



Strategic Equality Plan

Date reviewed by Governors: September 2018

Date to be reviewed next: September 2022

Signed:

Headteacher

Chair of Governors

MISSION STATEMENT

Islwyn High School is a school where happy and healthy pupils are prepared by old fashioned standards and challenged through innovative teaching and learning experiences to create confident independent learners who will thrive in an ever-changing world.

VISION STATEMENT

Islwyn High School is a happy and healthy school, where our efforts focus solely on making pupils feel safe and ready to embrace the whole school experience. It is a school run on the principle of coupling innovative teaching with traditional standards of behaviour and commitment to achievement. We will develop a range of learning and personal skills in our pupils which will enable them to think independently and enjoy learning. We will use the best of modern technology to underpin learning and will create a truly learning centred ethos which strives to nurture all pupils' talents, whatever they may be.

We will be at the heart of the local community and at the centre of Caerphilly's education system, helping meet the distinct needs of learners with the support of all our stakeholders, especially parents. Our school will be dynamic and forward looking but will be an environment that also remembers to enjoy the experience of today. It will be a school with excellent features as recognised locally and nationally.

We will value good manners, respect and honesty and believe in the positive character that ALL people possess. The school's stakeholders will have a shared vision of the school and will be united by our school purpose, the core of which will continue to inspire learners, and equip them with the skills, confidence and qualifications required to thrive in an ever-changing world.

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1. School values

At Islwyn High School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. These are collectively described as “protected characteristics” under the Equality Act 2010. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support individuals, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Islwyn High School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

2. Characteristics of our School

Our school is a mixed comprehensive school located on in Oakdale in the county of Caerphilly. There are presently 1135 pupils on roll which includes 52 statemented pupils with complex needs from around the county who are registered at this school and are taught in our Secondary Special Resource Base with an additional 3 on home tuition. Our school has 117 teaching and non-teaching staff of which 75% are female and 25% are male. 50% of our pupils are girls and 50% are boys, 17.4% are currently eligible for free school meals and 280 (24% of all pupils) are on the SEN Register School Action – 106 School Action+ 97 Statemented – 77

Two individuals of our compulsory school age pupils are currently registered as having English as an additional language.

Pupils are from a range of ethnic backgrounds, including: White British, White European, Black Caribbean, Asian, Pakistani, Chinese, Thai, and Vietnamese. There are several different languages spoken by our pupils as their first language including English, Latvian, Chinese, Panjabi, Lithuanian, Vietnamese Arabic and Portuguese.

We have pupils with disabilities including visual impairment and mobility challenges. Our newly built 21st Century School is the most accessible school in Caerphilly and the South East region which ensures we can be fully inclusive of all pupils.

97% of teaching and non-teaching staff are White British. We have 16 part-time teachers. Less than 6% of our staff are Welsh speaking.

We are aware that we have parents in same sex relationships and any LGBT pupils who choose to make their sexual orientation known are respected and given support, if they require it.

Indeed, everybody is respected and valued equally, in terms of faith, culture, language, community and all other 'protected characteristics'. It is our belief that every member of the school should have the opportunity to achieve their full potential and to feel an integral member of the school community. We aim to do this 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. This is enshrined in our school ethos and motto: "Belong Believe Achieve"

3. Aims

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 Equality Plan (SEP) is to fulfil the duties to promote equality for people with 'protected characteristics' and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

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

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor individual pupil achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

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. These actions are set out in the next section and then expanded upon in appendix A.

4. Our Strategic Equality Objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

In setting the equality objectives for this school, we will take due regard of the general duties of the Equality Act 2010:

1. to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
2. to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - i. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - ii. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - iii. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our SEP and Equality Objectives are set in the light of:

- the regional equality objectives determined by Education Achievement Service (EAS);
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls and the difference in performance of pupils who receive free school meals and those who do not.

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our chosen Strategic Equality Objectives are to:

Priority One: Raise awareness and teach students, staff and governors

Priority Two: Reduce gaps in attainment and attendance between pupils in protected groups

Priority Three: Reduce the number of NEETs

We have strategically planned tasks to enable use to meet these objectives. They are listed in Appendix A of this Strategic Equality Plan (Action Plan). They cover all relevant protected characteristics. They describe how we are taking action to fulfil both the general and specific duties.

5. Scope

The policy applies to all full time, part time, job share, permanent, temporary and supply staff. It applies to all pupils, parents, 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.

6. Equalities Summary Statement

At Islwyn High School we aim to create a community based on traditional moral values which provides 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 Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or 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. This is highlighted in our school maxim “Include Inspire Achieve”

Specifically, within the maxim, we pledge that, in our school community we will

- recognise that everyone is unique and entitled to the same learning and extra-curricular experiences
- all strive to be positive roles for everyone else
- work hard to remove and overcome barriers to learning and taking advantage of the whole school experience.

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.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged 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 in order to help to combat hate crime across the county.

7. Responsibilities

Leadership and Management Commitment- the Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination.

They will encourage, support and enable all pupils and staff from all protected characteristics to reach the highest standards possible as indicated in the school’s maxim and this Equality Policy.

Governing Body- the Governing Body is responsible for:

ensuring that the school complies with Equality Legislation and fulfils its legal responsibilities. With assistance from the Headteacher, the Governing Body will ensure that the policy and its related procedures and strategies are implemented. The Governing Body includes equality issues as an annual item on the agenda of Governing Body meetings and has a governor with responsibility for Equal Opportunities.

Headteacher- the Headteacher is responsible for:

- making sure the Equality Policy is readily available, along with related policies eg. Anti-Bullying Policy, Behaviour Policy etc and that governors, staff, pupils, parents and guardians know about it

- making sure the policy and its procedures are followed and regularly reviewed
- 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.

The named person with responsibility for dealing with reported incidents of unlawful discrimination is Mr Matthew Thomas (Assistant Head). 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 termly.

The Equal Opportunities Co-ordinator is Mrs Emma Paskell (Business Manager). 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.

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 protected characteristics.

8. 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. Improving equality and helping to eliminate discrimination in the school community is intrinsic to the whole purpose and nature of an inclusive community. Stakeholders have been involved in ensuring that this Strategic Equality Policy reflects the mission of the school.

This policy and action plan have been put together by a working party drawn from people who represent a wide range of roles across the school and the views of individuals who fall within our identified protected groups have been canvassed. The draft policy was presented to staff members for consultation, the Senior Leadership Team for discussion and review before being presented to Governors for approval.

9 Publication and Reporting

The school publishes the Strategic Equality Plan on our website and will be communicated to parents at Parents' Evenings and other events. It is available in large print and other formats on request. The school Prospectus and the Governors' Annual Report to parents includes 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 is undertaken as part of the Governors' Annual Report.

10 Monitor and Review

We will revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan (eg. Achievement data, engagement with stakeholders).

We will use Equality Impact Assessments 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. Based on the above, we will review the Plan every year.

Appendix A
Strategic Equality Action Plan

2018 - 2021

Priority One: Raise awareness and teach students, staff and governors

General duties:	Advance equality of opportunity		
Specific duties:	Assessment of impact; equality information; equality objectives		
Protected:	Gender, race, pregnancy and maternity		
Source: (research/ data/ engagement/ statutory)	School Improvement Plan (SIP)		
Targets:	<ol style="list-style-type: none"> 1. The whole school community is, and will continue to be, committed to the ideal of equality for all 2. Staff and governors are aware of their statutory obligations under the Equality act 3. Staff and governors are fully signed up to the principles of equality and diversity as agents of the school 4. The curriculum in all year groups evidences planned teaching of equality and diversity 		
Success criteria	<ol style="list-style-type: none"> 1. All members of the school community have a deeper understanding of equality and its impact on maintaining a harmonious society 		
Strategically planned tasks:	On track?	Lead person	Time scale
<ol style="list-style-type: none"> 1. All pupils will be involved in Thought for the Day daily which covers a variety of relevant topics 2. Assembly themes linked to key national and global addresses relevant themes 3. PSE programme. 4. Involvement of Police Liaison Officer in assemblies and PSE days. 		Head of RE Head of RE PSE coordinators Progress Managers	Ongoing Autumn 2018 Ongoing across KS3 and KS4 Autumn 2018
Monitoring comments		Evaluation comments	

<p>advisor to gather and record attainment information for groups of pupils who share protected characteristics</p> <p>3. Establish a regular monitoring review and evaluation by Governors' sub-committee (Staffing and Curriculum)</p> <p>4. Liaise with CBBC Equality Officer in order to support the development of Governors and staff in the development of knowledge around implementing these duties</p>		<p>HT</p> <p>HT, Chair of Govs</p>	<p>Ongoing</p> <p>Autumn 2018</p>
Monitoring comments		Evaluation comments	

Priority Three: Reduce the number of NEETs

General duties:	Eliminate all barriers to learning and school life		
Specific duties:	Assessment of impact, monitor attendance, provide quality of opportunity		
Protected groups:	Race, pregnancy and maternity, sexual orientation		
Characteristics:			
Source: (research/ data/ engagement/ statutory)	School data-attendance, KS3/4 outcomes School leaver and destination information		
Targets:	<ol style="list-style-type: none"> 1. To use our data, present and historical, to plan for elimination of barriers to education in Y10 & 11 2. To provide an appropriate curriculum, including work based opportunities, that can interest and motivate individuals in danger of disengaging 3. To educate young people about the disadvantages of being a NEET 		
Success criteria	<ol style="list-style-type: none"> 1. A reduction in number of young people who leave compulsory education with no employment and no plans for further education/ training 2. There is evidence that we have analysed and identified any other influencing factors for groups of pupils who have the potential to disengage 3,. The number of pupils referred to the Pupil Referral Unit is reduced 		
Strategically planned tasks:	On track?	Lead person	Time scale
<ol style="list-style-type: none"> 1. Arrange fortnightly planning meetings between PM, AHT, ALNCo, Inclusion Manager and Attendance Office to identify potential serious attendance issues 2. Provide an appropriate multi agency level of support for identified individuals- learning 		AHT	Autumn 2018/ Ongoing
		AHT / PM / Inclusion Manager	Ongoing

<p>coach/ progress centre/ counsellor etc and discuss in fortnightly planning meetings</p> <p>3. Include sessions on the disadvantages of being a NEET into PSE (Wales has higher proportion of 16- 24yr olds than England)</p>		<p>AHT/ PSE coordinators/ ALNCo</p>	<p>Ongoing across KS4</p>
<p>Monitoring comments</p>		<p>Evaluation comments</p>	

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