



Strategic Equality Plan

2016 - 2019

INTRODUCTION

1. General Statement of Policy

The school is committed to working towards equality of opportunity for all, promoting positive approaches to differences and fostering respect for the diversity evident in our school. The school is opposed to all forms of prejudice and discrimination. Language or behaviour that is potentially damaging to any group will not be tolerated and will be challenged. The school recognises that Wales and the UK are made up of many diverse groups and it is important that all students are adequately prepared to live and participate in such a diverse society.

This policy is designed to prevent individuals or groups in our school community experiencing discrimination or disadvantage of any kind, whether it be related to their ethnicity, nationality, gender, sexuality or disability. The main means of achieving this is by developing in our students positive attitudes through their curriculum and extracurricular activities. These activities will be further complemented by the range of support structures provided by the school.

The Strategic Equality Policy ensures equal opportunities and prevention of discrimination for the following protected characteristics:

- Age
- Gender
- Disability
- Race
- Religion and Belief
- Sexual Orientation
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Marriage
- Welsh Language

In addition -

In a school context, many of the above would also be considered to be Disadvantaged Learners. Those students eligible for Free School Meals are also considered to be Disadvantaged Learners. Therefore this Strategic Equalities Plan will also include, consider and cater for FMS students alongside the protected characteristics.

Areas for development linked to equalities are listed in the School Development Plan and will be reviewed annually in line with WG guidance.

2. Responsibilities

Governing Body

The Governing Body is responsible for ensuring that the school complies with all relevant anti-discriminatory legislation.

With assistance from the Headteacher, the Governing Body has responsibility for implementing appropriate courses of action to enable the school to adhere to this Equal Opportunities Policy.

The Governing Body includes Equal Opportunities issues as a regular item on the agenda of Governing Body meetings and has a named governor for equalities, who is Catherine Cox.

Headteacher

The Headteacher has overall responsibility, with the Governing Body, for implementing appropriate courses of action to enable the school to adhere to this Equal Opportunities Policy.

The Headteacher ensures that all staff receive training and are informed of the implications of the policy, including the relevant legislation.

It is recognised that **all staff** have a responsibility to promote equal opportunities within the school. However, to ensure appropriate focus and a strategic approach a named person will be identified.

Named Person for Equalities

The named person for Equalities or Equal Opportunities is Sarah Hook (contacted via sarah.hook@stjuliansschool.co.uk or 01633224490).

The named person 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.

PSE Co-ordinator

The PSE Co-ordinator is Katie Smith.

The PSE Co-ordinator ensures that equality issues are addressed in the implementation of the PSE Framework throughout the school, developing attitudes which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge prejudice and discrimination.

Teaching Staff

All teaching staff are responsible for keeping up-to-date with Equal Opportunities legislation and matters. Regular training opportunities and information sharing will ensure that all staff are kept abreast of such legislation and matters.

They know how to promote equality and diversity within the classroom and how to identify and challenge bias and stereotyping.

In their teaching they encourage positive working relationships between the diverse range of pupils ensuring that all are included in activities and have access to the curriculum.

Teaching staff should never discriminate, or allow personal feelings, prejudice or assumptions about different groups to affect their treatment of particular pupils, parents or other staff.

Support Staff

All support staff are responsible for ensuring that they do not discriminate in carrying out their functions, or allow personal feelings, prejudices, assumptions or stereotypes about different groups to affect their treatment of particular pupils, parents or other staff.

All Employees







All school employees have a responsibility to read, understand and comply with this policy.

Visitors & Contractors Working on Site

Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on equalities' issues. This will be via the means of displayed information.

3. Consultation

This policy was developed in consultation with the following:

-  Staff
-  Students
-  Parents / carers
-  Governors
-  Community groups/representatives
-  GEMS


4. Communication

 The full policy is:

- published in the staff policy files
- given to all non-LA contractors or service providers, who are made aware of their need to comply with the policy and are asked for their own.
- brought to the attention of parents and is available on request for parents, visitors and members of the wider community.
- published on school web-site.

 The Equal Opportunities summary is:

- sent to all job applicants
- published on the school's website
- displayed around the school premises
- available on request for parents, visitors and members of the wider community.

 The Equal Opportunities summary and Race Equality Policy will be translated on request.

5. Equality Targets (EqT) for 2016 – 2019

These targets are detailed in the School Development Plan. They focus on:

- **EqT1** Improve opportunities and life chances for vulnerable and underperforming groups by narrowing achievement gaps.
- **EqT2** Record, examine and share incident data using the SIMS recording tool to monitor bullying and acts of unkindness directed at the protected characteristics groups. Implement effective strategies to reduce incidents once trends have been highlighted.
- **EqT3** Develop greater understanding of cultural groups and key events to further enhance an inclusive ethos in school.
- **EqT4** Establish effective support mechanisms for students suffering with mental health conditions to ensure they achieve their potential.
- **EqT5** Provide more staff CPD opportunities on Equalities aspects to increase understanding of AEN needs and cultural groups and issues; staff to feel confident in providing for needs and also in addressing prejudice and discrimination.
- **EqT6** Improve the school facilities to create an accessible and engaging environment for all learners.

Actions to feature within the School Development Plan:

EqT1	Improve opportunities and life chances for vulnerable and underperforming groups by narrowing achievement gaps.		
Success Criteria	Actions	Staff	Timescale
L2 inc. E/M FSM 32% NFSM 57%	<ul style="list-style-type: none"> Continued improved use of the Pupil Deprivation Grant to support outlined plans and actions Focused use of data to be analysed in Middle Leader and LT meetings to identify underperforming students. Appropriate interventions to be implemented Funding to be available for departments to develop learning activities that support and nurture disadvantaged learners' progress in the classroom 	All	On going
L2 FSM 50% NFSM 77%		S Hook	Review - Autumn 2016
L1			

<p>FSM 84% NFSM 96%</p> <p>L2 inc. E/M Boys 44% Girls 63%</p> <p>L2 Boys 65% Girls 81%</p> <p>L1 Boys 94% Girls 95%</p> <p>Student Y9, Y11 and P16 achievement</p> <p>All leavers to be in education, training or employment</p> <p>Reduction in NEET figures</p>	<ul style="list-style-type: none"> • Use guidelines linked in the Pupil Offer to develop model that allows students to access enrichment activities • Family Support Worker to work within the community offering sessions to nurture parental skills in supporting their children with their learning. This links closely with the school's involvement in the Investors in Families programme • Mentoring from Post 16 students in subjects and tutorial to offer one to one support and guidance in setting targets and assisting disadvantaged learners • Additional hours allocated to literacy and numeracy intervention programmes with disadvantaged learners being prioritised • Monitor closely the attendance profiles of FSM students and implement interventions such as Attendance Panels to reach targets • Analyse behaviour data regularly to look at the patterns of EAL and FSM students and implement Inclusion intervention when appropriate <ul style="list-style-type: none"> • Learning and teaching strategies to engage boys within the classroom • Identify underperforming boys for Assertive Mentoring Programme (prioritise FSM and EAL students) • Identify positive male role models and EAL role models to inspire male and EAL students. These could be current and past students, teachers and other inspirational males that might be in the local community or beyond 		
--	--	--	--

<p>EqT2</p>	<p>Record, examine and share incident data using the SIMS recording tool to monitor bullying and acts of unkindness directed at the protected characteristics groups. Implement effective strategies to reduce incidents once trends have been highlighted</p>		
<p>Success Criteria</p>	<p>Actions</p>	<p>Staff</p>	<p>Timescale</p>
<p>Reduction in number of bullying incidents.</p> <p>2014/15 - 70</p> <p>Target for 2015/16 - 60</p>	<ul style="list-style-type: none"> • Monthly tracking and analysis of SIMS bullying report (shared with key staff) • Provide swift and effective support for victims of bullying • Enforce appropriate consequences and provide support for perpetrators of bullying • Deliver Tutorial and PSE programmes to combat bullying (with specific reference to findings from SIMS reports) 	<p>S Hook N King</p>	<p>Half termly monitoring</p>

	<ul style="list-style-type: none"> ● Improve tutorial and assembly resources to further highlight discrimination and ways in which such behaviour can be combatted 		
--	---	--	--

EqT3	Develop greater understanding of cultural groups and key events to further enhance an inclusive ethos in school.		
Success Criteria	Actions	Staff	Timescale
Wider understanding of other cultures	<ul style="list-style-type: none"> ● Improve tutorial resources and assembly topics to cover a wider range of cultural groups and key events ● Aim to acknowledge and celebrate an increased number of national and international events (faiths' festivals, awareness days etc) ● Establish Cultures Club 	S Hook HoH	Jan. 17 onwards

EqT4	Establish effective support mechanisms for students suffering with mental health conditions to ensure they achieve their potential		
Success Criteria	Actions	Staff	Timescale
Student attendance, engagement and achievement	<ul style="list-style-type: none"> ● Raise greater awareness of mental health conditions and impacts with both staff and students ● Improve students awareness of support within school ● Provide anxiety workshops for vulnerable students ● Establish peer support groups ● Ensure appropriate provision is available for exam students 	S Hook L Paske (BEST)	Sept. 16 onwards

EqT5	Provide more staff CPD opportunities on Equalities aspects to increase understanding of AEN needs and cultural groups and issues; staff to feel confident in providing for needs and also in addressing prejudice and discrimination.		
Success Criteria	Actions	Staff	Timescale
Improved staff awareness of equalities needs.	<ul style="list-style-type: none"> ● CPD days to always include an Equalities element within the agenda ● CPD to be provided by specialist agencies ● Improved information sharing from Inclusion Teams 	S Hook A Wells C Cook L Martin	Sept. 16 onwards

Greater confidence in meeting needs and addressing prejudice.	<ul style="list-style-type: none"> Restructure of Improvement Teams for greater clarity and improved working 	C Cox	
---	---	-------	--

EqT6	Improve the school facilities to create an accessible and engaging environment for all learners		
Success Criteria	Actions	Staff	Timescale
Student attendance, engagement and achievement	<ul style="list-style-type: none"> Improved facilities for VI Students Improved toilet facilities for students Improved PE facilities Aim to upgrade more classrooms to 'model classroom' (W21) standards Ensure maintenance programme continues 	S Hook D Beesley L Martin C Cox VI Service	Sept. 16 Sept. 17 Sept. 18 Sept. 17 Ongoing

Signed: _____

Date: _____

Headteacher

Signed: _____

Date: _____

Chair of Governors