



STRATEGIC EQUALITY PLAN POLICY

*This policy was adopted by the
Governing Body:*

Autumn 2016

Next Review: Autumn 2017

Contents of our Strategic Equality Plan (SEP)

Our school	3-4
1.1 Values	
1.2 Characteristics	
1.3 Mainstreaming equality into policy and practice	
1.4 Setting our equality objectives	
Responsibilities	5
2.1 Governing Body	
2.2 Senior Leadership Team	
2.3 Staff - teaching and non-teaching	
Information gathering and Engagement	6-7
3.1 Purpose and process	
3.2 Types of information gathered	
3.3 Engagement	
Equality Impact Assessment	7-8
Objectives and Action Plans	8
Publication and reporting	9
Monitor and Review	10
Appendices	
App 1 - School Equality Objectives and Action Plan	
App 2 - School Access Plan	

1. Our Distinctive Character, Priorities and Aims

1.1 School values

At Ysgol Uwchradd Caergybi, 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. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, 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 Ysgol Uwchradd Caergybi we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Ysgol Uwchradd Caergybi serves pupils drawn not only from a wide local geographical spread, but also from an extremely wide range of backgrounds; Ysgol Uwchradd Caergybi is diverse in terms of ethnicity and nationality; in socio-economic terms; in terms of levels of ability and challenges to ability and in terms of family and home structures.

A summary is offered below:

Ysgol Uwchradd Caergybi is an 11-18 mixed English-medium comprehensive school maintained by Isle of Anglesey local authority. The school is situated close to the centre of Holyhead and serves the town and surrounding areas. The school's catchment area includes four wards to which the Welsh Government has granted Communities First status because of the high levels of economic and social disadvantage. Nearly 40% of pupils live in the 20% most deprived areas in Wales. The proportion of pupils entitled to free school meals is 24%, which is higher than the national average of 17.4%.

There has been a steady increase in pupil numbers over the last three years, and the school currently has 810 pupils on roll, including 107 in the sixth form. Approximately 20% of pupils speak Welsh at home and 20% are taught Welsh first language. 2% of pupils come from a minority ethnic background. 1% which use English as a Additional language.

24% of pupils receive support for additional learning needs, which is higher than the national average of 17.6%. Only 1% of pupils have a statement of special educational needs, which is close to the national average.

Most pupils stay on in full-time education after Year 11. Only 5% of pupils who left school at age 16 are reported as being not in education, employment or training. This is lower than the national average.

1.3 Mainstreaming equality into policy and practice

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor 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 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;
- encourage classroom and staffroom discussion of equality issues which reflection social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our 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 any protected characteristic defined within the Equality Act 2010:

- Age
- Disability
- Gender Reassignment
- Marriage And Civil Partnership
- Pregnancy & Maternity
- Race
- Religion Or Belief
- Sex
- Sexual Orientation
- Language

The purpose of our Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for all and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard of the Public Sector Equality Duty to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. 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 identified in Appendix 1;
- views expressed by our school council and governing body that have been involved in the development of the plan;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v girls;

Our School Equality Objectives are set out in Appendix 2.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to disabled people, and also strive to make communications inclusive for parents, carers and pupils;
- ensures that no pupil is discriminated against whilst in our school In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

Key Personnel

SEN / Inclusion Governor - Mr. Neil Tuck

Child Protection Officer - Stella Dennis Bunting

Deputy Child Protection Officer - Claire Owen

Child Protection Governor - Mr Trefor Lloyd Hughes

Deputy Child protection Governor - Dr. Sharman Harris

LAC Governor - Mr Neil Tuck

Racial Incidents - Mr Adam Williams

PSE Coordinator - Miss Charlotte Wilson

2.2 Headteacher / Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating any incidents of bullying, harassment or discrimination in accordance with the Authority's and school's policies.

2.3 Staff – teaching and support staff

The school regards equality as a responsibility for all. Every member of staff contributes to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work support staff and encourage them to intervene in a positive way against any discriminatory incidents

3. Information gathering and Engagement

3.1 Purpose and process

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
- reviewing our performance.
- undertaking Equality Impact Assessments

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

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board; a template is available for this work
- pupil attainment and progress data relating to different groups;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any protected characteristic.

The school involves stakeholders including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We ensure that we communicate with everyone in an accessible way, using interpreters and different information formats when appropriate.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Stakeholder views are sought analysed and acted upon regularly. This compliments the involvement of a wide range of groups on a routine and ad hoc basis. This includes but is not limited to ...

- The School Council
- The Governing Body
- Sparks youth team
- Ethnic Youth Services Team workers who visit weekly to speak with pupils EYST
- The Youth Team whose workers also visit weekly to speak with pupils
- The EMLAS team based at the school
- Staff and representatives of the STF
- Communities First'
- South Wales Police PCSO's
- Residents & local businesses
- The Pastoral Team
- The Exchange
- St Paul's Church
- Educational Psychologist and
- The full complement of partners with whom we adopt a multi-agency approach to wellbeing.

4. Equality Impact Assessment

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender reassignment

- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-) belief
- Sex
- Sexual orientation
- Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on all our policies and proposals.

5. Objectives and Action Plans

Our Equality Objectives are:

- To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups;
- Publish and promote Equality Policy (SEP) through school website, newsletters, staff meetings;
- Monitor and analyse pupil achievement by protected characteristics, act on trends / patterns in the data that require additional support in order to narrow the gap;
- Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity;
- Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve;
- Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council, charitable works, CU assemblies, etc;
- Ensure racial incidents are reported, monitored and acted upon effectively;
- Introduce initiatives to encourage girls to take up sport outside the curriculum requirements, including football, cricket, basketball and rugby to ensure participation rates more reflective of school population;
- Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs. Involve representatives from a range of these to participate in our celebrations;
- To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan;
- Teachers work collaboratively with outside agencies and advise support staff accordingly;
- Needs of all stakeholders with disabilities will be taken into account in planning and undertaking school any refurbishment to the school;
- Clear signage in all areas of the school;
- Visual support in place in all areas of the school;
- User-friendly language in place for all communication;
- Communication translated into main community languages.

Appendix 2

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for our Equality Objectives
- undertaking an annual review of progress against our Equality Objectives.
- We will undertake a full review of our SEP by September 2016.

App. 1

Ysgol Uwchradd Caergybi Strategic Equality Plan 2016 – 2018

Equality Strand	Objective/Action	Impact	Responsibility
Protected Characteristics	Pupils provided the opportunity to make positive contribution to school life	School Council representation monitored by race, gender, disability	SDB/AW
Protected Characteristics	Promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups	Classroom and corridor displays reflecting the principles of the plan More diversity reflected across the school.	All Staff
Racial Equality	Ensure racial incidents are reported, monitored and acted upon effectively	All staff aware and act upon incidents	HT - All Staff Governing Body
Racial Equality	Celebrate cultural events throughout the year to improve community awareness of different ethnic groups and beliefs.	Increase awareness of cultural differences and beliefs.	JR - Head of humanities Cater-link - Caterers
Gender Equality	Encourage girls to take up sport outside the curriculum requirements. Increase participation in Rugby.	More Girls to participate in activities	DP - H of PE WRU Hub officer
Disability Equality	Continue to work with the LA to make school Disability friendly	Increase accessibility	HT Governing Body