



# Ysgol Pentrehafod Pentrehafod School

## Strategic Equality Plan Cynllun Cydraddoldeb Strategol

*Reviewed November 2019*  
*Adolygu ddiw Tachwedd 2019*  
*Next Review November 2022*  
*'Adolygiad nesaf Tachwedd 2022*

*Reviewed by Mr D Evans, Assistant Headteacher*  
*November 19*

### Article 17

*"You have the right to get information that is important to your well-being"*





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## Strategic Equality Plan Policy Statement

### 1. Our School

Pentrehafod Comprehensive School is an 11-16 mixed comprehensive school situated on the eastern side of Swansea. The school accommodates a Special Teaching Facility (STF) for pupils with Speech, Language and Communication needs. The cluster primary schools include Brynhyfryd, Clwyd, Burlais, Hafod, Gwyrosydd, Plasmarl and Waun Wen, but other families, from outside this catchment, are choosing Pentrehafod.

Pentrehafod School's success is due to a committed and relentless drive on Learning and Teaching, involving all staff, underpinned by some key innovations. Pentrehafod's Attendance and Wellbeing (PAWB) continuously monitor and address individual attendance and wellbeing issues, making links with vulnerable families/carers, thus ensuring more sustained support for students. PAWB have also led the school's work on Restorative Practice (RP) with the outcome that all staff (teaching and non-teaching) are trained in delivering sessions, ensuring that there are strong working relationships across the school. The success of PAWB has been recognised across Swansea and our lead key worker is now seconded to develop similar practices across the county.

Pentrehafod School was accredited as a Level 2 Rights Respecting School by UNICEF and is also a School of Sanctuary. It has recently (July 2018) achieved the new Rights Respecting Gold Award. The school has focused on ensuring that its most vulnerable students leave with a sense of community and qualifications. Pentrehafod's Alternative Curriculum Education (PACE) is now well-established. Initially PACE focused on KS4 students who were in danger of significant disengagement and risk of exclusion. These students are educated off-site where an appropriate and bespoke curriculum is followed. PACE has been a significant success. KS3 PACE has now been developed.

The school community is confident in its ability to address the challenge of ensuring that all students maximise their potential and fulfil the aspirations set by themselves, their parents/carers and the school.



The school is also committed to this success being academic, but also reflecting the skills and attributes of the whole child. We pride ourselves on being a happy, caring and successful school and fulfilling a key community role.

## **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 students 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 students from protected groups;
2. Develop the quality and use of our Equality Monitoring and Data Collection;



3. Teach and train our students, staff and governors about the principles and practice of equality, diversity and anti-discrimination. The school linked with EmpathyLab in 2019 and this drive now underpins our work on respecting all cultures and challenging all forms of discrimination.

To meet these objectives, the school with produces a range of action plans, e.g., Empathy Plan, Standards planning which outline the key actions to fulfil both the general and specific duties. These cover all the relevant protected characteristics.

#### **4. Scope**

The policy applies to all full time, part time, job share, permanent, temporary and supply staff. It applies to all students, parents/carers, 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 Pentrehafod School we aim to be a caring, well-ordered and successful community in which all individuals who come to learn and work here are able to develop their maximum potential. We are committed in our aims to:

- Develop personality, cultivate social skills, and prepare students for lifelong learning.
- Provide the highest standard of care for everyone and expect a standard appropriate to a civilized community.
- Provide, through the curriculum and other activities, for the spiritual and moral development of students.
- Value all members of the school community equally and to provide equality of opportunity for all, irrespective of race, gender, ability, disability, sexual orientation, family circumstances or any of the other protected characteristics.



- Be a well-run, happy and successful school, which values its role in the local community, and is held in high regard by the local community.
- Provide an education environment in which all students can achieve at their highest possible Level. This will include a commitment to ensuring full and appropriate access and support to examinations in line with Equality legislation and the requirements of JCQ and individual examination boards.

We believe that we can create 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. Our expectation is to be a caring, well-ordered and successful community in which all individuals who come to learn and work here are able to develop their maximum potential.

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 thinking is 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, disabilist 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 governing body for our own use and the Local Authority for citywide use to help actions to combat hate crime locally and across the City.

## **6. Commitment of the School community**

The Governing Body, Headteacher, teaching and non-teaching staff and all of the school community will work with all the school's partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. We will encourage support and enable all staff and students with any protected characteristics to be equal members of our inclusive school community.

## **7. Roles and Responsibilities**

### **The Role of Governors**

- i. The Governing Body sets out its commitment to equal opportunities in this Strategic Equality Plan and will continue to do all it can to ensure that the school is fully inclusive to all members of the school community, and responsive to the needs of anyone within the protected characteristics.
- ii. The Governing Body will recruit governors representative of the student population and community and seek to celebrate and promote diversity.
- iii. The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability, sexual orientation, religion, belief or non-belief, age, gender reassignment, pregnancy and maternity or marriage and civil partnership.
- iv. The Governing Body will take all reasonable steps to ensure that the school environment gives access to disabled people, and also strives to make school communications as inclusive as possible for parents, carers and students.



- v. The Governing Body welcomes all applications to join the school, whatever a child's socio-economic background, race, gender disability, sexual orientation or family circumstances and will administer fairly its published admissions' criteria.
- vi. The Governing Body will ensure that no child is discriminated against whilst in our school on account of their Race, Gender, Disability, Sexual Orientation, Religion, Belief or Non- Belief, Transgender Status, family status or other protected characteristics.
- vii. The Governing Body will ensure that they receive appropriate training and review this plan on a regular basis taking account of any feedback received by the Headteacher, on behalf of the school, on its scope and delivery.

### **The Role of the Headteacher**

- i. The Headteacher is responsible for the day-to-day implementation and delivery of the school's Strategic Equality Plan on behalf of the Governing Body.
- ii. The Headteacher should, along with senior leaders, ensure that all staff are aware of the Strategic Equality Plan, and that teachers and non-teachers apply these guidelines fairly in all situations.
- iii. The Headteacher will make this plan readily available along with related policies, and that staff, student, parents and carers know about it.
- iv. The Headteacher will ensure 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.
- v. The Headteacher will promote the principle of equal opportunity when designing and implementing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- vi. The Headteacher will treat all incidents of unfair treatment of protected characteristics and any incidents of bullying or discrimination, with due seriousness.





- vii. The Headteacher will oversee and monitor the delivery of the Strategic Equality Plan and report back to the Governing Body accordingly.

### **The Role of Staff: Teaching and Non-teaching**

- i. All staff, irrespective of employment status, engaged by the school will promote equality and good relations between individuals and groups in ensuring each are treated equally and with respect.
- ii. All staff will strive to provide information, which gives positive images based on race, gender and disability, challenges stereotypical images and supports protective characteristics.
- iii. All staff will challenge and will deal with incidents of unlawful discrimination, bullying and any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher and Senior Staff.
- iv. All staff will encourage each other to intervene in a positive way against any discriminatory incidents being able to recognise and tackle bias and stereotyping and will maintain awareness through training of the school's Strategic Equality Plan.

**The person with key responsibility for dealing with reported incidents of unlawful discrimination is Mr J Williams, AoLE for Year 11.** Staff and students are aware of who this named person is. The named people ensure that all reported incidents are logged and reported to the Local Authority.

## **8. 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 to understand the full range of needs of the school community.

For details of the accessibility plan please contact the school direct.

The principles of this policy will be reflected in all other policies and procedures in the school and be reflected in any reviews and updating of these.

Pentrehafod School has consulted with Governors, parents/carers, students and staff in developing the Strategic Equality Plan.

## 9. Publication and reporting

The school publishes the Strategic Equality Plan on our website. 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.

## 10. 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 three yearly.

**Pentrehafod School**  
**Strategic Equality Plan 2019 – 2022**  
**Equality Objectives and Action Plan**

Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Protected Characteristics	To promote messages and positive role models across all protected characteristics and increase participation and achievement within these groups  Publish and promote Respect Campaign through school website, newsletters, staff meetings, launch of EmpathyLab.	Monitor of SIMS, LL Tracking	JF, GB  ML, LJC	Ongoing  Sept 2019 – July 2020	All staff familiar with principles of the policy and use them when planning lessons, creating classroom displays  Decrease in Bullying / harassment / racist incidents
Protected Characteristics	Monitor and analyse student achievement by protected characteristics, act on trends / patterns in the data that require additional support in order to narrow the gap	Achievement data analysed by protected characteristics	JF, Headship Team	Annually from NFER data, FFT data, Ffynon data etc	Analysis of teacher assessments/ annual data indicates the gap is narrowing for equality groups
Protected Characteristics	Ensure the curriculum promotes role models and heroes that young people positively identify with which reflect the school's diversity	Increased student participation, confidence and achievement levels	All staff	Ongoing	Increase in participation and confidence of targeted group
Protected Characteristics	Ensure that all displays in classrooms and corridors reflect the diversity of the community we serve	Increase in pupil participation, confidence and positive identity – monitor through Health and Wellbeing Curriculum	JF, leadership team  Student Parliament	On-going	More diversity reflected in school displays across all year groups
Protected Characteristics	Ensure all students are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the student parliament by election or co-option, class assemblies, Staff appointments.	School Council and Pupil Voice representation monitored by race, gender, disability	JF, MG , Sara Jones	On-going	More diversity in school parliament membership, Including EAL, eFSM and carers.



Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Racial Equality	Ensure racial incidents are reported, monitored and acted upon effectively	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 /carers satisfied with outcomes?	ML, LLS, Headship team	Reporting in termly report to governors	All staff aware of and respond to racist incidents
Gender Equality	Reduce the gender gap between boys and girls in identified subjects. See Action Plan for standards	Improve the attainment of boys across the curriculum	Head of Key Stages	Ongoing	Action plans in place in School & Subject Development Plans. Autumn standards review Measurable decrease in performance gender gaps. Gender gaps explicitly reported to Governing Body following receipt of All Wales Core Data
Disability Equality	Promote Governor vacancies with leaflets in accessible formats. Ensure that parents who have disabilities have arrangements made which accommodates their needs on parents evening or on other visits to the school e.g. school concerts, subcommittee attendance.	Monitoring of applications by disability to see if material was effective. Arrangements made as appropriate to identified need.	Governing Body Clerk to Governors School Manager	Ongoing	Disabled candidates explicitly supported in all admin relating to vacancies Disabled candidates explicitly supported when elected
Racial	Celebrate cultural events throughout the year to increase pupil and community awareness of different ethnic groups and beliefs. Involve representatives from a range of groups to participate in our celebrations	Survey of participant and stakeholder and agenda item in School Council/student voice meetings	Governing Body, leadership team, Learning Co-ordinators	Ongoing	Increased awareness of different communities, beliefs and ethnicity as evidenced via survey analysis and Pupil Voice. We were the first School of Sanctuary in Wales and are now Rights Resecting Gold Standard



<b>ACCESSIBILITY PLAN</b>					
Equality Strand	Objective / Action	How will the impact of the action be monitored?	Responsibility for monitoring	Timeframes	Success indicators
Access to curriculum	To increase access to the curriculum, physical and written environment through the delivery of the School's Accessibility Plan	Monitor via student progress review meetings	JF, DLE	On going	Students make progress from starting points
	Teachers to differentiate work in the light of reports above	School's monitoring policy IEP REVIEWS	Headship team DLE	September 2014 ongoing	Pupils make progress from starting points and measured at least 3 times/year
	Teachers work collaboratively with outside agencies and advise support staff accordingly	School's monitoring policy	Headship team , LL'S, PAWB	On going	Pupils make progress from starting points and measured at least 3 times/year
Access to Physical environment	Needs of all stakeholders with disabilities will be taken into account in planning and undertaking any refurbishment.	Plans and accommodation include adaptations	Local Authority, GB, HT, Business Manager	Ongoing	Ease of access to physical environment facilitated and made explicit.
	Clear signage in all areas of the school	Termly check	Business Manager	On going	Easy access to physical environment
Access to written communication	Visual support in place in all areas of the school	All written communication to stakeholders screened and monitored	Headship Team, Learning Leaders	On going	Clear and accessible written/pictorial information for all learners
	User-friendly language in place for all communication	Parental feedback	JF, School Manager, EMAU (JM)	On going	Clear and accessible written/ pictorial information for all learners
	Communication translated into main community languages, interpret information to key members	Parental feedback	JF, EMAU (JM)	On going	Clear and accessible written/ pictorial information for all (in community language if required)

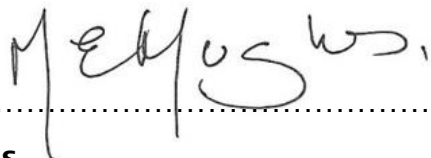


**Equality Objectives particularly relating to Staff**

Issue	Action	Monitoring	Responsibility	Success Criteria
Well-being	To ensure that staff are not discriminated against, victimised or harassed. To ensure that staff are treated with dignity and respect at all times.	Governing Body	JF, Headship Team	Staff are not discriminated against, victimised or harassed. Staff feel respected and supported in school. Monitoring of Health and Safety reports to Local Authority
Access to Site	To ensure that the site, building and classrooms are as easily accessible as possible. To make reasonable adjustments to the site, building and classrooms to make them more accessible for staff where necessary.	Governing Body	JF, Business manager AB	Staff are able to access the site, building and classrooms as far as is feasibly possible
Appointments	To ensure that all applications for posts are considered and the appointments process is undertaken without any discrimination towards candidates	Governing Body	JF Headship Team	The appointments process is undertaken without any discrimination against staff
Pay	To ensure that there is no discrimination towards staff in relation to pay conditions and opportunities for promotion	Governing Body	JF Headship Team	The pay of and promotion opportunities for staff are equally available to all staff who meet the job requirements
Training	To ensure that there is no discrimination towards staff in relation to training opportunities	JF, Governing Body	JF Staff Development officer	All staff have the same opportunities to access training
School Calendar	To ensure that the calendar of school events is drawn up in consultation with staff and does not discriminate against them in any way	JF, GB	MG	Though is given in the construction of the school calendar and through the consultation process so that no staff feel discriminated against. All ADDS commitments are explicit at the beginning of the academic year and any change is undertaken only in rare circumstances, only following consultation with all staff and with reasonable notice given of change
Procurement	To ensure that the procurement process is fair and transparent and there is no discrimination against staff, students or parents/carers when the school purchases resources or services	JF Governing Body	JF Business Manager AB	The procurement process is fair and transparent

This Policy was presented to Governors on **27<sup>th</sup> November 2019**

It will be reviewed in **November 2022** or if National and Local Policy or Guideline is updated.

Signed..........  
**Mrs M Hughes**  
**Chair of Governors**