



**OLCHFA**

**STRATEGIC EQUALITY PLAN**

**2021-2025**

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## OUR DISTINCTIVE CHARACTER, PRIORITIES AND AIMS

### OUR SCHOOL VALUES

At Olchfa 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 and 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 Olchfa we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### CHARACTERISTICS OF OUR SCHOOL

Olchfa School is an 11-18 mixed comprehensive school situated in the west of Swansea. There are 1,872 pupils on roll, including 471 in the sixth form. The school has a specialist teaching facility on site catering for hearing impaired pupils. Just over 14.1 % of pupils are eligible for free school meals, which is below the national average of 18.7 % for secondary schools. Around 14.6% of pupils have additional learning needs and 1.2% have a statement of special educational needs. 33.1% of pupils come from a minority ethnic group and just over 24.9% speak English as an additional language.

### MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

As well as the specific actions set out in this plan, the school operates equality of opportunity in its day to day practice in the following ways.

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/carers 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;
- uphold and promote the Rights of the Child (UNCRC) to meet our commitments contained within the Children and Young People's Rights Scheme in particular;

Article 2 - (non-discrimination) All children have the right to protection against discrimination.

Article 12 - (respect for the views of the child) All children have the right to an opinion and for it to be listened to and taken seriously.

Article 13 - (freedom of expression) All children have the right to find out things and say what they think through making art, speaking and writing unless it breaks the rights of others.

Article 14 - (freedom of thought, belief and religion) All children have the right to think what they like and be whatever religion they want to be with their parents' guidance.

Article 16 - (the right to privacy) All children have a right to a private life.

Article 22 (refugee children) Refugee children have the right to an education.

Article 23 - (children with disability) All children with disability, mental or physical, have the right to special care and to information that will help you stay well.

Article 28 - (right to an education) All children have the right to an education and all other rights outlined in the convention.

Article 29 - (goals of education) All children have the right to an education which tries to develop their personality and abilities as much as possible; and encourages you to respect other people's rights and values and to respect the environment.

Article 30 - (minority or indigenous groups) All children have the right to enjoy your own culture, practise your own religion, and use your own language.

- uphold and promote our school ethos and values of 'Ready, Respectful, Safe'.

## **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 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.

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.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

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.

### **OUR SEP AND EQUALITY OBJECTIVES ARE SET IN THE LIGHT OF:**

- views expressed by our pupils, the Equality, Diversity and Inclusion Committee, the School Advisory Board, the Year Group Council, the Senior Leadership Team, all teaching and non-teaching staff, the governing body and *parents* and the wider educational research community.
- issues arising as a result of our analysis of our pupil data, for example attainment data and attendance. Wellbeing data (CORC/SHRN); SIMs behaviour and achievement data; protected characteristic behaviour log and internal Research team data.
- Our School Equality Objectives are set out in Appendix 2.

## **RESPONSIBILITIES**

### **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 various 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 people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child 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/carers.

### **SENIOR LEADERSHIP TEAM**

The Senior Leadership Team 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 all incidents of unfair treatment and any incidents of bullying or any discrimination according to the Authority's and school's policies;
- ensuring that all staff are aware of the SEP.

## **STAFF – TEACHING AND NON-TEACHING**

The school regards equality for all as a responsibility for all. All members of staff contribute 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 bullying and discrimination as prescribed in the LA and school's policies.
- supporting the work of ancillary or support staff and encouraging them to intervene in a positive way against any discriminatory incidents.

## **INFORMATION GATHERING AND ENGAGEMENT**

### **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. 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 an accurate impact assessment 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 while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

### **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 following the distribution of a questionnaire to determine equality issues;
- an analysis of the issues raised by the year Group Council, the School Advisory Board, the

- Equality, Diversity and Inclusion Committee;
- an analysis of the responses received from teaching and non-teaching staff following a whole school consultation on equality, diversity and inclusion issues;
- an analysis of the current educational research on equality, diversity and inclusion in education;
- an analysis of pupil attainment and progress data relating to different groups;
- an analysis of the results from the pupil and staff CORC and pupil SHRN surveys;
- an analysis of SIMs behaviour and achievement data;
- an analysis of the protected characteristic behaviour log;
- an analysis of the Research Team's internal data;
- exclusions data analysed by group;

## 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.

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

- Pupil views are actively sought via Year Councils, the School Advisory Board, the Equality, Diversity and Inclusion Committee and whole school questionnaires.
- Staff and parents' views are actively sought via whole school consultations, the School Advisory Board, Equality, Diversity and Inclusion Committee and whole school questionnaires.
- The use of the CORC and SHRN survey have ascertained staff and pupil views on a broad range of issues across the school.

**Olchfa's Strategic Equality Plan is reviewed annually. If you have any comments or suggestions relating to the plan then please email [olchfaschool@olchfa.org.uk](mailto:olchfaschool@olchfa.org.uk) .**

## EQUALITY IMPACT ASSESSMENT

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance with the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

## OBJECTIVES AND PLANS

Our chosen Equality Objectives areas are:

1. Wellbeing and Inclusion
2. Curriculum
3. Pedagogy and Teaching and Learning.

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

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

## PUBLICATION AND REPORTING

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats (according to the needs of the pupils/parents/stakeholders) and actively makes it available to parents/carers. The school prospectus includes a reference to the SEP and the values underpinning it.

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 analysing trends by protected characteristics 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.

## 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 the SEP and action plans;
- using the 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.
- The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:
- involve the participation of a full range of stakeholders;



- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2022. The first annual review will take place in spring term 2023 and any changes will be reflected following this date.

A report will be given to the Governing Body.

## APPROVAL

Title Name Date 1 Date 2

<b>Governing Body: Care Support and Guidance Committee.</b>	07/02/23

Chair of Governors, Mrs Bev Jones 07/02/23

Head Teacher, Hugh Davies 07/02/23

## APPENDICES

Appendix 1 Local Authority Objectives.

Appendix 2 Olchfa's Equality Objectives and Actions.

## APPENDIX 1 LOCAL AUTHORITY EQUALITY OBJECTIVES

### City and County of Swansea Strategic Equality Plan 2020-2024

1. Education: Ensure an inclusive learning experience and that gaps in levels of attainment and other post-education outcomes are narrowed.
2. Work: Reduce pay gaps and create a more inclusive workforce that is more reflective of Swansea's diverse communities.
3. Living standards: Tackle poverty and help support independent living.
4. Health: Seek to promote good physical and mental health and reduce health inequalities through the provision of sport, culture and leisure opportunities and a healthy built and natural environment.
5. Fairness, dignity and respect: Ensure that people and communities have their rights respected and feel safe from violence and abuse.
6. Participation: Improve how we engage with and involve people and communities in matters that are important to them and decisions that we make.

## APPENDIX 2 EQUALITY OBJECTIVES AND ACTION PLAN

### Strategic Equality Plan 2021-2025 Equality Objectives and Action plan

Development Priority Areas	2021-2025
<p><b>Wellbeing, equity and inclusion</b></p>	<ul style="list-style-type: none"> <li>● Develop an Equality Diversity and Inclusion Committee.</li> <li>● Improve the collection and monitoring of equalities data.</li> <li>● Develop a Pupil Emotional Health and Wellbeing Statement and Policy.</li> <li>● Develop a Staff Emotional Health and Wellbeing Statement and Policy.</li> <li>● Create a designated staff and pupil wellbeing lead.</li> <li>● Reaffirm and develop further links with the wider community post-covid.</li> <li>● Develop and deliver staff training relating to new ALN legislation.</li> <li>● Implement the new ALN legislation.</li> <li>● Develop form time interventions to support areas of concern, relating to Equality Diversity and Inclusion, identified by pupils.</li> <li>● Develop the <i>Promoting Core Values Policy</i> to include specific reference to protected characteristics.</li> <li>● Develop interventions to address acts of prejudice via NEWID.</li> <li>● Develop interventions to support pupils who are victims of acts of prejudice via NEWID.</li> <li>● Raise awareness of Sexual Harassment in school and develop a Sexual Harassment Guide/Policy.</li> <li>● Further expand food provision, in particular to accommodate religious and other beliefs.</li> <li>● Develop toilet facilities for all pupils.</li> <li>● Evaluate changing room facilities and explore developing the facility for all pupils.</li> <li>● Promote and celebrate diversity within school.</li> </ul>

<p><b>Curriculum</b></p>	<ul style="list-style-type: none"> <li>● Develop an inclusive curriculum that serves the needs of all its learners.</li> <li>● Develop a curriculum that represents a range of viewpoints, knowledge and contributions and develops a sense of Cynefin in all pupils .</li> <li>● Develop a new <i>iDevelop</i> curriculum that supports the development of all pupils' resilience and wellbeing and embeds the new RVE/RSE curriculums.</li> <li>● Develop a curriculum that is inclusive of Wales' Anti-Racism and LGBTQ+ Action Plans.</li> <li>● Develop our 'beyond' the curriculum provision to support, enrich and meet the needs of all learners.</li> </ul>
<p><b>Pedagogy and Teaching and Learning</b></p>	<ul style="list-style-type: none"> <li>● Further develop pedagogical practices that are stimulating and inclusive and that are culturally responsive.</li> <li>● Further Equality, Diversity and Inclusion literacy across the school.</li> <li>● Further develop pedagogy and skills that support a critical disposition in all pupils.</li> <li>● Further develop pedagogical practices to support ALN pupils.</li> <li>● Further develop pedagogical practices to support EAL pupils</li> </ul>

