

**St. Iltyd's Catholic High School**  
**Strategic Equality Plan**  
**2017**

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## Strategic Equality Plan – Policy Statement

### **Introduction**

This policy describes the way in which St. Iltyd's Catholic High School will meet the requirements of the Equality Act 2010. The Act replaced all previous equality legislation such as the Race Relations Act, the Disability Act and the Sex Discrimination Act. The policy will be applied to all staff and learners, as well as any volunteers working in the school.

### **Access**

Employees, learners and volunteers are made aware of the existence of this policy and where it can be accessed.

This policy is reviewed annually.

### **Policy Statement**

St. Iltyd's Catholic High School will adhere to the requirements of the Equality Act 2010 by not discriminating against learners, staff, volunteer or anyone involved in external agencies the organisation may be working with on the grounds of:

- Sex, race, disability or belief or sexual orientation.

In addition, there will be no discrimination against:

- Pregnant females or new mothers
- Staff, learners or volunteers undergoing gender re-assignment
- Learners due to the behaviour of their parents and/or siblings

When recruiting staff, health related questions will not be asked until after a job offer is made, and then, only if it is necessary for the role.

### **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 62 teaching and 53 non-teaching staff. 49% of our pupils are boys and 51% are girls. 248 are eligible for free school meals and \_\_\_ are on the SEN Register.

Pupils are from a range of ethnic backgrounds. The largest group is White British (73%), but others represented are White and Black Caribbean (4%), Filipino (1.5%), Polish (3.5%), Other Black African (3%) 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 26 different languages spoken by our pupils as their first language including: English, Welsh, Polish, Tagalog/Filipino, Arabic, Urdu and Punjabi. Approximately 18% of our pupils currently speak English as an additional language. (Appendix 3).

28% 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. 17% 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, Obsessive/Compulsive disorder and asthma. We are fully inclusive of all pupils.

85% of teaching and non-teaching staff are White British. We have 7 who speak Welsh. 1 of our teaching assistants speaks Polish. 20 There are 20 male teaching staff and 42 female teaching staff. 7 of our 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 Illtyd'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 with the LA 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 C. Mc Lennan.

#### **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 Dawn Jenkins.** Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in SIMS, analysed within the school and collected by the LA.

When an incident of unlawful discrimination has taken place all staff must adhere to the flow-chart procedure in appendix 3.

**The Equal Opportunities Co-ordinators are:**

<b>Mrs Dawn Jenkins</b>	<b>Assistant Head – Inclusion</b>
<b>Mr Paul Moriarty</b>	<b>Deputy Head - Catholicity</b>
<b>Mrs Lynda Hawkins</b>	<b>Support Staff</b>
<b>Mrs C. Mc Lennan</b>	<b>School Governor</b>
<b>Ms Clare Bettridge</b>	<b>EAL Teacher</b>



<b>Mrs Ann Cook</b>	<b>Head of KS4 and Behaviour Specialist Teacher</b>
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**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.

Mrs Tracey Jarvis	Headteacher
Mrs Claire Mc Lennan	Chair of Governors
01/03/2017	Date
01/03/2018	Review date

Signed: Mrs Dawn Jenkins

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 Caribbean	28
White European Other	5

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## Appendix 2

### Faiths

	%
CATHOLIC	46
CHRISTIAN	74
MUSLIM	3

	OTHER	1
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First language

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

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Appendix 3 ( below)

## PROCEDURE FOR DEALING WITH RACIST/HOMOPHOBIC/DISABLIST INCIDENTS

If a member of staff witnesses any racist/homophobic/disablist incidents this procedure must be followed:

### **In class time**

- Inform the member of staff on learning walk.
- The pupil will then be removed to ER pending investigation.
- The member of staff who witnessed the incident must record the incident on SIMS under one of the following categories:  
Disability discrimination, gender, homophobic, racist, religion or belief, or transgender discrimination.
- The victim's name must also be recorded in order to receive support.

### **During unstructured time**

- The member of staff witnessing the incident must inform the HOY/AHOY asap
- The pupil will then be picked up and put into ER.
- The member of staff must record the incident ( as stated previously).

### **Persistent Offenders**

Every half-term data will be collected to see if there are persistent offenders. These pupils will need to be seen by CB for further intervention.

DJ will meet with CB and the Equal opportunities Team every term to analyse data and to see if any further action is needed. Information derived from monitoring will be used to plan whole school strategies to combat incidents.

Appendix 4

Accessibility Plan

Standard	Available Resources	Activity	Recipients	Timescale & Cost	Success Criteria	Monitored by	Evaluation & impact on SIP
<b>Curriculum Accessibility</b>							
<b>Increase the extent to which ALN &amp; disabled pupils can participate in the school curriculum</b>	Staff Development Budget	Setting suitable learning challenges  Differentiated teaching and learning styles catered for.  New Curriculum for ASPIRE year 7 and year 8  Differentiated assessment	Whole staff  New Specialist teacher and SENCO	On going	Broader range of teaching strategies used by CTs & TAs	Head teacher, all teaching and support staff.	
<b>Overcoming potential barriers to learning and assessment for individuals and groups of</b>	SEN Statement.	Ensuring all children have suitable equipment, furniture ...etc thus enabling them to access the curriculum.  New disabled toilet	CTs & TAs	On-going	Staff are confident to meet the needs of pupils with a diverse range of learning,	Headteacher and Assistant Head - Inclusion	



pupils		facilities.  Lift access  Specialised training for TAs – VI, manual handling.			medical and behaviour needs		
<b>Improving inclusive ethos</b>	Additional Funding through statements and devolved budget	<ul style="list-style-type: none"> <li>• Use of External Agencies Expertise :             <ul style="list-style-type: none"> <li>· SALT</li> <li>· Physio.</li> <li>· O/T</li> <li>· Ed.P</li> <li>· Specialist Teaching Services</li> </ul> </li> <li>• Positive images of disability to be displayed</li> <li>• Literature / resource books to include images of disability</li> <li>• Assemblies to explore issues of inclusion</li> </ul>				Assistant Head - Inclusion	

<p><b>Responding to pupils' diverse learning and care needs</b></p>	<p>Anaphylactic training/ Use of Epipens</p>	<p>Ensuring appropriate application for access arrangements for assessments</p> <p>Relevant training for CT &amp; TA teams. Epipen training – reviewed yearly. First Aid at Work and Manual Handling qualifications gained by all willing staff (thus allowing greater flexibility of supervision).</p>					
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Standard	Available Resources	Activity	Recipients	Timescale & Cost	Success Criteria	Monitored by	Evaluation & impact on SIP
<b>PHYSICAL ACCESSIBILITY</b>							
<b>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.</b>	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
<b>Provision of Information</b>							
<b>Improve the delivery of information to disabled/EAL students and their families</b>	Advice from VI/OT service, EMTAS	<ul style="list-style-type: none"> <li>Improved provision of information</li> <li>Identify materials</li> <li>Identify providers of translation services</li> </ul>	Pupils and parents with disability or for whom English is a second language		Pupils/parents satisfaction survey	Head teacher, Governing Body	