



Bishop Gore School

Strategic Equality Plan Policy

Date of Implementation:	2012
Date of last review:	January 2016
Date of next review:	January 2020
Lead person:	Wendy Norris

Contents of our Strategic Equality Plan (SEP)

1. Our school	3-4
1.1 Values	
1.2 Characteristics	
1.3 Mainstreaming equality into policy and practice	
1.4 Setting our equality objectives	
2. Responsibilities	5
2.1 Governing Body	
2.2 Senior Leadership Team	
2.3 Staff – teaching and non-teaching	
3. Information gathering and Engagement	6-7
3.1 Purpose and process	
3.2 Types of information gathered	
3.3 Engagement	
4. Equality Impact Assessment	7-8
5. Objectives and Action Plans	8
6. Publication and reporting	9
7. Monitor and Review	10

Appendices

App. 1 Regional Equality Objectives

App. 2 School Equality Objectives and Action Plan

App. 3 School Access Plan

1. Our Distinctive Character, Priorities and Aims

1.1 School values

At Bishop Gore, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Bishop Gore we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

At Bishop Gore we are proud of the service we provide to an extremely diverse intake. Bishop Gore is truly multicultural, serving pupils drawn not only from a wide local geographical spread, but also from an extremely wide range of backgrounds; Bishop Gore is diverse in terms of ethnicity and nationality; in socio-economic terms; in terms of levels of ability and challenges to ability and in terms of family and home structures.

A summary is offered below:

Bishop Gore School is a large 11-18 mixed English-medium comprehensive school situated to the west of the City of Swansea. There are 1,149 pupils on roll. There are 161 students in the Sixth Form. The school also has a Specialist Teaching Facility on site catering for 20 pupils with MLD. In addition 4% (46 pupils) are SEN with statement.

The school's intake is from a varied social background and represents the full range of ability. The percentage of pupils eligible for free school meals is 25%, which is well above the national average of 17.1% for secondary schools.

The school has 10.4% of pupils on the special educational needs register, compared with the national average of 19.6% for secondary schools.

About 26% (304) pupils come from ethnic minorities and 258 pupils (22.4%) come from homes where English is not the first language. 5 Pupils speak fluent Welsh. No pupils are registered as being from homes where the predominant language spoken is Welsh.

We are confident that each of the pupils in our care is treated both as an individual and as a member of the school community; we adopt a multi-agency approach (please see partnerships summary below) and our ethos is evident to pupils, parents, stakeholders, staff and visitors alike. The school sets high expectations for pupils' achievement and standards of behaviour. Pupils respond very positively to the inclusive culture of the school.

The Bishop Gore Estyn report of 2010 found that 'Provision for pupils with additional learning needs is outstanding'. The school has a number of well co-ordinated strategies to meet individual needs. These include literacy programmes, nurture groups and a social communication skills programme. Highly effective systems monitor and support pupils, and give them access to a broad and balanced curriculum. Pupils with profound and multiple learning difficulties are included well in the school community and attend classes with other pupils. In 2009, pupils with English as an additional language performed significantly better than expected in English in key stage 3. Provision for pupils with additional learning needs is outstanding'.

1.3 Mainstreaming equality into policy and practice

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of any protected characteristic defined within the Equality Act 2010:

- Age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity
- race
- religion or belief
- sex
- sexual orientation

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for all and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Public Sector Equality Duty to:

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
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our SEP and Equality Objectives are set in the light of:

- The regional equality objectives identified in **Appendix 1**;
- views expressed by our school council and governing body that have been involved in the development of the plan;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

Our School Equality Objectives are set out in **Appendix 2**.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to disabled people, and also strive to make communications inclusive for parents, carers and pupils;
- ensures that no pupil is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

Key Personnel

SEN / Inclusion Governor – Mr. Mike Radford

Child Protection Governor – Mrs Sue Soul

LAC Governor – Cllr. Mark Child

Racial Incidents – Mrs. Dianne Hockenhull

Child Protection – Ms Debra Treharne

Deputy Child Protection – Mrs Angharad Lear

PSE Coordinator – Mr Mark Davies

RS Coordinator – Mrs Jennifer Harding-Richards

Equalities – Dr. W. Norris

2.2 Headteacher / Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating any incidents of bullying, harassment or discrimination in accordance to the Authority's and school's policies

2.3 Staff – teaching and support staff

The school regards equality as a responsibility for all. Every member of staff contributes to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work support staff and encourage them to intervene in a positive way against any discriminatory incidents

3. Information gathering and Engagement

3.1 Purpose and process

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
- reviewing our performance.
- undertaking Equality Impact Assessments

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board; a template is available for this work
- pupil attainment and progress data relating to different groups;
- school council's views actively sought and incorporated in a way that values their contribution;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any protected characteristic

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We ensure that we communicate with everyone in an accessible way., using interpreters and different information formats when appropriate.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Stakeholder views are sought analysed and acted upon regularly. This compliments the involvement of a wide range of groups on a routine and ad hoc basis. This includes but is not limited to ...

The School Council

The Governing Body

Sparks youth team

Ethnic Youth Services Team workers who visit weekly to speak with pupils EYST

The Youth Team whose workers also visit weekly to speak with pupils

The EMLAS team based at the school

Staff and representatives of the STF

Communities First'

South Wales Police PCSO's

Residents & local businesses

The Pastoral Team

The Exchange

St Paul's Church

Educational Psychologist and

The full complement of partners with whom we adopt a multi-agency approach to wellbeing.

4. Equality Impact Assessment

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-) belief
- Sex
- Sexual orientation
- Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on all our policies and proposals.

5. Objectives and Action Plans

Our Equality Objectives are

- *To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups;*
- *Publish and promote Equality Policy (SEP) through school website, newsletters, staff meetings;*
- *Monitor and analyse pupil achievement by protected characteristics, act on trends / patterns in the data that require additional support in order to narrow the gap;*
- *Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity;*
- *Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve;*
- *Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council, charitable works, CU assemblies, etc.;*
- *Ensure racial incidents are reported, monitored and acted upon effectively;*
- *Introduce initiatives to encourage girls to take up sport outside the curriculum requirements, including football, cricket, basketball and rugby to ensure participation rates more reflective of school population;*

- *Promote Governor vacancies with leaflets in accessible formats and specifically welcoming applications from disabled candidates;*
- *Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs. Involve representatives from a range of these to participate in our celebrations;*
- *To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan;*
- *Teachers work collaboratively with outside agencies and advise support staff accordingly;*
- *Needs of all stakeholders with disabilities will be taken into account in planning and undertaking school any refurbishment to the school;*
- *Clear signage in all areas of the school;*
- *Visual support in place in all areas of the school;*
- *User-friendly language in place for all communication;*
- *Communication translated into main community languages.*
- Further information on how we will achieve these objectives is contained in Appendix 2

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analyzing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for our Equality Objectives
- undertaking an annual review of progress against our Equality Objectives.
- We will undertake a full review of our SEP by September 2016.

Bishop Gore School

Strategic Equality Plan 2012 – 2016

Appendices

- App. 1 Regional Equality Objectives**
- App. 2 School Equality Objectives and Action Plan**
- App. 3 Current school Access Plan**

APPENDIX 1

Regional Equality Objectives

South West and Mid Wales Authorities Consortium (swamwac)

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

3. Reduce gaps in levels of attendance between different protected groups as identified in local data

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. Reduce the number of NEETs

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.
Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.
Non statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

Strategic Equality Plan 2012 – 2016
Equality Objectives and Action Plan

Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Time frames	Success indicators
Protected Characteristics	<i>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council by election, class assemblies etc.</i>	<i>School Council representation monitored by race, gender, disability</i>	<i>HT</i>	<i>On-going</i>	<i>Diversity in school council membership</i>
Protected Characteristics	<i>To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups Publish and promote Equality Policy through school website, newsletters, staff meetings</i>	<i>Invitation for parents to respond to published document.</i>	<i>HT</i>	<i>By May 2015 Annually thereafter</i>	<i>All staff familiar with principles of the policy and use them when planning lessons, creating classroom displays Parents are aware of policy and have communicated interest / amendments</i>

Protected Characteristics	<i>Monitor and analyse pupil achievement by protected characteristics, act on trends / patterns in the data that require additional support in order to narrow the gap</i>	<i>Achievement data analysed by protected characteristics</i>	<i>HT s</i>	<i>Annually from NFER data, FFT data and All Wales Core Data Sets</i>	<i>Analysis of teacher assessments/ annual data indicates the gap is narrowing for equality groups</i>
Protected Characteristics	<i>Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity.</i>	<i>Increased pupil participation, confidence and achievement levels . disability event 2015</i>	<i>All staff</i>	<i>On going</i>	<i>Increase in participation and confidence of targeted group.</i>
Protected Characteristics	<i>Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve</i>	<i>Increase in pupil participation, confidence and positive identity – monitor through PSHE/Wellbeing</i>	<i>HT</i>	<i>On-going</i>	<i>More diversity reflected in school displays across all year groups</i>
Racial Equality	<i>Ensure racial incidents are reported, monitored and acted upon effectively</i>	<i>The HT and Governing Body will assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils/parents satisfied</i>	<i>Governing Body HT,</i>	<i>Reporting in termly report to governors</i>	<i>All staff aware of and respond to racist incidents</i>

		<i>with outcomes?</i>			
Gender Equality	<i>To continue to promote and encourage girls to take up sport outside the curriculum requirements, including football ,cricket, basketball and rugby to ensure participation rates more reflective of school population s</i>	<i>Increased participation of girls in sports clubs and extra-curricular activities</i>	<i>PE Dept.</i>	<i>Ongoing</i>	<i>More girls take up after school sport</i>
Disability Equality	<i>To continue to work with the LA to make school Disability friendly</i>	<i>Parking bays and equality of access to buildings</i>	<i>HT, Governors</i>	<i>Ongoing</i>	<i>Increased accessibility</i>
Racial	<i>Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs Involve representatives from a range of these to participate in our celebrations</i>	<i>Survey of participant and stakeholder ,</i>	<i>HT Governing Body</i>	<i>Annually</i>	<i>Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis</i>

Accessibility Plan

Target	Strategies	Outcome	Time scale	Goals achieved
IMPROVE THE QUALITY OF WRITTEN COMMUNICATION				
Review and audit the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.	Review current provision – Involve DFS group and EMLAS Alternative formats for the provision of information might include: large print, audio tape, Braille, a recognised symbol system, alternative languages and the use of ICT. Dyslexia Friendly schools input to improve access EG coloured paper for DFS – training for reprographics staff	Information available to all – increased involvement. Greater variety of written materials available for all pupils/parents	Ongoing	Greater variety in provision of information.
IMPROVING PARTICIPATION IN THE CURRICULUM				
Ensure that teaching and learning meets the needs of all learners through effective differentiation	All departments to make provision for Differentiation Development Where necessary, Schemes of Work will be revised to show how the needs of different pupils will be met within lessons	Whole staff training session will offer all colleagues practical ways to plan All teachers are able to fully meet	LONG TERM	Drop in and lesson observation evidence indicates the needs of

		students' needs with regard to accessing the curriculum		all learners are being met. CFW Staff Support package
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of epipens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students governors as required	School will continue to be a fully inclusive place, improved awareness of specialist needs.	Sept – Ongoing Hearing training	Training records Responses to audit.
Audit pupil, and prospective pupil needs, in relation to the wider provision of school, including after school clubs; leisure, sporting and cultural activities and school trips.	Audit of provision and take up Systems encourage participation by all	Greater variety of activities available to all	Ongoing	Audit of participation rates shows variety
IMPROVING THE PHYSICAL ENVIRONMENT OF SCHOOLS FOR DISABLED PUPILS				
Improve disabled toilet access for all users of the premises	Develop plan to adapt existing toilets	Additional disabled toilet	Long term	
Premises plan will have a focus on accessibility.	Audit need Improvements to areas of the school will incorporate appropriate colour schemes / information to improve access / handrails / etc.	The premises will, on a rolling programme, ensure that all areas of the school on the lower floors support the access of all users.	Ongoing long term	

