



Create Your World

Cardiff West Community High School

Strategic Equality Policy, Statement and Plan

Established: March 2018
To be reviewed: March 2020



An artist's impression of our new Cardiff West Community High School in Trelai Park, opening Spring 2019

Ambition

Resilience

Trust

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1. Our School

Cardiff West Community High School is an English Medium, co-educational, 11-18 Comprehensive school with 672 pupils on roll. The school is on a single site, serving a large part of West Cardiff including Ely & Caerau. The catchment area has significant levels of social and economic deprivation. At the time of writing, around 45% of pupils are eligible for free school meals (eFSM). The school caters for the full ability range. School has an inclusion department, supporting pupils with additional learning needs and behavioural, emotional, social needs; the needs of these pupils are evaluated continuously ensuring that the correct pupils are targeted for appropriate support.

The needs of pupils with disabilities are considered on an individual basis and recent building work has improved accessibility around some areas of the site. Currently the accessible areas within school are Languages/Expressive Arts corridor, pupil toilets, canteen, hall, gym, PE classroom, OLC (Open Learning Centre), Disabled Toilet, IT Classroom and Inclusion Area. However, with the areas that are not accessible most lessons can be re-roomed to allow an individual to have a full education experience.

The school has a rising number of pupils from ethnic minorities. At the time of writing, approximately 10% of pupils come from ethnic minorities - the main groups are Pakistani, White and Black Caribbean and Arab. Currently the school has on roll 58 pupils for whom English is not the main language spoken at home - with around 21 different languages recorded, including Arabic, Bengali, Portuguese, Greek, Polish and Czech. The school gives direct support to a small number of these pupils, particularly those who have been in Britain for less than two years, by providing one part time teaching assistant, employed by the Ethnic Minority and Traveller Achieve Service (EMTAS), plus a dedicated EAL Teaching Assistant who provides in class/small group support when needed. EAL Interventions are on a graduated basis according to need with the aim of full integration into the appropriate ability banding as soon as possible.

The school has pupils from a variety of different faith backgrounds, however, according to entry form data the majority of pupils are described as non-religious.

The school has approximately 108 staff. Of this total, 53 are teaching staff, 35 female and 18 male. The school has 55 non-teaching staff. The non-teaching staff include Teaching Assistants (TAs) working in the Inclusion Area and KS4 Outreach provision. There are a very small number of staff who identify as Disabled.

Almost all of the teaching and non-teaching staff are White British. Other nationalities represented on the staff include Irish, Caribbean and Welsh. Eight of the staff are fluent Welsh speakers.

We are aware that we have disabled parents and parents and staff in same sex relationships and pupils who will grow up to be LGBT, however we do not monitor this robustly.

All of these people, their faiths, cultures, communities and languages the school values equally.

2. Aims

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. The purpose of our Strategic Equality Plan (SEP) is to fulfil the duties 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.

Through the equality improvement actions and strategically planned tasks detailed in this document, we aim to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

We have based our Strategic Equality Objectives on local, regional and national priorities within Education as well as feedback from engagement with our school community and our own school data.

3. Our Strategic Equality Objectives

Our chosen Strategic Equality Objectives are to:

- reduce Gaps in attainment and attendance between pupils from protected groups
- Develop the quality and use of our Equality Monitoring and Data Collection
- Teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination

We have strategically planned tasks to enable us to meet these objectives. They are listed in Section 10 of this Strategic Equality Plan (Action Plan). They cover all relevant protected characteristics. They describe how we are taking action to fulfil both the general and specific duties.

4. Scope

The policy applies to all full time, part time, job share, permanent, temporary and supply staff. It applies to all pupils, parents, service users and visitors to the school in line with Equality legislation and the school's legal responsibilities to promote equality in employment, education and access to services.

5. Equalities Summary Statement

At Cardiff West Community High School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice, we promote a positive attitude towards differences and expect respect for people of all backgrounds.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the Local Authority to help actions to combat hate crime across the City.

6. Responsibilities

Leadership and Management

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible.

Headteacher

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, e.g. “Anti-Bullying Policy”, “Harassment Policy” etc. and that governors, staff, pupils, parents and guardians know about it.
- Making sure the policy and its procedures are followed.
- Producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the Equality Policy is regularly monitored and reviewed.

The named person with responsibility for dealing with reported incidents of unlawful discrimination is the Headteacher. Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in the Equality Incident and Monitoring Database, analysed within the school and sent to the LEA termly.

The Equal Opportunities Co-ordinator is the Headteacher. The Equal Opportunities Co-ordinator ensures that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school’s activities.

All staff are responsible for:

- Dealing with incidents of unlawful discrimination and bullying
- Being able to recognise and tackle bias and stereotyping
- Promoting equality and good relations between all groups
- Keeping up to date with the law on discrimination, and taking up training opportunities
- Striving to provide images and lesson plans that show positive images of and are inclusive of people from the protected characteristics

7. Information gathering and Engagement

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 assessments 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. The reason that this progress is important is to understand the full range of needs of the school community.

8. Publication and reporting

The school publishes the Strategic Equality Plan on our website and it will be communicated to parents at parents evening and other events. It is available in large print and other formats on request. The school prospectus will include a reference to the Strategic Equality Plan and the values underpinning it.

We will report and publish annually on the progress made on the action plans and the impact of the Plan itself on school ethos and practice within the school. This will be undertaken as part of the Governors' Annual Report.

9. Monitor and Review

We will revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan (e.g. achievement data, engagement with stakeholders).

We will use Equality 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.

Based on the above, we will review the Plan and republish necessary, but not less than annually with a full review not less than four yearly.

10. Strategic Equality Plan

Priority One: Reduce Gaps in attainment and attendance between pupils from protected groups

Targets:

1. To improve boys performance at KS4 L2 threshold including English & Mathematics in 2018 to narrow the gap in gender performance, with additional focus on alignment in L2 English where the gap was >26.15% in 2017.
2. To reduce the gap in KS4 Core Subject Indicator performance, where girls are currently outperforming boys by >17.3% (English) and >14.6% (Maths).
3. Further improve the performance in KS3 boys to reduce the 9% gap in L6+ English, 8% gap in L6+ Maths and 15.2% gap in L6+ Science against the girls.

| Strategically Planned Tasks: | On Track | Lead Person Involved | Time Scale |
|--|----------|----------------------|-------------|
| Continue to monitor performance data for boys and girls across L2 threshold, L1 threshold and CSI performance in 2017 and carry out focus groups to identify and implement intervention strategies where a need is identified through area meetings. | | GL | Autumn 2018 |
| Provide further training for all staff on developing a literacy and numeracy rich lesson, specifically focussed on improving the performance of boys in at KS4 L2 threshold. | | KD/GL | Autumn 2018 |
| Monitor pupils' work and planning to ensure that all genre of writing is taught paying particular attention to genres that appeal to boys in KS4 L2 and KS3. | | KD/GL | Ongoing |
| Offer a mentoring programme so that key pupils are mentored by a member of the SLT. | | GL/NW | Autumn 2018 |
| Emphasis will be placed on identifying and supporting borderline or underperforming pupils KS4 L2 threshold. | | GL | Autumn 2018 |
| Re-audit all departments to assign accountability for primary and secondary strands of LNF and to identify areas for improvement in underachieving pupils in KS3. | | KD | Autumn 2018 |
| Develop effective lit/num activities for KS3, with emphasis on including tasks that are appealing to boys and their learning style. | | KD | Ongoing |

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|--|--|----|---------|
| Ensure that Lit/Num champions identified for all departments cascade good practice throughout department with the aim of aligning performance in Maths, Science, English and CSI between boys and girls and KS4 and KS3. | | KD | Ongoing |
|--|--|----|---------|

Monitoring Commentary (Bullet Points)

Evaluation Commentary (Bullet Points)



Priority Two: Develop the quality and use of our Equality Information

Targets:

1. To amend our enrolment form to better collect useful equality information on parents.

2. To expand our monitoring of race related incidents to record and report a wider range of bullying including anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief.

3. Equality Impact Assess all policies due for review during (the lifecycle of this Strategic Equality Plan).

| Strategically Planned Tasks | On Track | Lead Person Involved | Time Scale |
|--|----------|----------------------|-------------|
| Amend SIMS method of recording bullying incidents to include anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief. | | RA | Spring 2019 |
| Run reports via SIMS to analyse bullying incidents in terms of the above | | RA | Spring 2019 |
| Identify the priority policies for Equality Impact Assessment from this year's list of policies due for review and begin to carry out EIAs | | RA | Spring 2019 |
| Modify the county enrolment form to begin to collect Equality Information on Parents | | RA | Summer 2019 |
| Clarify whether to adopt the Parent Equality Monitoring database or make internal changes to SIMs for anonymous and confidential collation of parental Equality Database | | RA | Summer 2019 |
| Carry out an exercise to update the equality information held on staff for all protected characteristics | | RA | Summer 2019 |

Monitoring Commentary (Bullet Points)

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| Evaluation Commentary (Bullet Points) |
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| Priority Three: Teach and train pupils, staff and governors. |
| Targets: |
| 1. To amend our enrolment form to better collect useful equality information on parents. |
| 2. Staff and governor training combines basic training for all staff with specialist training for selected staff dependant on priorities and emerging equality issues or trends |
| 3. The curriculum in all year groups evidences planned teaching of equality and diversity across a range of subjects, covering all Protected Characteristics |
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| Strategically Planned Tasks: | On Track | Lead Person Involved | Time Scale |
|--|----------|----------------------|-------------------------|
| Untethered to provide Twilights on 'Equality Act' and 'Family Diversity' for all staff and selected Governors. | | RA/JH | 2018/2019 Academic Year |
| Untethered to provide Equality Impact Assessment training for SLT and selected Governors | | RA/JH | 2018/2019 Academic Year |
| Key Staff to attend 'Identity Based Incidents' full day's training course to cascade to all staff | | RA/JH | 2018/2019 Academic Year |
| Planning for Black History Month 2019 to begin, including liaising with other Primary Schools who are also engaging with this event. | | RA/RP | October 2019 |
| Monitoring Commentary (Bullet Points) | | | |
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| Monitoring Commentary (Bullet Points) | | | |
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**12. Appendix. Accessibility Plan
(Links to New Build AP)**