



Milford Haven School

Strategic Equality Plan 2020 – 2024

PART A: Scheme Model Text



1988

Strategic Equality Plan agreed by Governors:

Policy Committee 12th July, 2023

To be reviewed Summer 2024

Policy created and reviewed by: DHT for Wellbeing and Inclusion

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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 1053 students and pupils, including 28 students in the sixth form.

27.2% of pupils are eligible for free school meals (eFSM) compared with the Welsh average of about 16.7% for secondary schools. Very few pupils come from Welsh-speaking homes. A small percentage (4.0%) of learners currently learn English as an additional language.

The school's intake represents the full range of ability where 1.5% of pupils have statements of special educational needs (SEN). This figure is below the average for Wales (2.9%) 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;
- 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 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
 - b. taking steps to meet the needs or persons who share a relevant protected characteristic which differs from the needs or 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:

- 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;
- issues arising as a result of pupil, parent and staff surveys.

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 1**.

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:

- 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;
- 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. Feedback and input from the following are used:

- MHS Senedd
- Pupil Progress Evenings/Meetings
- Questionnaires – Pupils & Parents/Carers
- Heads of Houses
- Pastoral Staff
- Leaders of Learning/Directors
- 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
- Family Forum 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. 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.	Monitor and analyse pupil achievement of vulnerable groups (incl. eFSM, LAC, ALN, EAL) and by protected characteristic. Act on any trends or patterns in the data that require additional support for pupils.
2.	To review the impact of Covid 19 on pupils health, well being and attitudes to learning. To include closing the gap in attendance figures between FSM and Non FSM pupils, reduce lateness to lessons and persistent absenteeism.
3.	Continue to improve current systems to reduce opportunities for bullying to take place, introducing ABC's and promoting the school anti-bullying charter.

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

The School Improvement 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 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 inform priorities.

We will undertake a full review of our SEP by September **2024**.

Milford Haven School

Strategic Equality Plan 2020 – 2024
Equality Objectives and Action Plan

<p>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.</p>
<p>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.</p>
<p>Information from Engagement: Outcomes show there are attainment gaps between different groups of learners, such as efsm and non-fsm, therefore further implementation of intervention and other strategies are required for specific vulnerable groups.</p>
<p>Data Development: External results analysis at KS3 and KS4.</p>
<p>This objective will be judged to be successful if...</p> <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	Outcome analysis September of each year	SLT	September	September
1.2	Implementation of support strategies for example RADY project	All staff	September	July
1.3	Monitor via school monitoring systems	All staff	September	July

Equality Objective 2.

To review the impact of Covid 19 on pupils health, wellbeing and attitudes to learning. To include closing the gap in attendance figures between FSM and Non FSM pupils, reduce lateness to lessons and persistent absenteeism.

Our Research:

Pupil voice from MHS Senedd meetings show that pupils want lessons to continue without disruption and that they want to reduce the number of pupils arriving late to lessons. Covid 19 is having an impact on pupils attitudes to learning and their attendance to school.

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 to improve attendance and persistent absenteeism figures.

Data Development:

Acquire consultation data from other sources, such as pupil voice over the year, parent voice, LA figures compared to other secondary schools.

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

- Attendance to be above 90% and maintain efsm attendance to be above 85%
- Persistent absenteeism to remain below Family, LA and Wales averages.
- Most pupils arrive at school and lessons on time for a prompt start.
- Nearly all pupils are punctual to school and are punctual to lessons
- Reduced exclusions
- Improved half termly attendance compared to previous year.
- Improved attendance for pupils in 80-90% zones, with overall impact on whole school attendance to be above the median.
- All pupils are aware of their own attendance and the impact on their achievement.
- Reduction in the number of pupils under 80%.
- Pupils provided with clear targets to improve attendance and families supported to improve.

- Increase by 5% the attendance of a targeted group of pupils with attendance below 89%

Actions:

	Description	Responsibility	Start date	End date
1.1	Evidence that pupils attitude to learning has improved through the schools support during the pandemic	RB/ SLs/ Deputy Directors and all staff	Autumn term 2020	Summer term 2024
1.2	Sustain improved attendance to be above 90% in 2020-21 and reduce PA figures	RB/JL/ HOH	Every September	Summer term 2024
1.3	Sustain improvement of efsm attendance to remain above 85% and reduce the gap	RB/JL/HOHs	September 2023	July 2024

Equality Objective 3.

Continue to improve current systems to reduce opportunities for bullying to take place, introducing ABC's and promoting the school anti-bullying charter.

Our Research:

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

Information from Engagement:

Student Health and Well Being survey 2021/22 identified the following areas and groups of pupils were above the national average:

Year 7 male and Year 8 girls had taken part in bullying another student at school in the last couple of months.

Year 7 boys and girls, Year 8 girls and Year 10 boys and girls pupils had been bullied at school in the last couple of months.

School average for boys and girls is above the national average.

Year 7 and 8 boys and girls, Year 9 and 10 girls had cyberbullied other pupils in the past couple of months. School average for boys and girls is above the national average.

Year 7 girls and Year 8 boys identified that they had been cyberbullied at the school in the past couple of months.

The 2 most common reasons that pupils think people in their year group are bullied are because of their:

1- Weight

2- Sexuality- gay, lesbian or bisexual

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. Parent voice developed to identify any bullying concerns.				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> • Reduction in comparison data from repeating the Anti-bullying surveys. • School data indicates a reduction that bullying by means of cyber bullying, being called hurtful names linked to their weight or in relation to their sexuality or protected characteristics • Listening to MHS Senedd and general pupil voice and compare the data. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Continue to administer all pupil survey on bullying. Targets identified for reducing bullying based on results of survey	RB and staff Headteacher/SLT/Govs	Autumn term 2020	Summer term 2023
1.2	Continued work with external agencies for safer internet and social media use. PSE/Enrichment activities and assemblies led by SLT and HOHs, further information given to pupils regarding understanding of bullying and procedures to follow	RB/ HOH/ SLT	Every September	July 2024
1.3	Embed the new Challenging Bullying, Respect, Rights and Equality policy (MHS Senedd to create a 'pupil friendly' version of the policy).	RB/HOHs/ SLT	September 2020	July 2024