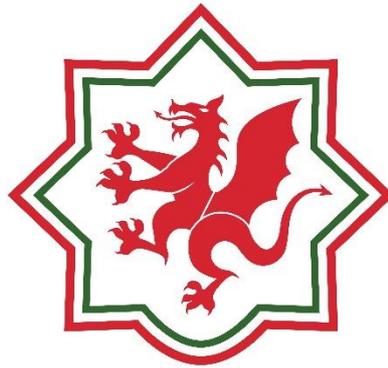


Holywell High School

Strategic Equality Plan



2018 – 2021

Strategic Equality Plan agreed by Governors:

..... (Signed by Chair)

..... (Date)

SEP due for review:

(Date)

.....

If you would like a copy of this document in an alternative format or your own language, please contact

Miss Lynette Evans
(Head Teacher's Secretary)

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1. Strategic Equality Plan 2018 – 2021

Introduction

We recognise our duty and responsibility to eliminate discrimination and promote equality for pupils, employees, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy and maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

We have developed our Strategic Equality Plan (SEP) is to ensure equality is at the heart of everything thing that we do as an education provider and as an employer. The Strategic Equality Plan sets out our priorities for equality for 2012 -2016 and the actions we will take to reduce identified inequalities; improve outcomes in education and employment; and foster good community relations. The Plan will also help us to meet the general duty of the Equality Act (2010):

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.*

2. Background

Our school and community

The profile of our school and local community is set out in our Diversity and Equality policy which is included in Appendix 4. This also describes our commitment and approach to promoting equality in education and employment. All school Governors, employees and pupils have responsibility for promoting equality and adhering to the policy.

Holywell High School welcomes the introduction of the general and specific duties laid upon public bodies by the Equality Act 2010. The requirements of the legislation are entirely in keeping with the ethos of the school, but at the same time they are a challenge to the school.

We have already taken many steps to promote equality, some examples of the actions we have taken include:

- Improving the accessibility of the school building with significant disability accessibility provision provided by the LA and producing a 3 year Accessibility Plan (Appendix 5) in order to further improve access to a building (*Reduce inequalities in access to information and services, buildings and the environment: Flintshire Regional Objective 6*).
- Carefully monitoring the progress and attainment of all pupils, and having identified differences in the attainment of children in receipt of free school meals, we have adopted an on-going system of data driven monitoring of specific groups of children in order to enable targeted interventions at the earliest possible opportunity and so reduce these differences in attainment (*Reduce unequal outcomes in education to maximise individual potential: Flintshire Regional Objective 2*).
- Providing a rich and varied insight into the contribution of other cultures as well as an appreciation of the beliefs and practices of other faiths and religions as part of the RE and PSE curricula. The school has children from non UK nationalities and works closely with the LA to provide the appropriate support as they settle into the culture of the local community and the school. This is achieved through regular language support and through actively seeking their contribution to the work of the school's Student Council (*contributing to General Duty 3*).
- Actively seeking to include children from minority groups within the school, regardless of race, religion or disability, to the student council and where they have declined to join formally, their views have been specifically sought in determining student views on whole school matters, or policy reviews. (*contributing to General Duty 3 & Reduce Inequalities in Representation and Voice: Flintshire Regional Objective 5*)
- Promoting a programme of healthy eating in unison with the canteen (*Reduce Health Inequalities: Flintshire Regional Objective 1*).
- Reviewing the accessibility needs of new students/adults as part of standard admissions procedures. (*Reduce inequalities in access to information and services, buildings and the environment: Flintshire Regional Objective 6*).

Responsibility

The Governing Body and Senior Management Team are responsible for ensuring that the Diversity Equality Policy and Strategic Equality Plan are implemented and our objectives are achieved.

3. Equality Objectives

Our equality objectives

We are committed to:

- reducing the attainment gap of children who are in receipt of free school meals, who are Looked After Children or whose family circumstances place them as amongst the poorest members of our community

- protecting against unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010, through a regular review of policies, practices and processes
- providing an equality of education provision and professional development

Our objectives relate to all of the relevant protected characteristics and contribute to meeting the General and Specific Duties of the Equality Act (2010).

The action plan (Appendix 1) sets out our objectives and describes:

- the action we will take to meet the objectives
- how we will measure improvement
- who has responsibility for action
- time scales

The action plan is incorporated into the School Improvement Plan which ensures that it is monitored and evaluated systematically.

How we developed our objectives

We developed our Equality Objectives through:

- reviewing Flintshire County Council's and the Local Education Authority's equality objectives identified in Appendix 2
- engaging and consulting with children, governors & parents
- considering the issues identified within inspection reports
- analysing data (i.e. the attainment level of boys compared to attainment level of girls, take up of free school meals, etc.)
- reviewing national research and data, such as that provided by Welsh Local Government, including:

EHRC Guidance for education providers pre-October 2010,
<http://www.equalityhumanrights.com/advice-and-guidance/before-the-equality-act/guidance-for-education-providers-pre-october-2010/>

WLGA (November 2011) Equality Issues in Education: A resource for Strategic Equality Plans and Equality Objectives in schools and local authorities

WLGA (November 2011) Common Equality Risks in Education :A resource for assessing impact in schools and local authorities

4. Engagement and information gathering

Engagement

We are committed to improving the involvement of all children and young people, the staff, parents/carers, governors and other users of the school. We will seek the involvement of community and extra-community groups to ensure the fullest consultation of representatives of the protected characteristics, in the development of policies and as required by the equalities duties. We will use a wide range of mechanisms including:

- involving the School's Council in discussions surrounding mutual respect, tolerance and behaviour

- circulating questionnaires about the 'equality of life' for various minority groups within school, in a variety of formats and languages to ensure the questionnaire is accessible and meets the communication needs of consultees, including disabled people, and people who do not speak English or Welsh
- holding meetings and focus groups ensuring the timing and venue is accessible and inclusive for stakeholders
- working with the Council's Community Cohesion Officer to engage with groups whose voice is least represented within the community
- provide the opportunity for groups representative of those characteristics protected by the Equality Act (2010) to consult on policy development

Specifically for this scheme, we:

- provided children the opportunity to review the contents of the scheme via the school council
- proactively sought the views of our minority groups of children and their parents through a review of the equality objectives and via questionnaires
- organised a review meeting for representatives of the school's minority groups and representatives of the Governing Body
- attempted to ensure all protected characteristics were covered by seeking the views of minority groups in determining their needs

Information

Data and information is reviewed and analysed to measure our performance and identify areas for improvement; subsequent actions are included in the School's Improvement Plan. The information also contributes to equality impact assessments which are undertaken as part of the requirements of the equality duties. All data collected is used solely for the purpose of analysing trends by protected characteristic it is stored separately from personal information which identifies the individual and we ensure it meets the requirements of the Data Protection Act. To protect the identity of individuals published information contains data which has been aggregated. The Welsh Government and Local Education Authority collate and publish pupil data provided by schools. Flintshire County Council publish profile of the workforce:

http://www.flintshire.gov.uk/wps/portal/english/services?WCM_GLOBAL_CONTEXT=/web+content/flintshire/english/services/100003/200041/workforce+information+report

The wide range of information gathered to identify equality objectives includes the following:

- a profile of the local community derived from Flintshire's *Deprivation Atlas* (2004) and *The Welsh Index of Multiple Deprivation 2009*
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, where possible and appropriate
- pupil attainment and progress data relating to different groups

- school exclusions and expulsions by protected characteristic
- take up of free school meals
- incidents of identity based bullying and harassment
- data collected and published by StatsWales; *Equality and Diversity* and *Equality Statistics* <http://wales.gov.uk/topics/equality/?lang=en>, and School Statistics http://www.statswales.wales.gov.uk/ReportFolders/ReportFolders.aspx?IF_ActivePath=P,1898
- sports and activities choices of all groups but especially boys and girls
- uptake of enrichment activities by groups, especially boys and girls
- data on the recruitment, development and retention of employees
- outcomes of our activities promoting community engagement
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage

5. Equality impact assessment

As required by legislation, we undertake equality impact assessments upon new and revised policies and plans to identify potential and actual inequalities and to promote equality and good community relations. This ensures we develop inclusive policies. Where possible we will work as a consortium with other schools to avoid duplication and consultation fatigue and use our resources efficiently. We follow guidance and templates provided by the LEA and use results of monitoring and engagement and consultation with stakeholders representing the protected characteristics to inform our impact assessments.

6. Monitoring and review

The Strategic Equality Plan will be monitored termly through the Student Support & Community Governors' Sub-committee and as part of our School Improvement Plan. We will publish an annual report on our progress. This will be made available on our website and will be published as part of the Governors' Annual Report.

The Strategic Equality Plan will be reviewed and republished by April 2016 or earlier if, as a result of monitoring or new evidence, we need to alter any of our equality objectives or include new objectives.

7. Publication

A copy of this Strategic Equality Plan will be published in English and Welsh on our website. It will be made available in a range of formats on request. We will actively promote the Plan and include a summary within the School Prospectus.

8. Appendices

	Incl
Appendix 1 – School Equality Objectives	✓
Appendix 2 – Flintshire County Council & Flintshire LA Equality Objectives	✓
Appendix 3 – Data & WLGA Research	✓
Appendix 4 – School Disability Equality Scheme	✓
Appendix 5 – School Disability Accessibility Plan	✓
Appendix 6 – Flintshire Workforce Profile (2007-2008)	✓
Appendix 7 – School Disability Inclusion Policy	✓
Appendix 8 – School Race Relations and Cultural Diversity Policy	✓
Appendix 9 – School Pay Policy	✓