



# Strategic Equality Policy

## 2015 - 2017

### Commitment

This policy builds upon the school's previous Disability and Race Equality Scheme and is relevant to all pupils, teaching and non-teaching staff, parents, carers, governors and the local community.

The Equality Act 2010 provides the framework for this plan, which has been written in conjunction with Local Authority advice and guidance. 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.

### **The National Equality Agenda**

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

### **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, trans-sexualism, 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.

The School is committed to supporting, developing and promoting equality and diversity in all of its practices and activities. It aims to establish an inclusive culture free from discrimination and based upon our values of **dignity, tolerance and respect** and recognises that everybody has different needs and requirements

Under the **Equality Act 2010** the school will work towards:

1. **eliminating** unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010;
2. **advancing** equality of opportunity between people who share a relevant protected characteristic and those who do not;
3. **fostering** good relations between people who share a protected characteristic and those who do not;

The act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Equality Act 2010 requires all schools to have equality objectives in place by April 2012 to cover the following **protected characteristics**:

age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, colour, nationality, ethnic or national origin, language, religion and belief (including lack of belief), sex(gender) and sexual orientation.

The protected characteristics – as defined by the Equality and Human Rights Commission (EHRC) are:

**Age** - A person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

**Sex** - A man or a woman.

**Gender re-assignment** - The process of transitioning from one gender to another.

**Disability** - A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

**Pregnancy and maternity** - The condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, it gives protection against maternity discrimination for 26 weeks after giving birth, and includes treating a woman unfavourably because she is breastfeeding.

**Sexual orientation** - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

**Race** - This refers to a group of people defined by their race, colour, and nationality (including citizenship), ethnic or national origins.

**Religion or belief** (including lack of belief) - Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Marriage and civil partnership** - Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters. The Equality Act 2010 applies to this characteristic, but only in respect of the requirement to have due regard to the need to eliminate discrimination.

## **Welsh Language Commitment**

### **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 Monmouthshire County Council and applies to all schools. The school respects the rights of Welsh speakers and learners (staff, pupils, and parents) to use the language. In promoting equality of opportunity and good relations we will take the Welsh language into account alongside all the protected characteristics.

Abbreviations in the Objectives section will appear as listed below

S	SO
A	GR
D	M & CP
R	P & M
R&B	W

### **Who is protected by this policy?**

This policy protects the following people:

- school governors,
- pupils,
- staff employed on a full time or part-time basis,
- all permanent or temporary contracts,
- agency staff
- casual workers.

### **Aims**

- The aim of this policy is to ensure that in carrying out its activities the School will have due regard to elimination of unlawful discrimination, harassment and victimisation
- The advancement of equality of opportunity, across all the activities of the school between different groups.
- The encouragement of good relations between people of a diverse background.

In the implementation of this policy the School will aim:

- To develop and promote a culture of equality and diversity throughout the institution
- To develop and promote a culture of dignity, courtesy and respect.
- To respect the human rights of all our pupils and staff.
- To work to prevent all forms of unlawful discrimination and tackle barriers which could lead to unequal outcomes for identified groups of pupils and staff.
- To deal with all forms of discrimination consistently and effectively
- To ensure that the Strategic Equality Plan influences and informs the ethos of the School.

## **1. Roles and Responsibilities:**

All members of the school community are expected to behave with dignity, courtesy and respect and to act in a manner that does not unlawfully discriminate at all times.

### **Role of Governing Body**

- To hold ultimate accountability for the Strategic Equality Policy.
- To ensure that the school complies with the Equality Act 2010 and that this policy and its related procedures and action plans are implemented.
- A designated member of the governing body has oversight of this policy and its implementation.

### **Role of Headteacher**

- To provide leadership in the operation and implementation of the Strategic Equality Policy for pupils and staff.
- To ensure all staff are aware of their responsibilities under the equality Act 2010 and are given the appropriate training and support.
- To take appropriate action in any case of unlawful discrimination
- To allocate a senior member of staff for the day to day coordination of the implementation of this policy.

### **Role of Head teacher or nominated member of Senior Leadership Team**

- To be the designated senior member of staff for the operation, management and coordination of all aspects of this policy and will be supported by the governing body in doing so.
- To devise and recommend policies, procedures and action plans to ensure that all legislative requirements are met and best practice adopted.
- To collect and review data in relation to the protected characteristics and the Welsh Language relating to pupils and staff.
- To review policies and procedures in relation to compliance with the Equality Act 2010 and to make changes as appropriate.
- To advise on the provision of appropriate equality training and awareness-raising in relation to all equal opportunities and diversity matters.
- To ensure that all appointment panels are aware of this policy and give due regard when it comes to employment or training opportunities.
- To ensure appropriate training for pupils, staff and governors on the Equality Act 2010 and any relevant equality and diversity issues
- To review the Strategic Equality Policy annually and advise the Governing Body of any matters with regard to the policy.

### **Role of school staff**

- To support the aims of the school's Strategic Equality Policy.
- To encourage non-discriminatory practices and to report any incidences of behaviour that fail to comply with this policy.
- All staff will ensure that pupils are treated fairly and with dignity and respect
- To undertake appropriate equality and diversity training

### **Role of Pupils**

- To support the aims of the Strategic Equality Policy.
- To encourage non-discriminatory practices and to report any incidences of behaviour that fail to comply with this policy.
- To be aware of equality and diversity issues.

- To adopt the same principles when they are outside of school

### **Role of parents/carers**

- To support the aims of the Strategic Equality Policy
- To support the school in the promotion of the principles of dignity, courtesy and respect
- To encourage children and young people to promote the above principles outside of school.

### **2. Training**

Equality Act 2010 and Equality and Diversity awareness raising and training will be provided for all staff as part of a structured training programme. Information will be provided to all pupils in order to raise awareness of equality and diversity and the contents of this policy through the school PSE programme.

### **4. Communication of this policy**

This policy is available on the school's website at [www.dell.monmouthshire.sch.uk](http://www.dell.monmouthshire.sch.uk). It will also be available in printed form from the school reception.

### **5. Confidentiality**

Any information disclosed to the school in relation to equality and diversity issues will be kept strictly confidential in accordance with legislative requirements.

### **6. Good practice for dealing with discriminatory incidents**

Any discriminatory incidents will follow the schools Behaviour Management Policy or Bullying Prevention Policy or School Disciplinary policy for staff (whichever is appropriate). All incidents will be acknowledged, investigated and appropriate action taken. The school has a **zero tolerance** approach to all types of discriminatory behaviour and bullying. This means that all policies and practice will reflect the principles laid out in this Strategic Equality Plan and the spirit of equality will guide our work, strategy and decision making. We will actively address issues if inequality in line with existing school and local authority policies.

### **7. Monitoring and evaluation.**

This policy will be monitored annually by the Head teacher or nominated member of Senior Leadership Team. Evidence will be gathered to monitor equality across all aspects of the school's processes and will be used to inform future practice as a part of the schools self - evaluation process. The school will also take into account evidence from Estyn Inspection findings and independent reviews.

### **8. Review**

The Governing Body, in consultation with the Head teacher, the pupils, staff and parents/carers, will review this policy annually in order to ensure the delivery of the action plan (Appendix 1)

### **9. Strategic Objectives**

The following are the schools strategic objectives which were decided in consultation with staff, pupils, Governors and parents.

1. To raise staff awareness of the Equality Act 2012.
2. To raise governor awareness of the Equality Act 2012 and to appoint an Equality Champion.
3. For pupils to understand the consequences of their actions through Restorative Justice approaches.
4. To ensure Achievement and Progression is equal regardless of gender differences.
5. To improve opportunities for pupils who are More Able and Talented to achieve their potential.

## Strategic Equality Plan Action Plan

### Equality Objectives

<b>Equality Objective 1</b>					
To raise staff awareness of the Equality Act 2012					
<b>Evidence</b>	Current - It's timely that all staff revisit the issues of equality and understand school's policy & values. Future Sources of Evidence- Staff meeting minutes, staff interviews, lesson observations				
<b>Protected characteristic</b>	All				
<b>Quantitative target</b>	Improved understanding of the Equality Act 2010. To ensure roles and responsibilities as detailed in the policy are fulfilled.				
<b>Year</b>	2015/16				
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Time scale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
Raise staff awareness of the Equality agenda	Staff meeting time dedicated to review of Strategic Equality Plan and principles  (Strategic Equality Plan presented and agreed at GB level.)	All teaching staff, support staff  All staff with a focus on raising awareness of equality and diversity through the school PSE programme.	Spring 2015  Spring 2015  After GB Meeting	Reviewed regularly at staff and team meetings  PSE planning and implementation	

<b>Equality Objective 2</b>					
To raise governor awareness of the Equality Act 2012 and to appoint an Equality Champion					
<b>Evidence</b>	Current - It's timely that all governors revisit the issues of equality and understand school's policy & values. Future Sources of Evidence- GB meeting minutes				
<b>Protected characteristic</b>	All				
<b>Quantitative target</b>	Improved understanding of the Equality Act 2010. To ensure roles and responsibilities as detailed in the policy are fulfilled.				
<b>Year</b>	2015/16				
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Time scale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
Raise governor awareness of the Equality agenda and statutory requirements for governing bodies.	Strategic Equality Plan presented to and agreed by GB.  Publish the equality information required. Promote the school's Strategic Equality Plan and Equality Objectives	All governors	Spring 2015	Annual review at GB meetings	

Develop the role and work programme for the Equality Champion	Provide advice and guidance on equality issues as required  Improved Equality Impact	GB Equality Champion	By July 2015		
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### Equality Objective 3:

For pupils to understand the consequences of their actions through restorative approaches

<b>Evidence</b>	Current - It's timely that as a school we review our approach to promoting positive behaviour and relationships. We have identified this area as a priority in our 2014/15 School Improvement Plan. (See Priority 4) Future Sources of Evidence-Lesson observations, Listening to Learners, Listening to parents and carers				
<b>Protected characteristic</b>	S, A, D, R W, R&B				
<b>Quantitative target</b>	Reduction in number of isolated incidents of hurtful behaviour, teasing, arguments or falling out between individuals of equal power.				
<b>Year</b>	2015/16				
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Time scale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
All teaching staff (including support staff if possible) to attend restorative INSET delivered through work with Belinda Hopkins through MCC. Gobs also invited to attend.	Whole staff training for restorative approaches  Stakeholders will have considered and chosen 5 whole school core values  Teachers will follow 5 point plan when using restorative approaches  All classes will have established charters designed and agreed by pupils.	Initially SLT training day Jan 2015. Then cross cluster collaboration – working with colleagues within cluster of schools  Use of 36 core values for consideration  All staff will work with pupils to consolidate core values	Jan 2015  INSET Autumn 2015  Autumn 2015  Spring 2015	Review & evaluation by SLT initially  Review, discussion & planning in staff meetings.  Termly review by SLT of restorative approaches strategy.	

### Equality Objective 4:

To ensure achievement and progression is equal regardless of gender differences

<b>Evidence</b>	Current - Emerging trend of boys outperforming girls at the end of KS2 in English & Science. We have identified this area as a priority in our 2014/15 School Improvement Plan. Future Sources of Evidence-End of Key Stage data.				
<b>Protected characteristic</b>	S, A,				
<b>Quantitative target</b>	Emerging trend diminishes and performance between genders shows no regular pattern or trend. Gender performance is generally equal.				
<b>Year</b>	2015				
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Time scale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
See priority 3 in our 2014/15 School Improvement Plan					

<b>Equality Objective 5:</b>					
Improve opportunities for pupils who are more able and talented to achieve their potential					
<b>Evidence</b>	Current - Although the current performance of more able pupils is improving significantly, we need to ensure that we continue to focus on challenging every child effectively. We have identified this area as a priority in our 2013/14 & 14/15 School Improvement Plan. Future Sources of Evidence-End of Key Stage data, Lesson Observations, Listening to Learners, Listening to parents and carers.				
<b>Protected characteristic</b>	All				
<b>Quantitative target</b>	Year on year improvements in percentages of pupils achieving FPO6 and NC Level 5+ in English, Maths, Science & Welsh as well as Core Subject Indicator.				
<b>Year</b>	2015/16				
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Time scale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
Improve the opportunities provided through the curriculum so that pupils achieve their full potential	<p>Identified by MAT coordinator</p> <p>Membership of NACE Cymru</p> <p>School has on-going and updated record of potential that is developed through analysis of performance data; staff, pupil and parent questionnaires</p> <p>Audit completed of current provision for MAT pupils against NACE Award criteria</p> <p>Whole school training on meeting the needs of pupils who are MAT</p> <p>Whole school INSET on excellent teaching</p> <p>MAT Leader analysis of performance data at O6 and L5+</p> <p>Achievement of NACE Challenge Award in 2015</p>	<p>£99</p> <p>HA - MAT Leader Attendance at NACE Cymru Conference</p> <p>NACE Cymru training pack</p> <p>Ongoing staff meeting agenda item</p> <p>Introduction of Excellence in Teaching Framework</p> <p>When National Test data available</p>	<p>Ongoing</p> <p>June 2014</p> <p>May 2014</p> <p>Ongoing during staff meetings</p> <p>Summer term</p> <p>Spring term 2015</p>	<p>Analysis of Data</p> <p>Questionnaires – all stakeholders</p> <p>Lesson Observations</p>	