

St. Illtyd's Catholic High School
Strategic Equality Plan
2012-2016

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Strategic Equality Plan – Policy Statement

1. Our School

St Illtyds is a large, inner city secondary school with pupils made up of people from a diverse range of backgrounds and life experiences. It has 50 teaching and 32 non-teaching staff. 49% of our pupils are girls and 51% are boys. 185 are eligible for free school meals and 244 are on the SEN Register.

Pupils are from a range of ethnic backgrounds. The largest group is White British (76%), but others represented are White and Black Caribbean (3%), Filipino (3%), Polish (2%), Other Black African (2%) and Indian (2%). A full breakdown of ethnicity is contained in Appendix 1.

Different faiths represented in our school include Christianity, Islam, Sikhism, Buddhism and Hinduism. A complete breakdown of this information is contained in Appendix 2.

There are 29 different languages spoken by our pupils as their first language including: English, Welsh, Polish, Tagalog/Filipino, Arabic, Urdu and Punjabi. Approximately 15% of our pupils currently speak English as an additional language. (Appendix 3).

27% of our pupils qualify for free school meals. (Appendix 4)

We have pupils with a range and co-morbidity of disabilities including visual impairment, hearing impairment, mobility issues, autism and Tourette's Syndrome. 12% have a recognised medical condition that requires staff to be aware and vigilant of their needs. These include attention deficit, hyperactivity disorder, diabetes, epilepsy, allergic reaction that may lead to anaphylaxis and Obsessive/Compulsive disorder. We are fully inclusive of all pupils.

98% of teaching and non-teaching staff are White British. We have 12 who speak Welsh. 1 of our teaching assistants speaks Polish. 26% of our staff are male and 74% are female. 15% of are staff are Welsh-speaking.

We comply with the Local Authority Online Recruitment Policy and Procedure which now monitors Sexual Orientation of staff however it does not yet provide adequate information to form a picture of our school. We are aware that we have parents in same sex relationships and LGBT pupils, however we do not monitor this robustly.

All of these people, their faiths, cultures and languages the school values equally.

2. 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:

1. Eliminate discrimination, harassment and victimisation
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

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 Section Ten.

3. Objectives and Action Plans

Our chosen Strategic Equality Objectives are

1. Reduce Gaps in attainment and attendance between pupils from protected groups
2. Reduce identity based incidents and bullying in school
3. Develop the quality and use of our Equality Monitoring and Data Collection
4. Raise awareness of equality and diversity issues among Pupils, Staff and Governors

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

4. 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.

5. Equalities Summary Statement

At St Iltyd's Catholic 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.

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 whole school rules, with our first rule being: "We respect everyone and everything".

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 racist incidents and bullying will be shared regularly every term with the LEA to help actions to combat hate crime across the City.

6. 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 Vision Statement 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 a regular item on the agenda of Governing Body meetings and has a governor with responsibility for Equal Opportunities who is Mrs M. Hacker

Headteacher

The Headteacher is responsible for:

- Overseeing the work of the Assistant Head - Inclusion
- Making sure the Equality Policy is readily available, along with related policies, eg "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 Mrs Janet Vokes. 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 LEA termly.

The Equal Opportunities Co-ordinators are:

Mrs Janet Vokes	Assistant Head - Inclusion
Mrs Lynda Hawkins	Support Staff
Mrs Maureen Greening	School Governor
Mrs A. James	Teacher
D. Wikeley	Behaviour Specialist Teacher
Mrs K. Williams	Parent
TBC	Parent

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 from the protected characteristics

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 assessment 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 while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

This policy aims to fulfil the requirements of the Equalities Act 2010, by:

- ensuring equality of outcome
- eliminating discrimination
- fostering good relations between individual groups

This scheme and the resulting policy document have been produced in collaboration with relevant stakeholders within our school community. The team is made up of volunteers approached because of their involvement/work with minority groups within the community. All members of the school community are aware of who the co-ordinators are and are encouraged to approach them with any issues/concerns that may arise. The team meets on a termly basis and is charged with representing the views of anyone within the

community. Any new developments that may have relevance to this policy are also discussed and, through the coordinators, the wider community is consulted.

The team is also aware of the support that is available through partners and other local organisations and aim to facilitate liaison between the school community and these agencies to promote equality of access for all members.

8. Publication and reporting

The school publishes the Strategic Equality Plan on our website and is communicated to parents at parents evening and other events. It is available in large print and other formats on request. The school prospectus 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.

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).

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 and republish necessary, but not less than annually with a full review not less than four yearly.

E. York	Headteacher
	Chair of Governors
	Date
	Review date

Signed:

Appendix 1.

Ethnicity

Afghanistani	1
African Asian	1
Arab	7
Asian and any other ethnic group	1
Bangladeshi	1
Black and any other ethnic group	6
Black European	3
British Gypsy/Gypsy Roma	4
Caribbean	1
Egyptian	1
Filipino	22
Indian	16
Information Refused	6
Iranian	3
Latin/South/Central American	2
Malay	1
Maltese	3
Moroccan	2
Nigerian	1
Other Asian	4
Other Black	1
Other Black African	18
Other Chinese	1
Other Ethnic Group	1
Other mixed background	4
Other Pakistani	8
Other White	1
Polish	17
Portuguese	2
Somali	1
Traveller of Irish Heritage	6
Turkish/Turkish Cypriot	1
White - British	624
White and any other ethnic group	2
White and Asian	2
White and Black African	13
White and Black	28

Caribbean	
White European Other	5

Appendix 2

Faiths

	%
CATHOLIC	46
CHRISTIAN	74
MUSLIM	3
OTHER	1

Appendix 3

First language

1ST LANGUAGE	ENGLISH
Y7	81
Y8	89
Y9	86
Y10	84
Y11	84
WHOLE	
SCHOOL	85

Appendix 4

Accessibility Plan

Standard	Available Resources	Activity	Recipients	Timescale & Cost	Success Criteria	Monitored by	Evaluation & impact on SIP
Curriculum Accessibility							
Increase the extent to which AEN & disabled pupils can participate in the school curriculum	Staff Development Budget	Setting suitable learning challenges Differentiated teaching and learning styles catered for. Differentiated assessment	Whole staff CTs & TAs	On going	Broader range of teaching strategies used by CTs & TAs	Head teacher, all teaching and support staff.	
Overcoming potential barriers to learning and assessment for individuals and groups of pupils	SEN Statement.	Ensuring all children have suitable equipment, furniture ...etc thus enabling them to access the curriculum.	CTs & TAs	On-going	Staff are confident to meet the needs of pupils with a diverse range of learning, medical and behaviour needs	Headteacher and Assistant Head - Inclusion	

Improving inclusive ethos	Additional Funding through statements and devolved budget	<ul style="list-style-type: none"> • Use of External Agencies/Expertise: <ul style="list-style-type: none"> · SALT · Physio. · O/T · Ed.P · Specialist Teaching Services • Positive images of disability to be displayed • Literature / resource books to include images of disability • Assemblies to explore issues of inclusion 				Assistant Head - Inclusion	
Responding to pupils' diverse learning and care needs	Anaphylactic	Exploration of alternate ways of recording Ensuring appropriate application for access arrangements for assessments Relevant training for CT					

	training/ Use of Epi pens	& TA teams. Epi pen training – reviewed yearly. First Aid at Work and Manual Handling qualifications gained by all willing staff (thus allowing greater flexibility of supervision).					
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Standard	Available Resources	Activity	Recipients	Timescale & Cost	Success Criteria	Monitored by	Evaluation & impact on SIP
PHYSICAL ACCESSIBILITY							
Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education.	Devolved Capital Fund Buildings Maintenance from Devolved Budget	Improved Access for PD Regular monitoring and maintenance of lifts, contrast strips on stairs (VI) Monitoring of storage of materials in classrooms and corridors to ensure access is not compromised.	Pupils and staff		Students survey	Bursar/ caretakers	

Standard	Available Resources	Activity	Recipients	Timescale & Cost	Success Criteria	Monitored by	Evaluation & impact on SIP
Provision of Information							
Improve the delivery of information to disabled/EAL students and their families	Advice from Physical/Sensory service, EMTAS	<ul style="list-style-type: none"> • Improved provision of information • Identify materials • Identify providers of translation services 	Pupils and parents with disability or for whom English is a second language		Pupils/parents satisfaction survey	Head teacher, Governing Body	