>1</sup>, that the promotion of equality and achievement for all is at the heart of our school planning and that discrimination is being eliminated effectively.

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## **Strategic Equality Action Plan 2019 – 2021**

**Priority 1** - To teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination.

<b>TARGET/OBJECTIVE</b>	<b>ACTION PLANNED</b>	<b>LEAD PERSON</b>	<b>TIME SCALE</b>	<b>RESOURCES</b>	<b>IMPACT CRITERIA</b>
Provide a curriculum that explores principles of equality and diversity.	<p>RE – Gender stereotypes and festivals</p> <p>Geography – Equality linked to Development, poverty and sustainable development.</p> <p>Science – Scientists of the world, cultural bias, genetics and gender bias.</p> <p>History – Holocaust survivors, Holocaust Memorial Day</p> <p>Arts – photography project where pupils have explored disabilities and created a campaign for ability not disability.</p> <p>Year 7 Art - comparisons between the cultures.</p> <p>Year 8 explores identity and our own identities; this includes the concept of an alter ego and how we may portray ourselves in a different way.</p> <p>PE – Girls rugby</p> <p>Food Technology – Foods from around the world, foods for festivals</p> <p>Engineering - study the work of James Dyson and Shigeru Miyamoto.</p>	HsoF	Sept 2019 – Jul 2020	<p>Dept capitation PLR time Time to plan SoW – Gained time.</p> <p>Pupil Voice activity - time</p>	<p>Lesson observations and pupils' work show an understanding of equality and diversity; evidence is consistent with the actions planned by HsoF.</p> <p>Pupils understand the terms equality and diversity and can identify how different subjects enable them to explore these two themes.</p>

	<p>Product Design - famous designers from around the world.</p> <p>Music – Instruments from around the world. Cultural music, Genres. MFL – German Christmas Market in school, European Languages Day</p> <p>WBQ – Global citizenship, individual project</p> <p>English – Poetry from cultures around the worlds, prejudice in the Holocaust, female struggle in dystopia.</p> <p>H&amp;S – Health and Social Care KS4 - Equality of childcare provision, Gender - stereotypical toys examined. Unit 4 - Child poverty and ending period poverty covered. Unit 3 - Equality of health provision (discrimination and unequal treatment - examining Mental capacity Act 2005, Human Rights Act.</p> <p>Drama - Previous Unit 1 performances by Yr11 (which they start working on in Yr10) have covered gender discrimination and stereotypes.</p>				
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School council to explore and arrange events that raise awareness of equality	School Council to arrange 'Show Racism the red card' day, charity events for a range of disabilities and White Ribbon Day to raise awareness of domestic abuse and challenge stereotypes.	UH/SMD	27 <sup>th</sup> Sept 4 <sup>th</sup> Oct 18 <sup>th</sup> Oct 29 <sup>th</sup> Nov 31 <sup>st</sup> Jan 13 <sup>th</sup> Mar 1 <sup>st</sup> May 12 <sup>th</sup> June	N/A	Conflict reduction amongst pupils  Pupils attending workshops have opportunity to disseminate learning across the year groups. Awareness across the whole school.
Peer to peer buddies trained in antibullying strategies	Anti-bullying workshops to take place for pupils across the year groups. Year 12 pupils to undertake an accredited course with 'Bullies Out' to equip them with the skills needed to support younger pupils.	UH	<b>6<sup>th</sup> Nov</b> SC/SA <b>7<sup>th</sup> Nov</b> Yr 7 & 10 <b>18<sup>th</sup> Nov</b> Yr 12	Bullies Out funding £1000	Pupils can coach peer to peer. Buddies are more effective at supporting younger peers. Number of bullying incidents being reported may increase initially but over time the number of incidents will decrease due to awareness and intolerance of all types of acts of bullying.
Plan to deliver assemblies to all year groups to raise awareness of current issues relating to equality relevant to the pupils of St Cyres school and the local area.	Assemblies to be planned on: White ribbon day (DV) Show racism the red card European Languages day United Nations Day Gender equality Children's rights	UH/SMD HsoY	Sept 2019 – Jul 2020	N/A	Pupils develop as ethical and informed citizens of the school and wider community.
PSE programme to incorporate sessions that promote anti-discrimination and raise awareness of the benefits of diversity	Session to include topics such as My identity in Wales Cultural diversity and discrimination My entitlements Healthy eating Relationships: Attitudes towards gender Relationships: Everyone is different Relationships with each other Considering sexuality	HT/CT	Sept 2019 – Jul 2020	PSE capitation for guest speakers if not from a charity-based organisation.	Pupils develop as ethical and informed citizens of the school and wider community.

Cultural festivals to be acknowledged and celebrated in school	TV screens to acknowledge festivals and celebrations such as Eid/Hannuka/St David's day, Diwali, Chinese New Year. DACW themes and relevant subject specific lessons e.g. Welsh, RE	All staff	Sept 2019 – Jul 2020	N/A	Greater awareness of cultural and religious diversity within the school community.
Invite parents in to inform and celebrate special cultural/religious events	Coffee mornings for parents where pupils display their work in lessons and present their understanding of cultural events.	All staff	Sept 2019 – Jul 2020	Cover for staff if undertaken during the day/afternoon	Parental engagement increases Parental understanding of diversity and equality increases. Improve lines of communication with parents to encourage pupil attendance and promote positive attitudes towards learning
Pupil visits to be planned to visit places of cultural interest to broaden understanding of the world we live in.	Departments incorporate visits to places of cultural interest to support work covered in school.	HoF HoY	Sept 2019 – Jul 2020	Transport costs if minibus is not used	Greater awareness of cultural and religious diversity within the local community.
Staff and governors to be made aware of the Equality Act, Strategic Equality Plan and our statutory obligations under the Equality Act as staff towards our pupils.	Governing body meeting	LT	25 <sup>th</sup> Nov 2019	N/A	All stakeholders involved in a collective drive to promote equality and diversity within the school.
Equality impact assessment carried out by Leadership team	Evaluate the impact of the policy on pupils.	LT	Nov 2019	N/A	Removing or minimising disadvantages experienced by people due to their protected characteristics. Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

Targeted external interventions following any incidents as follow up work to change viewpoints and increase tolerance and understanding	Visits from PC Emma Mudie, local community Youth role models. Fearless (Crime stoppers) contact to be made – Khalifa Alaale. PREVENT (Darren Summerfield Counter Terrorism Case Officer)	UH/SMD	Sept 2019 – Jul 2020	Time for UH/SMD	Conflict resolution is effective amongst groups of learners/individuals.
External role models from a range of backgrounds to deliver inspirational assemblies/PSE sessions	Book organisations to deliver sessions throughout the year, incorporate into SsoW.	HT/CT UH/SMD HoY	Sept 2019 – Jul 2020	N/A	Role modelling reflects diversity and equality in the work place/ beyond the school community.

**Priority 2** - To reduce gaps in attainment and attendance between pupils from protected groups.

TARGET/OBJECTIVE	ACTION PLANNED	LEAD PERSON	TIME SCALE	RESOURCES	IMPACT CRITERIA
Improve performance in KS4 numeracy and reading in boys to reduce the gender gap.	Continue to monitor progress data for groups of learners across the L2 threshold and CSI performance. Implement strategies to support identified target group of pupils most affected/with the greatest deviation from average performance. Lead and develop a clear and shared understanding of predicted and target levels/grades across all key stages.	HoF LT	Sept 2019 – Jul 2020	Faculty time CWLG time	All pupils are making progress commensurate with their predicted levels/grades and often rising to the challenge set by target grades.
Understand the underlying issues and improve the attendance of pupils from identified protected groups having a negative impact on attendance figures.	Pupil Voice - To develop a variety of opportunities to enable pupils to have a say in what the barriers are to their attainment/attendance.	HoY	Sept 2019 – Jul 2020	HoY time Cover costs	Evaluation of data obtained will allow measures to be put into place to address the gaps and concerns regarding attendance.
Improve the literacy skills of EAL pupils	Engage in the Building Capacity project to improve assessment of and support for EAL pupils.	Eng Dept UH EMT	Sept 2019 – Jul 2020	Building Capacity project funding – VoG to cover 'cover' costs/time	Accurate assessment of English acquisition allows teachers to plan and prepare literacy resources to ensure the needs of EAL pupils are being met. Strategies used to move pupils to the next band of English acquisition. Greater understanding of exam text and questions will

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					impact on attainment in external examinations.
Respond to pupil voice feedback to address the needs of pupils from protected groups	Carry out pupil voice exploring themes and activities relating to diversity and equality. Summarise the findings to create an action plan to address key areas.	UH/SMD HoY	Sept 2019 – Jul 2020	HoY time Cover costs	Support mechanisms for vulnerable pupils are having a clear impact on pupil progress and self-esteem.
Develop differentiation strategies to support pupils with literacy and numeracy development particularly boys and EAL pupils at KS3 and 4.	SoW to incorporate differentiation strategies to support pupils from protective groups.	HoF	Sept 2019 – Jul 2020	Ongoing/PPA Gained time	Improved understanding work covered, improved behaviour, positive impact on pupil progress.
Update SoW to include engaging and challenging activities that appeal to a range of groups of learners to encourage improved attendance and punctuality to lessons.	SoW to incorporate strategies to engage pupils from protective groups to improve attendance and punctuality to school and lessons.	HoF	Sept 2019 – Jul 2020	Ongoing/PPA Gained time	Improved understanding work covered, improved behaviour, positive impact on pupil progress and attendance to school.

3 - Ensure that the quality and use of our Equality Monitoring and Data Collection is an ongoing feature of our school improvement.

TARGET/OBJECTIVE	ACTION PLANNED	LEAD PERSON	TIME SCALE	RESOURCES	IMPACT CRITERIA
Ensure equality data collected from feeder primaries is accurate and detailed	UH link through Primary Headteachers' meetings. See transition plan Priority 1a.	UH	May - Jul 2020	Gained time UH/HoY 7	Staff can plan and prepare appropriately; Core subject settings, LC groups and lesson resources. Site team can assess according to pupils' needs.
Regularly update pupil equality information on SIMS	Data to be reviewed at the start of the year and at the start of the Spring term.	JP	Sept 2019 – Jul 2020	N/A	Evaluation of data informs practices and procedures in school.
Regularly update audit of staff equality information	Completed annually	JP	Sept 2019 – Jul 2020	N/A	Evaluation of data informs practices and procedures in school.
Use of EAL toolkit to assess and track EAL pupils	UH to deliver training on toolkit to AL HoF. AL to disseminate to dept.	English Dept	Sept 2019 – Jul 2020	Building Capacity project funding – VoG to cover 'cover' costs/time	Accurate assessment of English acquisition allows teachers to plan and prepare lesson resources appropriately to ensure the needs of EAL pupils are being met. Strategies used to move pupils to the next band of English acquisition.
Monitoring and tracking of incidents to include bullying/race related/homophobic/anti-disabled/sexists and bullying relating to religion or beliefs.	Logs updated by HoY's	SMD/UH HoYs	Sept 2019 – Jul 2020	N/A	Evaluation of data informs practices and procedures in school.
All reported incidents are recorded and analysed within the school and sent to the Local Authority	Regular discussion at Leadership meetings.	HT	Sept 2019 – Jul 2020	N/A	Evaluation of data informs practices and procedures in school.

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Refining the recording and monitoring of pupil behaviour and attitudes.	Refine procedures for tracking demerits, PIRs and merits.	HoF HoY UH/SMD/ EL (Praise and Reward)	Sept 2019 – Jul 2020	SIMS Training on class charts	Appropriate and accurate reporting and monitoring of behaviour incidents. Consistent application of sanctions and rewards.
Continuing to ensure that any complaints from pupils, parents/carers and staff is dealt with appropriately.	Continue to deal with any complaint in an honest and open way. The school has a formal complaints procedure if complaints cannot be resolved informally.	HT LT	Sept 2019 – Jul 2020	N/A	Complainants are satisfied in the way in which their complaint has been resolved and formal Complaints procedures are minimal.

Priority 4 - To ensure that the physical environment of the school is appropriate for pupils' needs.

TARGET/OBJECTIVE	ACTION PLANNED	LEAD PERSON	TIME SCALE	RESOURCES	IMPACT CRITERIA
Ensuring that the physical environment of the school is appropriate for pupils' needs.	Regular site assessment and link meetings to evaluate accessibility for all pupils.	SMD	Sept 2019 – Jul 2020	Capitation for site maintenance	All pupils have access to all areas of the physical site to ensure full participation in all aspects of school life.

Priority 5 - To develop partnerships within the local community to support and celebrate the successes of **all** our pupils.

TARGET/OBJECTIVE	ACTION PLANNED	LEAD PERSON	TIME SCALE	RESOURCES	IMPACT CRITERIA
Ensuring that businesses that provide the school with goods and services are aware of our commitment to equality.	Implement a procedure by which businesses are made aware of the school's commitment to equality and make sure that new contracts state that the contractors must meet the equality standards.	Finance team	Sept 2019 – Jul 2020	N/A	Contractors etc understand our commitment and demonstrate this in the way in which they interact with our staff and pupils on site. Feedback from staff and pupils and feedback from the businesses.

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<p>Developing a partnership with the local community.</p>	<p>Increase the opportunities to integrate cultural diversity into the life of the school through visitors at assemblies and lessons as appropriate and from visits by the pupils to local events or institutions. The successes of all pupils are celebrated; Student of the fortnight on Twitter, Praise Postcards sent home, Year group twitter accounts and faculty/subject twitter accounts celebrating pupils success, Awards Evening annually for Year 7-10, Awards Evening for Sixth Form. Local business sponsorship for the Year 7-10 Awards Evening. Parents can track the number of merits their child has through the Xpressions App. Phone calls home praising pupils. PTCs also provide an opportunity to celebrate success.</p>	<p>HoF HoY UH/SMD HT/CT</p>	<p>Sept 2019 – Jul 2020</p>	<p>N/A</p>	<p>Pupils develop positive attitudes in a rich and diverse school community.</p>
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## **APPENDIX 1 - The national equality agenda**

The following pieces of legislation are at the heart of the equality agenda.

### **1.1 The Equality Act 2010**

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions;

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

### **1.2 The Human Rights Act 1998**

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances, the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

### **1.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011**

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Education Scheme was approved by Vale of Glamorgan Council in 2009 and applies to all schools. The principles of the Scheme and this Plan are similar- in promoting equality of opportunity and good relations and we will take the Welsh language into account alongside all the protected characteristics.

## APPENDIX 2 - Discrimination, victimisation and harassment

### 2.1 Discrimination

The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic<sup>1</sup>. Human Rights are applicable to all people in relation to the school.

There are four kind of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

1. **Direct discrimination**– where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child from any given background.
2. **Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics<sup>1</sup> e.g. a school excludes a pupil because they are a specific ethnicity or gender.

**Discrimination based on association** is illegal. Direct discrimination occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic e.g. their sibling has additional learning needs.

**Discrimination based on perception** is illegal. Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic<sup>1</sup> e.g. discrimination against a young person who is believed to be of a specific sexual orientation, even if they're not.

3. **Indirect discrimination** – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid school dress code which does not account for items of clothing linked to religion.
4. **Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g. a pupil with a learning need disciplined for not obeying a rule that they hadn't understood because they didn't understand the rule or took it literally.

### 2.2 Harassment including bullying

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.

<sup>1</sup>. 'Protected characteristic' (Equality Act 2010) It is against the law to discriminate against someone because of age, disability, gender reassignment, marriage/civil partnerships, pregnancy/maternity, race, religion or belief, sex, sexual orientation.

Harassment now includes **harassment based on association** i.e. a friend of a disabled person, **or perception** i.e. mistakenly believed to be of a certain religion.

Where there are instances of bullying in and associated with the school, we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

### **2.3 Victimisation**

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

A 'protected act' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith - that is they thought they were being honest.

### **2.4 Discrimination**

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents on the bus or outside school negatively affect our pupils as much as incidents in school and we will address these situations where they are known and reported to the school.

Discrimination involving adults are treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.