

Equality Policy

Llanwern High School

September 2016

Date Agreed by Governors:	12.9.16
Chair of Governors :	Ann Lewis
Headteacher:	Rob King
Date to be Reviewed:	

Equality Policy

Introduction

Llanwern High School was established in April 2012 and stands in grounds some four miles from the city centre in Newport. It is a 11-18 mixed comprehensive school funded by the local authority and governed by a Governing body. It has the equivalent of 55 full time teachers, 11 full time administrative staff, 14 full time teaching assistants and approximately 878 pupils.

School vision/ or principles

The school (we) believes that learning, in all its shapes and forms, is an essential prerequisite for a full and enjoyable life and places the student's interests at the heart of all that we do.

This is the school's Strategic Equalities Plan (SEP) - it builds upon the school's previous plans, Disability Policy and Race Equality Scheme 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 pupils, teaching and administrative staff, governors, parents, carers, supporters and the local community.

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.

This plan was approved by the Governing Body in 2014.

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

In formulating the objectives for Llanwern High School we:

- Listened to equality experts and Heads of schools in Newport about their choice of equality objectives
- Discussed issues such as bullying at schools council
- Consulted with parents, pupils and governors.

As a result our equality objectives are:

- To ensure the provision of on-site counselling services.
- To reduce the perception of bullying at school.
- To provide a safe, inclusive environment.

2 School strategies and equalities

Implementing the Strategic Equality Plan is one of the key objectives of the School Improvement Plan. Equalities implications will be identified in each school improvement objective and progress on this plan is reported to the Governors annually and included in the School's Self Evaluation. The plan will be reviewed on a regular basis, and always within four years of setting the equality objectives.

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 nine protected characteristics of the 2010 Equality Act, as stated previously include everybody and have particular regard to 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 to 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 A school for everyone

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
- and the Welsh language in Wales.

Age is the ninth 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 using school facilities such as libraries and IT rooms etc.

We have a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory. We will ask disabled pupils 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 pupil 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 all people associated with the school:

- Know the equality duties and our equality commitments
- Can access all the benefits of being at our 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 and in certain cases a reasonable preference. The impact upon the person involved is of greatest importance in determining what is reasonable.

4.3 What support can be expected?

All reasonable steps will be taken to support an individual and we will only refuse to deliver support or adaptation if we can show that service is 'unreasonable' or 'impractical'.

4.4 Positive action

We will take proportionate positive action to address disadvantages faced by pupils of a protected characteristic and/or where it would enable or encourage participation by an under represented group.

4.5 Communication

We will communicate with everyone in a way that is suitable for them. We will:

- Design materials that are easy to read, have clear language and a clear layout
- Use images that reflect the school and our local community
- Ask people of their preferred method of communication and use it e.g. email rather than letters to parents and carers
- Provide information in a variety of formats including large print, Braille, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication.

We recognise British Sign Language as a language in its own right. In Llanwern High School we also use Signalong. We will promote deaf culture and identity and make use of suitable BSL interpretation and recordings. The Gwent Hearing Impaired Service supports children, young people and families in school so that they can participate fully in school life.

Where relevant, we will train staff in deaf equality and BSL skills. We will identify the staff who have relevant communication skills to make it easy for pupils, visitors, parents and other parties to communicate with the school.

4.6 Curriculum, resources and involvement

Llanwern High School will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and 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 as to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues, we will promote a full, fair and accurate portrayal of the people within the school, Newport and across the world.

We will welcome people with 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

We will pass on our equalities duties to any person or body who works for us or with us and 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, pupils and parents.

4.8 Engagement

We will consult and involve 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.

We will use a range of strategies to find out how pupils think and feel about the school.

4.9 Training

We will make sure that all people involved with us know our equality commitments and their personal duty under it. We will provide suitable training for all governors, staff and pupils. Where there are issues or potential issues e.g. social tensions, we will continue to address matters through the curriculum and where it is 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.

4.10 Complaints and comments

We value feedback about the school. We need people to tell us how we are doing. Where any person has a concern or complaint regarding any aspect of the school they can raise this with us via a number of routes including informing any school employee directly or by telephone, letter or email. An appointment will be arranged with the most appropriate person (in line with the school's Complaint Procedure).

When we deal with a concern or complaint we will keep people involved, informed of what is happening and check that everyone is happy with the process.

Advocacy and personal support is available for children and young people who need it and adults who feel it is necessary will be encouraged to bring a friend or colleague to any arranged meeting.

5. Discrimination, victimisation and harassment

5.1 Discrimination

The Equality Act 2010 protects people from discrimination. We will make sure that in any action we take we do not discriminate against any person or people on the grounds of a protected characteristic.

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

1. **Direct discrimination**—in its simplest form this is where a person treats another less favourably because of a protected characteristic e.g. refusal to admit a child because they are Roma. This can also occur as **discrimination based on association** an example of which is when a pupil is treated less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person. A further category is **discrimination based on perception** whereby a pupil is treated less favourably because it is mistakenly thought that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they are not.
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 pupil because they are black and male.
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 pupil with a learning disability disciplined for not obeying a rule that they had not understood because they did not understand the sign.

5.2 Harassment including bullying

Our 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.

We accept our responsibility to protect pupils, prospective pupils, former pupils, employees, governors etc. from harassment. We will be pro-active in protecting people by raising awareness, training governors, teachers and pupils, encouraging people to report harassment and we will deal with problems as they arise.

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

We will deal with instances of bullying in and associated with the school promptly and sensitively. We recognise that instances motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a

considerable negative effect, both for the people involved and for the school community (see school Anti-Bullying Policy).

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' includes giving information or evidence under the Equality Act 2010, bringing proceedings or making an allegation in relation to the Act. Such actions are protected under the legislation where they have been undertaken in good faith i.e. the individual concerned thought they were being honest.

5.4 Discrimination

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line 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. We will take incidents of discrimination seriously and sensitively. False allegations will also be addressed.

We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents 'on the bus' or 'outside school' negatively affect our pupils 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 Performance/ standards - how we deliver the policy

6.1 Leadership and management

The Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. As such there is a governor with responsibility for equalities and equality issues who will report back regularly as an item on the agenda of Governing Body meetings. The Governing Body will ensure, in conjunction with the Headteacher that this plan is implemented.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Headteacher (Mr R King] and Assistant Headteacher (Mr Stephen Bevan) whose duties include that of Equality Coordinator i.e. responsibility for implementing and promoting equalities matters and this plan.

We will ensure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded in a register. The register will be shared with the Local Authority

to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

6.2 Taking decisions and Equality Impact Assessments (EIA)

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

Before introducing important new policies or measures we carefully assess the potential impact on equalities, positive or negative. We will use Newport City Council's Equality Impact Assessment tool which is deemed appropriate for schools and we will publish all Equality Impact Assessments as 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
- Any decision taken by the school in relation to the results.

With regard to policy development, where appropriate and possible, a broad range of people including governors, staff, parents, pupils and others will be involved in consultation. Their views will be considered and any issues arising will be addressed. All stakeholders will be informed of decisions and actions.

6.3 Performance

We use 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

We will identify, publish and use equalities information each year to show how we are delivering and meeting our equality obligations. The information we publish will be made available and accessible to all.

For pupils and school performance we will publish information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh
- Composition broken down by types of disability and special educational needs
- Outcomes and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Formal complaints.

We will be sensible in producing information. We realise that if the data group is very small then a breakdown of that data will not always provide useful information e.g. looking at the academic achievement of two individuals in a year group cannot tell us about the

performance of for example Chinese pupils in general. No data published will identify any individual.

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

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

We want our workforce to reflect society in Newport. We acknowledge that 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, we 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.

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 will ask current and prospective employees for 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 will wherever possible 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. The equality objectives and action plan set out the school's main equality priorities and how they will be addressed at any particular time. These objectives and actions will be included in the School Improvement Plan.

Equality Objectives

Equality Objective 1 Reduction in identity based incidents and bullying in school					
Evidence	Statistics provided by school's Behaviour Watch log				
Protected Characteristic	All				
Quantitative Target	Reduction of incidents from 2016 - 2019				
Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
1	Reduction of incidents based on protected characteristics	Staff to log incidents.	Annual	Assistant Head to collate data.	Percentage increase / decrease to be calculated.
2	Staff to promote anti-bullying and raise awareness of protected characteristics	Teachers in raising awareness assemblies.	Annual	Assistant Head to collate evidence.	That staff and pupils are aware of protected characteristics.
3	Actions about incidents to be logged on Behaviour Watch and analysed.	Staff to record actions following an incident /complaint	Termly	Assistant Head to collate data and send termly to LA and present to student council. Termly update to be provided to governors	Actions regarding incidents are discussed.

Equality Objective 2 Reduction of the gap between fsm and nfsm attendance at school					
Evidence	Statistics provided by SIMS				
Protected Characteristic	All				
Quantitative Target	A reduction of the gap by 1% for 2016 and 0.5% for 2017 to 2019				
Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
1	Attendance gap was 3.7% for 2015 / 16.	Data from SIMs.	2016 – 2019. Plasc figures	Findings presented to SLT and governors.	Reduction in attendance figures between fsm and nfsm.

	This is reduced by set targets.				
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Equality Objective 3 To make pupils, staff and governors aware of Equality Policy and Targets					
Evidence	Curriculum				
Protected Characteristic	All				
Quantitative Target					
Action	Outcome What will success look like?	Resources and who is involved?	Timescale	Monitoring arrangements	Actual outcomes
1	Staff and governors are aware of obligations under the Equality Act	Presentation of policy and plan by student council to governors. Also presented to staff on INSET day	Autumn term 2016	Assistant Head to arrange meeting which is recording in Governing Body minutes.	Staff, pupils and governors are aware of the Equality Act.
2	Equality and diversity is taught across a range of subjects	Staff to see where they teach Equality and Diversity in the curriculum. (See below)	2016 -2019	Ongoing portfolio to be kept by Assistant Head.	Pupils are taught about issues regarding Equality and Diversity.
English					
Yr. 7 – The boy in the Striped Pyjamas explores religious intolerance and prejudice focussing on the Holocaust.					
Yr. 7 – Believe it or Not – explores freak shows and how people judge on appearance.					
Yr. 8 – Prejudice unit – looks at many forms of prejudice.					
Yr. 9- The Merchant of Venice – religious intolerance and prejudice.					
Yr. 9 – Of Mice and Men - prejudices including racism, sexism and disability.					
Yr. 9 – Homelessness – examines stereotypes.					
KS4 - Of Mice and Men – as above.					
KS4 – An Inspector Calls – inequality between the classes, gender and age.					
Drama					
Yr. 7 – Prejudice and discrimination, Human Rights, The UN Convention of the Child, Challenging Stereotypes and Equality and Diversity					
Yr. 8 – During their study of Private Peaceful pupils will explore attitude towards people with mental illness.					
Yr. 9 – During their study of Romeo and Juliet pupils will explore the changing role and status of women in society.					
Yr. 12 -- During their study of Our Country’s Good pupils will explore racial and religious prejudice, inequalities as a result of class and poverty, the role of women in society and inequalities in the justice system.					
Yr. 13 – During their study of Lysistrata pupils will explore the role of women in society and cultural and racial stereotypes.					
History					
Yr. 8 – Civil Rights in the USA - slavery.					
Yr. 8 – The treatment of Jews in Nazi Germany.					
Yr. 9 – Jack the Ripper examines how different classes were treated.					

KS4 – The treatment of Jew in Nazi Germany.

KS4 - Apartheid South Africa.

KS4 – Civil Right in the USA.

Media

KS4 - Exploring sexism and racism in advertising, stereotyping and representation of gender.

Welsh

KS3 -Challenging stereotypes in television.

KS4 – Jobs / careers equality.

RE

Yr. 7 – Assessed work on stereotypes.

Yr. 8 - Religious persecution – the Holocaust.

Yr. 9 - Issues with individuality, same sex marriage, poverty and stereotyping.

Yr. 11 – Religions not being treated equally, civil rights.

Music

Blues music – African slavery, rights of people.

Rap music – discuss social inequalities and cyber-bullying rap.

Science

KS3 – Bias towards medical treatment in health care.

Geography

Yr. 7 - In development and globalisation will explore stereotypes of rich / poor places and people.

Yr. 8 – Will explore stereotypes of criminal activity.

Yr. 9 –Will explore stereotypes whilst studying the migration crisis.

Yr. 10 - In development and globalisation will explore stereotypes of rich / poor places and people.

YR 11 – Whilst studying tourism in Mexico and Kenya inequality will be examined.

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