

YSGOL STANWELL SCHOOL

Strategic Equality Plan

2019-21

Strategic Equality Plan agreed by Governors:

.....ARogers.....(Signed by Chair)

Scheme due for review: September 2021

Produced with support from  **Untethered Ltd**

Contents of our Strategic Equality Plan (SEP)

Our school	3
Aims	3
Objectives and Action Plans	4
Scope	4
Equality Summary Statement	4
Responsibilities	5
Information gathering and Engagement	6
Publication and reporting	7
Monitor and Review	7
School Equality Objectives and Action Plan	8

Strategic Equality Plan Policy Statement

1. Our School

Our school is a large secondary school with 1998 pupils.

Pupils are from a range of ethnic backgrounds with more than one fifth of our pupils being from Black or Minority Ethnic (BME) Backgrounds. That said, our largest ethnic group overall is White British of which there are 1651 pupils. Our second largest group of pupils are our 46 Pakistani pupils. The remainder of our pupils are made up of a range of over 22 different ethnicities and nationalities with 37 White and Asian pupils, 23 White and Black Caribbean, 13 Indian Pupils, 17 Somali, 11 Chinese and 10 Bangladeshi Pupils alongside others.

There are 38 different languages spoken by our pupils as their home language other than English: The largest groups are Chinese, Urdu, Polish, Arabic, Hindko, Panjabi, Pashto/Pakhto with small numbers of Bengali, German, Italian, Spanish, Turkish, Filipino, Hebrew, Japanese and Somali. At least 75(78) of our pupils currently speak English as an additional language.

We have pupils with a wide variety of Additional Learning Need and Medical Needs which are detailed in our Learning Directories. We aim to be fully inclusive of all pupils.

We are aware that there are pupils in every class who will grow up to be Lesbian, Gay or Bisexual however we do not monitor this.

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:

1. Eliminate discrimination, harassment and victimisation
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

3. 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. These actions are set out in Section Ten.

3. Our Strategic Equality Objectives

Our chosen Strategic Equality Objectives are

1. Reduce Gaps in attainment and attendance between pupils from protected groups
2. Develop the quality and use of our Equality Monitoring and Data Collection
3. 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 Ten 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 Stanwell 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. This is highlighted in our whole school rules, with our first rule being: "We respect everyone and everything".

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 LA to help actions to combat hate crime.

6. Responsibilities

Leadership and Management

Commitment

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, eg “Anti-Bullying Policy”, 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 Mrs C Kynaston, Deputy 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 LA termly.

The Equal Opportunities Co-ordinator is Miss S Owen, Assistant 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.

We regularly consult and engage with parents on issues arising at the school along with what parents think is going well or needs to improve. We are blessed with a very diverse school community and through our regular contact with parents, school council and staff we have been able to inform this Strategic Equality Plan.

We have also been mindful of national and regional priorities in Education when setting our objectives and our own Equality Data and information has been key when setting attainment targets. Where we found we had gaps in data, that has formed improvement targets around the collection of data.

We also sought advice from our Governing body and Parent Group. People from a diverse range of Ages, Genders, Ethnicities, Religions or Beliefs and Sexual Orientations were involved in the production of this document.

8. Publication and reporting

The school publishes the Strategic Equality Plan on our website and the Untethered Ltd website and it is available to parents throughout the year. It is available in large print and other formats on request. The school prospectus includes 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 is 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
Action Plan
2019/20
-
2020/21**

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

Targets:

- Improve performance in writing for KS3 boys target groups, to reduce gender gap in this area.
- Reduce the absences of females in KS3 and KS4 and reduce the gap from +0.7% to 0.5% in attendance between boys (4%) and girls (4.7%).

	On Track	Lead Person(s) Involved	Time Scale
<ul style="list-style-type: none"> • HOYs to monitor KS3/4 girls' attendance and intervene swiftly when necessary • Further develop learning activities that provide challenge and encourage engagement, with particular focus on writing initiatives for KS3 boys. • Respond to learner voice feedback and pupil questionnaire responses to meet learners' needs and use this to identify methods of improving engagement and achievement in KS3 boys in writing. • Improve SLT link processes to ensure a consistent focus on pupil performance and ensure that SLT target group interventions on KS3 boys are regular and meaningful. • Further increase the role of HoYs in the monitoring of pupil performance to proactively identify under-achievement in KS3 boys in writing and allow early intervention. • Monitoring of KS3 boys progress in writing at Department level and additional support applied where necessary. • Identify areas for improvement: analysis of test performance and address through cross-curricular groups and INSET to ensure coverage of weaker KS3 boys in writing. 		<p>JM/JH/HO Ys RDa</p> <p>JM</p> <p>SLT</p> <p>JM/HODs</p> <p>RDa/RC</p> <p>RDa/RC</p>	<p>Sep 2019 and ongoing</p> <p>Sep 2019 and ongoing</p> <p>Termly</p> <p>Autumn 2019 and ongoing</p> <p>Sep 19 – May 20</p> <p>Sep 19 – May 20</p>

Monitoring Commentary (Bullet Points)	Evaluation Commentary (Bullet Points)		
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Priority Two: Develop the quality and use of our Equality Information			
Targets:			
<ol style="list-style-type: none"> 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(s) Involved	Time Scale
<ul style="list-style-type: none"> • Continue the county Identity Based Incident and Bullying Monitoring System with termly returns to County 		CK	2019-21

<ul style="list-style-type: none"> Identify the priority policies for Equality Impact Assessment from this year's list of policies due for review and begin to carry out EIAs Continue to collect and collate Equality Information on Parents Carry out an exercise to update the equality information held on staff for all protected characteristics 		SO	Autumn Term 2017
		SO	Ongoing 2019-2021
		SO	Summer Term 2020

Priority Three: Teach and train pupils, staff and governors				
Targets:				
<ul style="list-style-type: none"> Staff and governors are aware of their statutory obligations under the Equality Act 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 The curriculum in all year groups evidences planned teaching of equality and diversity across a range of subjects, covering all Protected Characteristics 				
Strategically Planned Tasks for pupils:		O n T r a c k	Lead Person(s) Involved	Time Scale
The Year 9 R.E. curriculum will specifically focus on prejudice and discrimination.			HoD (RE)	Spring Term 2020
Year 7 - exploration of inspirational figures (such as Sophie Scholl, Yeonmi Park) and how they have responded to, and challenged prejudice, discrimination and abuses of human rights				
Year 7 – analysis of how people become asylum seekers and how the world, and individual countries should respond to asylum seekers				

Year 8 – investigation of Jewish persecution throughout history, including the Holocaust, and how Jewish people, and other protestors have responded to this				
Year 8 – exploration and enquiry of ethical themes such as: Are all protests acceptable? What are the UN Rights of a Child and are they still needed in 2020? Will there always be racism in the world?				
Equality Plans Geography				
Year 10	Population Change in the UK relating to ageing population and migration issues. Informal settlements in Low income countries focus on economics, society and the environment in Mumbai		HoD (Geog)	Autumn 2019 – Summer 2020
Year 11	Globalisation and ethical consumerism The impact of HIV and Malaria on Low income societies Child labour in Low income countries Development of countries and the role of women society			
Year 12	Segregation in cities Deindustrialisation leads to deprivation and the cycle of poverty (social exclusion)			
Year 13	Migration issues and mitigating strategies Amnesty international and the role other NGOs in dealing with refugees Demographic issues in China including LGBT+, the plight of ethnic minorities (Tibetans)			
<ul style="list-style-type: none"> Pupils will study relationships through the R.E. curriculum, focusing on heterosexual and same-sex relationships and debate same-sex marriage with reference to the Same Sex Marriage Act and full equality under the law. <ul style="list-style-type: none"> Pupils will study the Civil Rights Movement through the History curriculum, and will explore racism through history in Key Stage 5. At GCSE level pupils will be taught a unit on the changing role and status of women in Britain in the 20th Century. Pupils in Key Stage 3 will explore heresy and religious change Pupils studying A Level Health and Social Care study the Equality Act and how it applies to Health, Social Care and Childcare provision 			HoD (RE) HoD (Hist)	Summer Term 2020 Spring Term 2020 Summer 2020

<ul style="list-style-type: none"> ● Pupils will explore equality themes through the Art curriculum, including work on World Art and First Nations'. ~ Y8 ● Pupils studying GCSE Health and Social Care study factors affecting health and wellbeing including social an emotional factors such as gender, cultural and racial diversity and educational experiences ● Pupils studying Child Development will look at the needs of disabled children and the effect on the whole family. ● Sports opportunities will be provided for girls, e.g. girls rugby. ● Engage with the charity Show Racism the Red Card to offer workshops to pupils. ● Lectures to be held to mark the 75th anniversary of the liberation of Auschwitz. ● A Holocaust survivor will provide a talk to pupils. ● Pupils in Year 8 will read the book 'The Boy in the Striped Pyjamas' to discuss religious tolerance and prejudice. ● All Year 9 pupils study either To Kill a Mockingbird/Of Mice and Men and discuss themes of racism/prejudice/discrimination. ● Year 8 pupils will look at their own rights through the UN Convention on the Rights of the Child. ● The school will mark European Day of Languages to celebrate linguistic diversity and give recognition to EAL pupils and their families. ● A range of Cultural Festivals will be marked including St Davids Day, Eid, Diwali, Hannuka and Chinese New Year. Pupils will be taken on trips to visit places of worship in the local community, such as mosques and synagogues. We will also hold a full week of activities to comprehensively study Islam and Judaism and all Christian festivals will be celebrated/marked. 	<p>HoD (Art)</p> <p>HoD (HS)</p> <p>HoD (HS)</p> <p>PE Staff SO</p> <p>LD/RMc</p> <p>HoD (English)</p> <p>LJe</p> <p>OF</p> <p>SO MO</p>	<p>Summer Term 2020</p> <p>May 2020</p> <p>May 2020</p> <p>Summer 2020 October 2019</p> <p>Nov 2019 Jan 2020</p> <p>September 2019 onwards</p> <p>Spring/Summer 2020 Spring 2020</p> <p>Ongoing</p>
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Monitoring Commentary (Bullet Points) •	Evaluation Commentary (Bullet Points) •
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Reviewed by:	SO
Date:	Sep 2019
Approved by Governing Body:	Jan 2020