



**Ysgol Uwchradd
Llanidloes
High School**

Strategic Equality Plan

**Adopted by the GB on
18 April 2016**

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1. Our distinctive character, priorities and aims

1.1 School values

Llanidloes High School aims to promote achievement, excellence and responsibility in all we do.

At Llanidloes High School we currently have 461 pupils on roll in years 7-11 and 71 in the sixth form.

13% are taught through the medium of Welsh

12.58% (58 pupils) are entitled to FSM.

1% (5 pupils) are EAL pupils and there are no LAC pupils.

15% are SEN (3% have statements 9% school action and 4% school action plus)

We have 40 teaching and 26 non-teaching staff.

98.5% of teaching and non-teaching staff are White British. 65% of our staff are female and 35% of our staff are male.

21% of our staff are Welsh-speaking.

Llanidloes High School aims to:

- Allow all students to achieve to best they can
- Promote excellence at all times
- Take responsibility for all our actions

To develop ourselves and others, we will persevere until we succeed.

- To support these aims the school will aim to:
- Encourage an ethos of continuous improvement;
- Give equality of opportunity which includes making reasonable adjustments for pupils with protected characteristics and needs. (e.g. from supporting pupils who may have learning difficulties to those who are MAT)
- Offer a curriculum that provides the knowledge, values and experiences and skills necessary for success in a complex, technological, global 21st Century society;
- Promote the skills of resilience and perseverance to allow young people to succeed;
- Provide a well-ordered and supportive environment;
- Promote the professional development of all who work at the school;
- Work in partnership with parents, recognising their vital role in ensuring the welfare and success of their children and encouraging their active participation in the life of the school;
- Develop partnerships with employers, community groups and individuals, becoming an integral part of the local, national and global communities in which our students will live and work;
- Work constructively with our family of primary schools to promote co-operation and continuity for the benefit of all our students;
- Work with other High Schools, further and higher education and other training institutions to provide a breadth of learning opportunities;
- Encourage an ethos of continuous improvement.

At Llanidloes 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 and 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 including making reasonable adjustments to lessons so all pupils at the school have a fair chance to achieve their full potential. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Llanidloes High School 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

Llanidloes High School is situated in the small town of Llanidloes. The school serves a large catchment area of mid-Powys. Pupils come from areas that are neither prosperous nor economically disadvantaged. Pupils attend from a predominantly rural community, mainly based around small towns and villages.

Fewer than 2% of pupils are not white, less than 1% whose first language is not Welsh or English and less than 20% on the SEN register.

With FSM of 12.58%, Llanidloes High School serves no areas of significant deprivation. It works hard to provide opportunities in a rural area for young people who need to develop resilience to take part in activities both in and out of school. Issues such as tenant accommodation, families being asset rich/cash poor, the effect of incomers to a rural area and the nature of seasonal employment from the tourist industry can affect the area. Many pupils do come from small primary schools with mixed age classes.

We have formed strong partnerships with local groups. We work in partnership with the School Nursing Service, local Police and TAF, providing services for young people as and when needed. We are given information regarding the diverse group in our community as and when this arises

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

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 e.g. use and consideration of things like using cream or yellow paper for some pupils who are dyslexic or additional equipment like laptops provided for pupils with dyspraxia or autism to help them stay on course.
- 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;
- encourage classroom and staffroom discussion of equality issues which reflect on 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 their race, gender, disability, gender reassignment, sexual orientation, pregnancy and maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

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.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

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; this means:
 - removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
 - 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;
 - 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;

- fostering 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 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 versus girls;

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 School Equality Objectives are set out in **Section 5 and 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 various 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 people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school and that all reasonable adjustments needed for any pupil are put in place as early as possible to ensure all pupils have access to and can achieve the best they can both.

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.

2.2 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, equality objectives and the resulting action plan;
- 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 all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies;
- ensuring that all staff are not only aware of the SEP, the objectives and action plan but that they live it and work hard to reduce any inequality in the school so all our pupils flourish.

2.3 Staff – teaching and non-teaching

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

- ensuring that all pupils are treated fairly, equally and with respect.
- maintaining awareness of the SEP and ensuring actions set out are progressed.
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- striving to provide classroom materials and planning out lessons with due regard to the protected characteristics and the individual pupil's needs
- challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents; supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents and promoting the restorative justice approach as per the training undertaken by LHS staff.

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. 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.

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:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme and put appropriate support actions in place. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

3.3 Engagement

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 take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

We also work hard to provide alternative options for some of our more vulnerable pupils who may fall into one of the protected characteristics e.g. additional support, flexible timetabling and home/school tutoring opportunities if parents are able to accommodate this if their child has a social phobia of school etc.

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

Pupil views are actively sought via the School Council. Pupil Voice is a priority.

Parents' views are actively encouraged via verbal, written and formal responses e.g. parents' surveys at consultation evenings and response to pupil reports.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are to :

- *monitor the achievement of all our pupils and compare and contrast these using the protected characteristics so as to understand and address any arising concerns. e.g. boys versus girls achievements at Key Stage 2, SEN pupils versus SEN pupils in Wales.*

- *monitor and tackle any incidents of bullying in the school using the restorative justice approach so as to build harmony and ensure all pupils have respect for each other and understand why bullying is not tolerated.*
- *monitor attendance of specific groups of pupils so as to set in place strategies to address absence that falls below our target.*
- *reduce the number of NEETS*
- *review access to facilities with pupils and staff*
- *raise awareness of equality issues with pupils and staff by using a range of materials available in PSE lessons and assemblies etc.*

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plan is cross referenced with the School Development Plan, which ensures that it is current, monitored and evaluated systematically.

The action plan shows:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

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

The school makes its SEP and its action plan to meet its equality objectives available to parents/carers and others via the website and on request including to those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

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 the SEP and action plans. This incorporates use of the overview of outcomes;

- using the 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.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which informs priorities and subsequent actions taken by both teaching staff and non-teaching staff alike.

We will undertake a full review of our SEP by September 2016. A report will be given to the Governing Body.

Signed:

Chair of Governors: _____ Date: _____

Headteacher: _____ Date: _____

Date for Review: September/October 2016

APPENDIX 1

Regional Equality Objectives

ERW (Education Through Regional Working)

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

3. Reduce gaps in levels of attendance between different protected groups as identified in local data

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. Reduce the number of NEETs

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors

Non-statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

Appendix 2

Llanidloes High School (LHS)

Strategic Equality Plan (SEP) 2016 – 2018 Equality Objectives and Action Plan

We will undertake a full review of our SEP by September 2018. The first annual review will take place in September 2016 and any changes will be reflected following this date. A report will be given to the Governing Body.

Equality Objective 1				
<i>Reduce gap in attainment between Boys and Girls.</i>				
Our Research:				
<i>Data analysis over last 3 years suggests the need to continue to focus on this issue. For example KS3 and KS4 results 2015 suggests an issue of boys needing to raise achievement.</i>				
Information from Engagement:				
<i>Pupil survey will be conducted September 2016 (led by School Council).</i>				
Data Development:				
<i>External results analysis at KS3 and KS4.</i>				
This objective will be judged successful if:				
<ul style="list-style-type: none"> • Data shows the gender gap between boys and girls has narrowed. • Both boys and girls improve performance in external examinations. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Results analysis September each year	SLT	September	September
1.2	Completion of Subject Self-Evaluation Reports, leading to School Self-Evaluation Report (SER).	Subject Leaders / SLT	September	December
1.3	Implementation of support strategies	All staff	September	June
1.4	Monitor via school monitoring procedures, and set action plans as required	All	September	July

Equality Objective 2 <i>The monitoring of bullying incidents in school</i>				
Our Research: <i>Whilst bullying incidents are rare, each one is investigated thoroughly. Any Incidents of racial bullying are reported to Powys LA termly.</i>				
Information from Engagement: <i>School Council has been used as the forum for this issue.</i>				
Data Development: <i>Wiswerd pupil staff and parent survey to take place September 2016.</i>				
This objective will be judged successful if:				
<ul style="list-style-type: none"> • Number of recorded incidents reduced. 				
Actions:				
	Description	Responsibility	Start date	End date
2.1	Analysis of previous year's data.	SLT	September	September
2.2	Completion of Self-Evaluation by Progress and Well-being Managers, leading to SER.	Progress and Well-being Managers/EE	September	December
2.3	Review of policy by School Council and stakeholders.	SLT	November	December
2.4	Annual review of policy submitted to Governors.	JH/CE/Governors	January	March
2.5	Monitor via school monitoring procedures, and set action plans as required.	CE/SLT/Progress and Well-being Managers	September	July

Equality Objective 3 <i>Monitor attendance of groups of pupils.</i>				
Our Research: <i>Data analysis suggests the need to continue to focus on this issue both on a whole school basis and for groups of learners.</i>				
Information from Engagement: Limited work has been done to analyse groups of learners (data statistically insignificant due to very small numbers). Learning Coach has been allocated resources from our PDG grant to analyse groups, and support FSM learners.				
Data Development: <i>SIMS attendance data.</i>				
This objective will be judged successful if:				
<ul style="list-style-type: none"> Data shows 'gaps' between identified groups of learners have narrowed. 				
Actions:				
	Description	Responsibility	Start date	End date
3.1	Data attendance analysis September each year.	SLT/MY	September	September
3.2	Implementation of support strategies.	CE/STY	September	July
3.3	Monitor via school monitoring procedures, and set action plans as required by EWO/LA.	CE/STY	September	July

Equality Objective 4

Reduce the number of NEETS. Pupils at risk of being NEET are identified early and transitional planning and support put in place to try and reduce the likelihood to them being NEET on leaving Year 11.

Our Research:

Data analysis over last 5 years suggests the need to continue to focus on this issue to support young people in challenging economic times.

Information from Engagement:

Pupils value appropriate mentoring and careers advice.

Data Development:

External results analysis at KS4 and Post 16, and destination of pupils' data published annually.

This objective will be judged successful if:

- Pupils return to study in the Sixth Form.
- Pupils continue studies in college Post 16.
- Pupils engaged in work-based training Post 16.
- Pupils in employment Post 16.

Actions:

	Description	Responsibility	Start date	End date
4.1	Results analysis September each year.	SLT	September	September
4.2	Review and improve careers advice.	JJ/AL/MY	September	July
4.3	Implementation of support strategies.	All staff	September	July
4.4	Monitor pupil performance via school monitoring procedures, and set action plans as required.	All	September	July

Equality Objective 5 <i>Review access to facilities for pupils and staff.</i>				
Our Research: <i>Accessibility plans and the Disability Access plan regulations have resulted in regular review of this issue</i>				
Information from Engagement: Staff and pupils have been satisfied with facilities; however, requirements are subject to change dependent on altered pupil/staff needs. Note: access to education isn't limited to building access but also covers access to classroom materials, teaching styles and ensuring reasonable adjustments are considered and made by teachers to support more vulnerable pupils so they have equality of access to learning.				
Data Development: <i>Use of Accessibility Plans</i>				
This objective will be judged successful if: <ul style="list-style-type: none"> • Pupils (via School Council) continue to be satisfied with the facilities available. • Staff continue to be satisfied with the facilities available. 				
Actions:				
	Description	Responsibility	Start date	End date
5.1	Review of Access Plans.	CT/JE	September	July
5.2	Governors monitor via Committee.	GB Health and Safety Sub-committee	September Meeting termly	July
5.3	Agreement of spending priorities.	Governors	September	July
5.4	Monitor via school monitoring procedures.	SLT	September	July

Equality Objective 6				
Raise awareness of Diversity Issues amongst staff.				
Our Research:				
<i>We believe in ensuring staff are kept up to date on this issue to allow them to understand the issues facing young people in Powys and growing up in the early part of the 21st Century</i>				
Information from Engagement:				
<i>Pupil survey will be conducted September 2016 (led by School Council).</i>				
Data Development:				
<i>Review issues of racial bullying and staff / pupil perceptions via Wiserd survey and School Council.</i>				
This objective will be judged successful if:				
<ul style="list-style-type: none"> • Staff and pupils demonstrate greater awareness. • Positive pupil response to PSE programme. 				
Actions:				
	Description	Responsibility	Start date	End date
6.1	Review PSE programme.	CT/YLs	September	October
6.2	Completion of Self-Evaluation by Progress and Well-being Managers, leading to SER.	CT/CE	September	December
6.3	Review INSET needs of staff / Governors	CE/JE	September	June

Making our plan available

- We will make our plan available to anyone on request.
- We will publish the plan on the schools' website. We will readily offer the plan in other formats should anyone request it.
- In striving to make our plan accessible, we have tried to use plain language that is jargon free.