



**Liswerry High School
Strategic Equality Plan
2016 - 2019**

School Motto “Learning For Life”

Our school motto underpins all we do in school. We aim to inspire pupils and support staff to ensure that learning for all at Lliswerry High School is a lifelong process.

School Vision

- All members of our school are valued and have a contribution to make to the improvement of our school
- All students make appropriate progress as individuals and develop into responsible citizens
- Our curriculum meets the needs of all learners and that the teaching engages, inspires and prepares them for their adult working life
- Our school values the wellbeing of all members of the community
- Students and staff will embrace our key message, “Learning for Life”

This is the school’s second Strategic Equalities Plan (SEP) and sits above the school’s Inclusion Policy. What was previously the school’s Access Policy is covered by this Plan. This policy belongs to everybody and is relevant to all students, teaching and support staff, parents, carers, supporters and the local community.

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;
- 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

The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy.

1 Equality vision and equality objectives

The Equality Act 2010 requires all schools to have equality objectives in place by April 2012. These objectives cover all following protected characteristics: age, disability,

gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. Actions to achieve these objectives are in the action plan at the end of this document and have been included as an initiative or action in the School Improvement Plan.

To choose objectives for Lliswerry High School we:

- Researched equality objectives
- Listened to equality experts and Heads of Schools in Newport about their choice of equality objectives
- Discussed and agreed the possible objectives with school staff
- Discussed and agreed the possible objectives at a school council meeting
- Consulted the Lliswerry community
- Drew up a long list of objectives

These are the equality objectives we have chosen for 2016-19:

- **Aim to ensure that learners from all backgrounds do as well as all other groups of learners e.g. FSM/Non FSM learners, learners from different ethnicities**
- **Improve the attendance of all groups of learners to help them attend school regularly**
- **Support all genders to achieve as well as each other in their examinations**
- **Continue to analyse data related to outcomes with equality objectives evaluated and share with staff and Governors**

The following plan sets out our equality commitments. Actions are included in the Action Plan and the Strategic Equality Plan will be evaluated through the School Improvement Plan and the self-evaluation monitoring processes.

2 School strategies and equalities

Implementing the Strategic Equality Plan is included in objectives in the School Improvement Plan. Equalities implications will be identified in each school improvement objective. Progress on this plan will be reported to the Governors annually and included in the School's Self Evaluation. The Plan will be reviewed within 4 years of setting the equality objectives in 2016.

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;
- promote community cohesion

3 The national equality agenda

The following pieces of legislation are at the heart of the equality agenda.

3.1 The Equality Act 2010

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:-

- Promoting equality of opportunity

- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

3.2 The Human Rights Act 1998

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination ‘on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status’.

The words ‘other status’ have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Language Education Scheme was approved by Newport City Council in 2007 and applies to all schools. The principles of the Scheme and this Plan are similar- in promoting equality of opportunity and good relations we will take the Welsh language into account alongside all the protected characteristics.

4 Pupils

4.1 Open Access

Our school is open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

We will not discriminate on the grounds of:

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- the Welsh language in Wales.

Age is the 9th protected characteristic. In a school context it applies to everybody except pupils.

Opportunities in our school will be of an equally high standard for everyone.

The school's duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school has a duty to make reasonable adjustments for disabled students. The duty is anticipatory. The school will ask disabled students whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases a disabled student may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993.

4.2 How we deliver equality

We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the school's equality commitments
- Can access all the benefits of being at the school
- Know how to ask for help
- Are offered suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference.

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4.3 What support can you expect?

The school can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However this can only apply to particular and unforeseen circumstances.

4.4 Positive Action

The school can take proportionate positive action to address disadvantages faced by students of a protected characteristic, or where it would enable or encourage participation by an under represented group.

4.5 Communication

The school will communicate with people in a way that is suitable for them. We will:

- Design materials that are easy to read- clear language and clear layout
- Use images that reflect the school and our local community
- Provide information in a variety of formats including large print, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in effective communication.

4.6 Curriculum, resources and involvement

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support young people to examine their lives and personal identity in the light of people's experiences which are both similar and different to them.

The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Newport.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

4.7 Buying goods and services and working in partnership

The school will pass on its equalities duties to any person or body who:

- works for us or with us,
- delivers goods for us,
- whether they are paid, voluntary or partners.

All school contracts will state that they have to meet the equalities standards as set out in this Plan. The impact of this is that school related activities will be fair and equal for all employees, students and parents.

4.8 Engagement

The school consults and involves all the school's stakeholders on matters that concern them, including this Plan and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.

The school has procedures for finding out how students think and feel about the school.

4.9 Training

We will make sure that all people involved with the school know our equality commitments and their personal duty under it. We will provide suitable training for all staff and students. Where there are issues or potential issues e.g. social tensions, we'll continue to address matters through the curriculum and where it's needed use targeted external interventions, for example Show Racism the Red Card etc.

We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

4.10 Complaints and comments

We welcome feedback about the school and we recognise that we need people to tell us how we are doing. If you have a concern or complaint, please let us know. You can tell a teacher or school employee, telephone, write or email us. If you'd like to make an appointment with a relevant person, we will arrange it.

When we deal with a concern or complaint we will do our best to keep people involved informed of what's happening and check that everyone is happy with the process. Advocacy and personal support is available for children and young people who need it.

5. Discrimination, victimisation and harassment

5.1 Discrimination

The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kind of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

1. **Direct discrimination**– where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.
2. **Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a student because they are black and male.

Discrimination based on association is now illegal. Direct discrimination occurs when you treat a student less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

Discrimination based on perception is now illegal. Direct discrimination also occurs when you treat a student less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they're not.

3. **Indirect discrimination** – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid school dress code which does not account for items of clothing linked to religion.
4. **Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g. a student with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the rule.

5.2 Harassment including bullying

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect students, prospective students, former students, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and students, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes **harassment based on association** i.e. a friend of a disabled person, **or perception** i.e. mistakenly believed to be a Muslim etc.

Where there are instances of bullying in and associated with the school we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

5.3 Victimisation

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

A 'protected act' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith- that is they thought they were being honest.

5.4 Discrimination

Name calling, physical attacks, threats, the spreading of false rumours in person or via technology are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified and it involves our employees, students or premises. Incidents 'on the bus' or 'outside school' negatively affect our students as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults are treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals' because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

6 Responsibilities

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.

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

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 all staff and encourage them to intervene in a positive way against any discriminatory incidents

6.2 Taking decisions and Equality Impact Assessments

The school uses two different tools to look at the potential equality impact of our actions.

Before introducing important new policies or measures the school carefully assesses the potential impact on equalities, positive or negative. Newport City Council has an Equality Impact Assessment tool which is suitable for schools. We will publish the Equality Impact Assessments as is required by law.

An Equality Impact Assessment will include:

- The purpose of the policy or practice
- A summary of the steps taken in the assessment (engagement)
- A summary of the information gathered and used
- The result of the assessment and
- Any decision taken by the school in relation to the results.

Newport City Council's Equality Self Evaluation Tool for Schools is different and used in different circumstances. It looks at the work of the school in detail and provides a snapshot of where we are. It asks similar questions to the EIA but in respect to the whole school development.

Whenever possible, a broad range of people including staff, parents, students and others are involved in consultation on policy development. Any issues arising will be addressed and stakeholders informed of decisions and actions.

6.3 Performance

The school uses Newport City Council's Equality Self Evaluation Tool to evaluate performance across most equality matters. Performance in relation to the Action Plan and Equality Objectives will be reported to Governors annually and included in the school's Self Evaluation Report.

6.4 Identifying and publishing equality information

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For students and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender
- Composition broken down by types of disability and special educational needs

- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints.

We will be sensible in producing information and no data published will identify individuals.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account in analysing data and developing strategies to address equality differences.

7 Employment

7.1 Employment

The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We will create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.

We want our workforce to reflect society in Newport. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by the school's Pay Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels. We have adopted Newport City Council's Human Resources Policies.

7.2 Requests in relation to a protected characteristic

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

7.3 Positive action in Employment

Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or underrepresentation exists before taking action.

If two candidates meet the job requirements and are equally good candidates, the school may choose a candidate from a less represented group in order to address demographic balance in the workforce.

7.4 Monitoring and publishing information on employment

We will monitor and publish equality information on our workforce in line with Newport City Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we'll ask current and prospective employees their opinions and experiences.

7.5 Positive about disabled people

The school is committed to the two ticks -'Positive about disabled people' initiative which guarantees an interview for disabled people who meet the essential job requirements. We can make changes to an employee's environment and role if they are disabled.

8 Equality Objectives and Action Plan

Equality and diversity is a normal part of the school's everyday business. This action plan and equality objectives sets out the school's main equality projects. Many of these objectives and actions can also be found in the school's School Improvement Plan. There may be more or different work needed as opportunities arise.

Equality Objectives and Action Plans

Equality Objective 1 Aim to ensure that learners from all backgrounds do as well as all other groups of learners e.g. FSM/Non FSM learners, learners from different ethnicities					
Evidence	Pupil outcomes				
Protected characteristic	Disability, race				
Quantitative target	Differential in attainment between groups in 2016 is <12% and reduces to <10% by 2018				
Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
1 Monitor the performance of groups of learners on at least an annual basis	Ongoing monitoring identifies subjects where action is needed	PG HOKS HOY AB Monitoring & meeting time	Ongoing	Tracking data throughout academic year	Differential in attainment between groups reduces year on year
2 Provide mentoring and support for all pupils	Each pupil set targets to improve attainment	Parents' Evenings Data Interim Sheets and Reports Tutor mentoring Meeting time	Ongoing	Mentoring of all pupils	Differential in attainment between groups of learners reduces year on year as learners accept responsibility for addressing their learning barriers

Equality Objective 2 Improve the attendance of all groups of learners to help them attend school regularly					
Evidence	Pupil attendance figures				
Protected characteristic	Race				
Quantitative target	Whole school attendance exceeds 91% in 2015-16, increasing by a further 0.5% each year for the following 2 years				
Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
1 Monitor attendance of groups of students and action taken where issues identified	Ongoing monitoring identifies the attendance of different racial groups	Attendance Officers, EWO, HOKS, HOY SLT Monitoring & meeting time	Annual and on-going	Termly Data analysis meeting	Patterns of attendance and absence are identified Attendance improves year on year
2 HOKS/HOY/EWO/GEMs	HOKS, HOY, EWO,	Attendance Officers,	Ongoing	Fortnightly meetings of	Attendance improves

involvement where attendance falls below desirable levels to engage with learners and families	GEMs intervention is appropriate to the groups of students	HOKS and HOY EWO, Roma Heritage Worker Meeting time		EWO and HOKS. HOY	year on year
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Equality Objective 3					
Support all genders to achieve as well as each other in their examinations					
Evidence	Pupil Outcomes				
Protected characteristic	Gender				
Quantitative target	Differential of attainment in 2015-16 improves to <10% and further reductions in the next 2 years – in line with Family and Wales				
Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
1 Monitor the performance of girls and boys on at least an annual basis	Ongoing monitoring identifies subjects/learners where action is needed	PG LOLs Teachers Tutors Governors	Annual	Tracking data review	Differential in attainment between girls and boys reduces year on year Learners achieve their FFT grades/levels
2 Mentoring by SLT/Pastoral Staff of key learners	Each pupil set targets to improve their attainment	SLT LOLs Teachers	Annual	Target setting and review	Differential in attainment between girls and boys reduces year on year as learners accept responsibility for addressing their learning barriers

Equality Objective 4					
Continue to analyse data related to outcomes with equality objectives evaluated and share with staff and Governors					
Evidence	Pupil Outcomes				
Protected characteristic	Equality Objectives				
Quantitative target	Gender differential in line with Family and Wales Ethnic group outcomes achieve in line with FFT data				
Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
1 Monitor the performance of groups of learners on at	Ongoing monitoring identifies subjects	PG LOLs Teachers Governors	Annual	Tracking data review	Differential in attainment between groups reduces year on year

least an annual basis	where action is needed				
2 Interventions deployed as required to support individual and groups of learners	Learner outcomes improve in line with expectation	PG HOKS HOY	Annual	Intervention tracking	Attainment data indicates learners in groups achieve in line with expectation

Strategic Equality Plan Action Plan

The action plan below contains actions relevant to the SEP that aren't already included under an Equality Objective.

Strategic Equality Plan Action Plan					
Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
1 Employee training	Professional Learning provided for all staff	SLT Training costs £10,000	Ongoing	Registers of staff attendance Evaluation and feedback reports	All staff have access to relevant training
2 Engaging parents	Improved attendance at parents' evenings and school events	SLT HoKS, HoY ZPB Time to communicate with parents Time to evaluate parental responses to questionnaires	July 2019	Evaluation and feedback reports	School engages more parents in learning partnership
3 Communication	School council meet half termly to discuss key issues in learning and teaching	AC Cover costs Meeting time	Each half term - ongoing	Annual student wellbeing survey Feedback from school council	6 meetings per year are held, minuted with agreed actions
4 Monitoring	SEP targets included in SIP and SER and are reviewed annually at Govs meetings	AIM Meeting time	Each term - ongoing	Minutes of meetings	Governors are aware of the targets and progress