

EQUALITIES POLICY

Introduction : Our School (data valid for academic year 2011/12 and will be reviewed by Easter 2013)

St Teilo's Church in Wales High School is a Voluntary Aided 11-18 Comprehensive School with 1229 pupils and 71.16 teaching staff (FTE) and 29.28 associate staff (FTE). 50.2% of our pupils are girls and 49.8% are boys. 11.7% are eligible for free school meals and 16.4% are on the SEN register. There are 19 students with a Statement of Special Educational Need, 115 students on School Action and 47 on School Action Plus.

Our school population is quite stable due to oversubscription yet the intake can come from varying primary schools from year to year. Anything between forty and fifty primary schools send pupils to our school.

Pupils are from a range of ethnic backgrounds our largest ethnic groups are: White British (83.5%), Black Caribbean (2.8%), Chinese (2%) and Indian (1.4%).

The predominant faith group is Christian from a wide range of denominations although the largest group is from the Church in Wales. Other faiths are represented in some year groups as 'Open Places' are available. There are 42 students of no faith and 59 Muslim students. 5 have chosen not to indicate a faith.

The first language is English for 91.7% of our pupils, 24 pupils have Chinese as their first language, 12 have Arabic as their first language, 10 have Punjabi as their first language and 5 pupils have Greek as their first language. Other first languages, often for individual pupils, include Bengali, Arabic, Hindi, Farsi, Korean, Kurdish, Norwegian, Polish, Portuguese, Somali and Urdu.

The majority of our pupils use English as their first language.

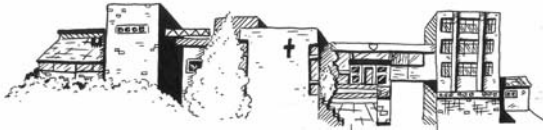
The gender division of teaching staff is male, 30.5%, female, 69.5% and for associate staff is 14.7% male and 85.3% female. All of our teaching and associate staff are English speaking.

Aims of the Equalities Policy

The aims of this policy are to:

- Promote good relationships amongst pupils, staff, parents, and the wider community which respects and values diversity
- Encourage participation of peoples from diverse backgrounds, ages, faith, sexual orientation and impairments in school life
- Promote equalities of opportunity for all
- Eliminate unlawful discrimination and harassment on the grounds of gender, ethnicity, language, religion, age, disability or sexual orientation.
- Promote social cohesion

Policy developed : May 2011; to be Reviewed Summer 2014



- Allow for more favourable treatment of people with a disability

Scope

The policy applies to all full-time, part-time, job share, permanent and temporary staff. It also includes all pupils, parents, service users and visitors to the school. Please also refer to the school's *Equal Opportunity Policy for Employment* and the *Anti Harassment Policy*.

Equalities Summary Statement

The school is committed to working towards Equality regardless of Race, Age, Gender, Faith, Sexual Orientation, Language or Disability, and to the creation of an inclusive culture in which every individual, regardless of ability and background, is enabled to participate and is valued as a member of the school community. We therefore promote positive approaches to difference and foster respect for people of all cultural backgrounds.

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.

The school is opposed to all forms of prejudice and discrimination based on Race, Age, Gender, Faith, Sexual Orientation, Language or Disability. Language or behaviour, which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged. The school takes its responsibility to monitor and report on racist incidents each term seriously and uses this information to plan strategies to combat incidents motivated by hate. We share this information with the LEA to help shape actions to combat hate crime across the City.

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.

Securing Equalities in our School

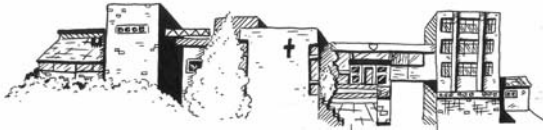
a) Leadership & Management

The school will use this policy to review and modify all its policies to ensure that the equalities statements described here are maintained.

b) Staffing & Recruitment

The school has a specific policy for 'Equal Opportunities in Employment' as recommended by the National Society for Church Schools in England and Wales and aligned with Cardiff County Local Authority. The Governors monitor recruitment to ensure that discrimination does not take place on the basis of the Equalities Summary Statement.

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Access to professional development and promotion is open to all staff. Equalities of access is monitored by the Headteacher and Governors. Staff are able to request leave of absence with pay to celebrate major festivals of their own religion.

All staff are made aware of school policies that are published on the School Intranet and hard copies are provided in the staff rooms and the main office. Training is provided to deal with bullying, racism and harassment. Support is given to staff who may be victim of harassment, bullying or racist incidents. All staff are encouraged to report all equality incidents to enable the school to eliminate bias and discrimination in the work place.

The school publicises its Anti Harassment Policy and encourages staff to report and discuss any examples of harassment that may occur.

c) Curriculum & Resources

Subject schemes of work are monitored by the Senior Leadership Team to ensure that pupils are given opportunities to explore bias and challenge prejudice and stereotypes. Acts of worship are planned which promote equal opportunities and celebrate diversity.

Curriculum planning ensures that there is no gender bias within options provided. Results of assessments and public examinations are monitored and report to Governors to show gender differences. Appropriate staff and resources are available to support learners working across the ability spectrum including those with additional needs (including more able) or specific impairments.

Visitors from a range of ethnic groups and disabled people visit the school and present a range of positive role models to the pupils. Extra curricular activities are available to all pupils and reasonable steps are taken to ensure that there is access for pupils with disabilities or additional needs.

Work experience and careers education encourage pupils to consider options and avoid gender stereotypes. Pupils have a link teacher to report any concerns whilst on work experience, including harassment in the workplace. Visits to the place of work ensure support and monitoring procedures.

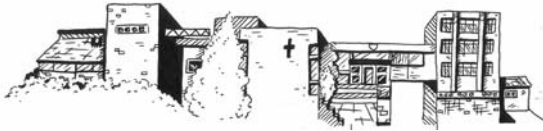
d) Teaching & Learning

Staff are trained to ensure that all pupils are valued including EAL pupils, disabled pupils and pupils with additional needs. The school avoids stereotypical allocation of roles and responsibilities and ensures that additional responsibilities available for pupils are available for all.

Departments are encouraged to challenge prejudice and stereotypes in their schemes of work thus empowering pupils to identify and challenge discrimination.

A variety of teaching styles are encouraged to assist pupils with a range of learning styles to ensure the best outcome for all pupils. Teachers are encouraged to present learning objectives at the start of the lesson and check that those have been achieved through a plenary or other assessment of the lesson.

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e) Assessment, Pupil Achievement & Progress

Heads of Department monitor resources and assessment materials for linguistic and cultural bias. Support is given to pupils on the Additional Needs Register when taking school and public examinations. Extra time and the use of scribes are examples of support that is regularly available.

f) School Ethos

The school's ethos is promoted through a range of activities including its focus on a daily act of worship, involvement of local clergy and ministers from a range of denominations, Personal and Social Education programme and the **community focus** scheme for the sixth form.

The Christian ethos of the school is promoted according to the Governors' Instrument of Government and the over subscription policy ensures that children of other faiths are admitted when the parents choose our school.

g) Behaviour, Discipline & Exclusion

The Positive Behaviour Policy and the Anti-Bullying Policy in particular ensure that racist, disablist and homophobic incidents are dealt with seriously and with consistency. Racist incidents are reported to the LEA on a termly basis and the MIS behaviour alerts are monitored for bias of gender or any other equalities issues. Decisions about serious breaches of the schools code of conduct are made taking into account extenuating circumstances such as additional needs or other medical conditions.

Meetings with parents whose first language is not English are treated sensitively and translators are provided if required. Action plans and Pastoral Support plans are used to reintegrate pupils following an exclusion and take into account individual needs.

Victims of bullying are given support and counselling when required.

h) Admissions

The over subscription policy does give priority to Christian families who apply for Foundation places. Open places are available to all families who wish their children to attend a Church School. Admission forms collect information on ethnicity, home language, religion, impairments and medical conditions. We seek as much background information as possible to support families and their children. Our Home-School Agreement reinforces this link.

Responsibilities

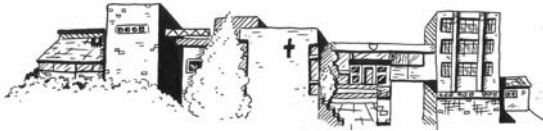
The Governing Body is responsible for:

- Making sure the school complies with Equality legislation
- Making sure the Equalities Policy and its procedures are followed

The Headteacher is responsible for:

- Making sure the Equalities Policy is readily available, along with related policies, 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

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- 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

All staff are responsible for:

- Dealing with racist incidents and other incidents of harassment and bullying
- Being able to recognise and tackle bias and stereotyping
- Promoting Equalities and good relations between all groups
- Keeping up to date with the law on discrimination and taking up training opportunities

Monitoring and Review

- The Equalities Policy will be monitored and evaluated annually as part of the School Evaluation Form (SEF). Areas for improvement are included in the School Improvement Plan (SIP)
- This Policy will be reviewed every three years in line with Race Equality and Disability Equality legislation.

Communication and Reporting

The full Equalities Policy is:

- Published in the staff handbook
- Published on the school's website
- Brought to the attention of all non-LEA contractors or service providers
- Brought to the attention of parents and is available on request for parents, visitors and members of the wider community

Legal Framework

The Governing Body's policy and procedure relies on the provisions of a range of Acts and Regulations, in particular (but not exclusively):

Legislation includes:

- Children's Act 1989
- Equality Act 2010
- Human Rights Act 1998
- Welsh Language Act 1993

Codes of Practice from:

- Equality & Human Rights Commission (EHRC)