



DRAFT Milford Haven School

**Strategic Equality Plan
2016 – 2019**

PART A: Scheme Model Text



1988

Strategic Equality Plan agreed by Governors:

..... (Signed by Chair)

.....*Date*

Scheme due for review:.....(date)

Contents of our Strategic Equality Plan (SEP)

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1. Our Distinctive Character, priorities and Aims

1.1 School values

SCHOOL AIMS AND ETHOS

OUR KEY PURPOSE

Milford Haven School aims to provide the best possible education for children of all abilities within a happy, child-centred, pleasant working environment.

OUR HOPES AND EXPECTATIONS

It is incumbent on all of us, governors, teachers, support staff and pupils, to have high expectations, to encourage and expect success and to seek to develop the full potential of every one of us.

OUR CURRICULUM

We aim to provide a relevant, broad and balanced curriculum, underpinned by a level of pastoral monitoring and support which enables all pupils to have equal access to the curriculum and maximise their achievement.

OUR COMMITMENT

We believe that the quality of both learning and teaching is crucial to the success of individual pupils, and must be firmly rooted in an atmosphere of raising expectations and constantly striving for improvement.

MILFORD HAVEN CLUSTER OF SCHOOLS

Milford Haven Cluster of Schools is united in its commitment to dynamic educational experiences for ambitious, creative and confident learners.

At Milford Haven 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 Milford Haven 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

Milford Haven School is an English-medium 11-18 mixed comprehensive school of 911 students and pupils, including just under 100 students in the sixth form.

23.3% of pupils are eligible for free school meals (eFSM) compared with the Welsh average of about 17.5% for secondary schools. Very few pupils come from Welsh-speaking homes. A small percentage of learners currently learn English as an additional language.

The school's intake represents the full range of ability where 1% of pupils have statements of special educational needs (SEN). This figure is below the average for Wales as a whole.

The school's key purpose is to provide the best possible education for children of all abilities within a happy, child-centred, pleasant working environment.

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;
- work towards ensuring 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 duty 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 be guided by 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
 - c. 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;

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 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
- ensuring that all staff are aware of the SEP

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 process 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:

- if the Governing body consider it necessary a sample of pupils including pupils from varied racial backgrounds will be given a questionnaire to enquire about instances of abuse or bullying. Victims of assault or bullying will be asked if this relates to a protected characteristic. This will be anonymous and an analysis of the responses received will be reported to the Governor Pupil Discipline Committee in its final meeting of any academic year;
- 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;
- behaviour data analysed by group;
- bullying data analysed by group;
- exclusion 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;

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. Feedback and input from the following are used:

- School Council
- Parents' Evenings/Meetings
- Questionnaires – Pupils & Parents/Carers
- Heads of Years
- Pastoral Officers
- Leaders of Learning
- Results from School's Health Research Network (SHRN) Health and Well-being Pupil Survey
- PSE lessons
- ALN Pupil Reviews
- Staff Meetings/INSET
- Annual General Parents Report
- Governors Meetings
- Transition arrangement

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 with 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. These 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. | Monitor and analyse pupil achievement of vulnerable groups (inc eFSM, LAC, ALN, EAL) and by protected characteristic. Act on any trends or patterns in the data that require additional support for pupils. |
| 2. | Develop a better whole school understanding on the impact of teasing/made fun of in school and the effect on individuals, encouraging others to not be bystanders. |
| 3. | Improve current systems to reduce opportunities for bullying to take place during break and lunch, supported by piloting the KiVa Anti-bullying programme. |

Our action plans are cross referenced with the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

The School Development 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 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 Equal Opportunities and Racial Equality (to be changed to 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 by September **2018**.

MILFORD HAVEN SCHOOL

Strategic Equality Plan 2016 – 2019

Appendices

- App. 1** Regional Equality Objectives
- App. 2** School Equality Objectives and Action Plan – to be completed at the next Governor Strategic Planning Meeting
- App. 3** Current school Access Plan

Regional Equality Objectives

South West and Mid Wales Authorities Consortium (SWAMWAC)

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.

Milford Haven School
Strategic Equality Plan 2016 – 2019
Equality Objectives and Action Plan

| | | | | |
|--|--|-----------------------|-------------------|-----------------|
| Equality Objective 1. | | | | |
| Monitor and analyse pupil achievement of vulnerable groups (inc eFSM, LAC, ALN, EAL) and by protected characteristic. Act on any trends or patterns in the data that require additional support for pupils. | | | | |
| Our Research: | | | | |
| A pupil tracking system is now fully developed and will allow for groups to be identified and achievement of different groups to be monitored. | | | | |
| Information from Engagement: | | | | |
| Results show there are gaps between different groups of learners, such as eFSM and non-FSM, therefore further implementation of intervention and strategies are required for specific vulnerable groups. | | | | |
| Data Development: | | | | |
| External results analysis at KS3, KS3 and KS5 | | | | |
| This objective will be judged to be successful if... | | | | |
| <ul style="list-style-type: none"> • Data shows the gap between eFSM and non-FSM has narrowed • All groups improve performance in external examinations | | | | |
| Actions: | | | | |
| | Description | Responsibility | Start date | End date |
| 1.1 | Results analysis September of each year | SLT | September | September |
| 1.2 | Implementation of support strategies | All staff | September | July |
| 1.3 | Monitor via school monitoring systems | All staff | September | July |

Equality Objective 2.

Develop a better whole school understanding on the impact of teasing/made fun of in school and the effect on individuals, encouraging others to not be bystanders.

Our Research:

An online pupil survey across all relevant protected characteristics in our school was administered in Summer term 2016 and appropriate targets were identified.

Information from Engagement:

The LA survey of Bullying analysis stated the most prominent way that pupils in Milford Haven School had been bullied was being called hurtful names, made fun of or teased in a hurtful way (3% - Every day, 5.5% - A couple of times a week, 2.7% - Once a week, 2.5% - A few times a month, 4% - Once or twice in the past couple of months)

Data Development:

Acquire consultation data from other sources, such as pupil voice over the year, parent voice and reported bullying data form Safeguard my school app. Re-take the Anti-bullying survey in Summer 2018.

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

- **School data indicates a reduction that bullying by means of being called hurtful names, made fun of or teased in a hurtful way has reduced in total by 7%.**
- **Listening to School Council and general pupil voice and compare the data from repeating the Anti-bullying survey in July 2018.**

Actions:

| | Description | Responsibility | Start date | End date |
|-----|--|-----------------------|-------------------|------------------|
| 1.1 | Administer all pupil survey on bullying | EK and staff | Summer term 2016 | Autumn term 2016 |
| 1.2 | Targets identified for reducing bullying based on results of survey | Headteacher/SLT/Govs | September 2016 | July 2017 |
| 1.3 | Through PSE SoL and assemblies led by SLT and HOYs, further information given to pupils regarding understanding of bullying and procedures to follow | EK/HOYs | Every September | July |
| 1.4 | Whole school to sign up to Stonewalls #NoBystanders campaign | Whole school | November 2017 | July 2018 |

Equality Objective 3.

Improve current systems to reduce opportunities for bullying to take place during break and lunch, supported by piloting the KiVa Anti-bullying programme.

Our Research:

An online pupil survey across all relevant protected characteristics in our school was administered in Summer term 2016 and appropriate targets were identified.

Information from Engagement:

The LA survey of Bullying analysis stated the most prominent area of bullying taking place was on the playground/school field during lunch or break (14.1%)

Data Development:

Acquire consultation data from other sources, such as pupil voice over the year, parent voice and reported bullying data form Safeguard my school app. Re-take the Anti-bullying survey in Summer 2018.

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

- **School data indicates a reduction that bullying taking place on the playground/school field during lunch or break has reduced in total by 4%.**
- **Reduction in comparison data from repeating the Anti-bullying survey in July 2018.**

Actions:

| | Description | Responsibility | Start date | End date |
|-----|--|-----------------------|-------------------|------------------|
| 1.1 | Administer all pupil survey on bullying | EK and staff | Summer term 2016 | Autumn term 2016 |
| 1.2 | Targets identified for reducing bullying based on results of survey | Headteacher/SLT/Govs | September 2016 | July 2017 |
| 1.3 | Through PSE SoL and assemblies led by SLT and HOYs, further information given to pupils regarding understanding of bullying and procedures to follow | EK/HOYs | Every September | July |
| 1.4 | Training completed for KiVa Anti-bullying programme | Whole school | September 2017 | July 2018 |

