

**Cynffig Comprehensive School
Strategic Equality Plan
2017 – 2020**



Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

Date: June 2017

Scheme due for review: June 2020

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1. Our Distinctive Character, Priorities and Aims

1.1 School values

At Cynffig Comprehensive 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 & 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 Cynffig 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 Current characteristics of our school.

Cynffig Comprehensive School is an 11-18 mixed, Local Authority (LA) maintained comprehensive school. Number on roll is 666 with an increasing numbers forecast for the following few years.

Currently Cynffig has 29% eFSM and serves a diverse socio-economic Cluster.

There are approximately 666 pupils with an increasing trend over the next few years.

Currently we have 92 staff employed at the school, 48 teaching staff and 34 support staff (admin, technicians, learning support, premises support) in addition the school employs its own cleaners.

54.7% of pupil population is male.45.3% female.

97% of pupil population is white British

Less than 1% of pupil population is designated as English as an Additional Language (EAL). All of these pupils are defined as at least competent in their use of English.

The school hosts a Special Resource Centre for pupils with Moderate Learning Difficulties (MLD) with current numbers at 35. There are 5 designated classes for the MLD provision

Less than 1% of pupil population has a Special Educational Needs (SEN) statement.

12% of pupil population are categorised for School Action. 9% are categorised for School Action Plus.

4.3% of pupils were in receipt of a fixed term exclusion in 2015/16. There were no permanent exclusions.

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. A copy of the school's Equal Opportunities Policy is available on request.

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 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;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including 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 & 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
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. 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
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 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 v. girls; eFSM v noneFSM

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 (p.10) 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 strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child 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.

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 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 all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

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, 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, racism or homophobia, and record 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

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:

- an analysis of the responses received from pupils, parents/carers, staff and 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;

- 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. 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.

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

- Pupil surveys were distributed to all pupils for completion during registration under the guidance of their form tutor.
- Parent surveys were sent home with all pupils and also posted on the school's website.
- Staff surveys were distributed to all staff (teaching & non-teaching)
- Governor Surveys were emailed to all Governors

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

1. To provide more guidance and information to all stakeholders (pupils, staff, parents and Governors) on equality & diversity.
Prioritise initially, two of the main issues raised in the pupil surveys –
2. Review of procedures relating to bullying and strengthen work to promote positive behaviour.
3. Improve Pupil Voice on School matters.

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 plans are included in the School Improvement Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- 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 provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including 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 analyzing 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 inform priorities.

We will undertake a full review of our SEP in June 2020, for approval by Governors in Autumn 2020.

Cynffig Comprehensive School

Strategic Equality Plan 2017 – 2020

Appendices

Appendix 1 Regional Equality Objectives

Appendix 2 School Equality Objectives and Action Plan

Appendix 3 Current Accessibility Plan

Appendix 4 Stakeholder Questions

Regional Equality Objectives

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.

None 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.

CYNFFIG COMPREHENSIVE SCHOOL
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Equality Objectives and Action Plan

<p>Equality Objective 1</p> <p>Raise awareness of Equality and Diversity issues among Pupils, Staff & Governors</p>
<p>Our Research:</p> <p>Statutory guidance on Public Sector Equality Duties states that ‘a listed body in Wales (including all school) must make appropriate arrangements to promote knowledge and understanding of general and specific duties amongst its employees’. In Cynffig we wish to extend this to include Pupils, Staff & Governors. Staff, Governors and Pupil questionnaires identified the need to advise stakeholders further of ‘collective stakeholder views’ on equality.</p>
<p>Information from Engagement:</p> <p>Through questionnaires and discussion with pupils, parents, staff and governors they have suggested we need to improve:</p> <ul style="list-style-type: none"> • Awareness of equality issues and protected characteristics to all stakeholders. • Staff and governor knowledge of specific duties and Equality Policy and protocols. • Improved communication with parents on equality issues.
<p>Data Development:</p> <p>Collate questionnaire and send out repeat questionnaires to all stakeholders with 12 months to measure the impact of procedures below</p>
<p>This objective will be judged to be successful if...</p> <ul style="list-style-type: none"> • All Governors receive updated Equality training where available.

- Equality training needs of staff have been assessed and training arranged.
- Issues of equality are raised amongst pupils, parents and staff
- Robust systems of communication are in place

Actions:

	Description	Responsibility	Start date	End date
1.1	Liaise with Governors and Governing Services to ensure there are appropriate arrangements for Equality training.	Headteacher	2017 onwards	Ongoing
1.2	Staff training on Equality rolled out to all staff during INSET and staff meetings. Use online resources where available.	Headteacher	July 2017	Ongoing
1.3	To implement clear and effective systems of communication to both pupils and parents on Equality issues.	All Teachers	2017 onwards	Ongoing
1.4	Develop classroom materials for introduction to Equalities sessions for pupils. This is to be developed further through PSE lessons, COPE, Welsh Baccauleraute and Equalities policy.	Assistant Headteacher	Throughout the Year.	Ongoing
1.5	Review and discuss Strategic Equality Plan Objectives with Governors and Staff.	Headteacher	Annually	Annually

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Equality Objectives and Action Plan

Equality Objective 2

Extend and strengthen work with agencies to promote positive behaviour strategies and reduce incidents of unacceptable behaviour and bullying within the school community

Our Research

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

Data Development:

Collate questionnaires and send out repeat questionnaires to all stakeholders within 12 months to measure the impact of procedures below.

This objective will be judged to be successful if...

- SIMS records on behaviour are positive and show measurable success in addressing, recording and dealing with anti social behaviour.
- There are improved collaboration with the Behavioural Support Service, Youth Service and Police Liaison Service to ensure intervention strategies are effective and support both the 'perpetrator' and 'victim' of bullying.
- Systems are in place to recognise, report and deal with identity based bullying.
- There is evidence that work to educate and engage with pupils has reduced the prevalence of homophobic language.

Actions:

	Description	Responsibility	Start date	End date
2.1	Update Anti-Bullying Policy and Procedures	AHT	Jan 2017	April 2017
2.2	Measure the success of multi-agency intervention/support of pupils involved in incidents of bullying/harassment or discrimination. Ensure these pupils are equipped to participate.	AHT	Ongoing	Ongoing

	fully in an inclusive school both Socially & Educationally	Learning Leaders		
2.3	Engage with both pupil and parents to ensure that they feel their voice is listened to with particular reference to victims of bullying.	AHT Learning Leaders	Ongoing	Ongoing
2.4	Include discussions of Homophobic and Homophobia language in PSE lessons and Welsh Baccauleraute.	AHT Head of WBQ	Ongoing through PSE Programme, WBQ Lessons	Ongoing
2.5	Further refinement in ensuring systems are in place to update bullying log.	AHT	Ongoing	Ongoing

CYNFFIG COMPREHENSIVE SCHOOL

Strategic Equality Plan 2017 – 2020

Equality Objectives and Action Plan

Equality Objective 3				
Improve Pupil Voice on school matters – community involvement and decision-making, through the school and school parliament.				
Our Research:				
At Cynffig pupils value the opportunity to have their views heard through the School Parliament Pupils select their own pupil representatives. The Student Parliament have met with the Finance & Resource Manager to need				
Information from Engagement:				
School and School Parliament have raised concerns over the condition of Toilets. They meet regularly and have requested greater pupil involvement in the choice of extra-curricular activities.				
Data Development:				
<ul style="list-style-type: none"> • Extra-curricular club register 				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> • There is a measurable improvement in the condition of the school toilets. • A greater variety of extra-curricular clubs are on offer with increased participation. 				
Actions:				
	Description	Responsibility	Start date	End date
3.1	School Parliament informally monitor and feedback on the condition of school toilets	Learning Director	Ongoing	Ongoing
3.2	CCTV used to monitor any anti social behaviour on	HT / AHT	Ongoing	Ongoing

	the school premises	Site Staff, All Teachers		
3.3	Programme of extra curricular activities shared with pupils via website	All Teachers	Termly	Termly
3.4	Student Parliament in meetings review extra curricular opportunities	Learning Director	Ongoing	Ongoing
3.5	5 * 60 audits participation levels	PE Dept. AYPD	Annually	Annually