



Updated Autumn Term 2013

# St Teilo's Church in Wales High School

## Strategic Equality Plan 2012 – 2016



Strategic Equality Plan agreed by Governors:

Signed by Chair



***Equalities Policy confirmed by Governing Body : March 8<sup>th</sup> 2012***

**Scheme due for review :**

**Strategic Equality Plan due for further review on**

**14<sup>th</sup> November 2013 at the Policy sub-committee of the Governing Body;**

**27<sup>th</sup> March 2014 at the meeting of the Full Governing Body.**

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## Strategic Equality Plan Policy Statement

### 1. Our School

#### Introduction : Our School (data is valid for Autumn Term 2013)

St Teilo's Church in Wales High School is a Voluntary Aided 11-18 Comprehensive School with 1269 pupils with a further 270 pupils in the 6<sup>th</sup> form. There are 81.95 teaching staff (FTE) and 31.52 associate staff (FTE). 51.0% of our pupils are girls and 49.0% are boys. 22.2% are eligible for free school meals and 14.6% are on the SEN register. There are 23 students with a Statement of Special Educational Need, 137 students on School Action and 37 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 (83.6%), Black Caribbean (0.5%), Chinese (0.2%) and Indian (0.6%).

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 91.9% of our pupils, 22 pupils have Chinese as their first language, 18 have Arabic as their first language, 12 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, 31.0%, female, 69.0% and for associate staff is 9.75% male and 91.25% female. All of our teaching and associate staff are English speaking.

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. Reduce identity based incidents and bullying in school
3. Develop the quality and use of our Equality Monitoring and Data Collection
4. Raise awareness of equality and diversity issues among Pupils, Staff and Governors

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 St Teilo's Church in Wales High 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.

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 LEA to help actions to combat hate crime across the City.

## **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 as indicated in the school's Vision Statement and this Equality Policy.

### **Governing Body**

The Governing Body is responsible for ensuring that the school complies with Equality Legislation and fulfils its legal responsibilities. With assistance from the Headteacher, the Governing Body will ensure that the policy and its related procedures and strategies are implemented. The Governing Body includes equality issues as a regular item on the agenda of Governing Body meetings and has a governor with responsibility for Equal Opportunities who is the Chair of Governors until other designations are completed.

### **Headteacher**

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, eg "Anti-Bullying Policy", "Harassment Policy" etc and that governors, staff, pupils, parents and carers 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 arranging 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 Ceri Weatherall (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 LEA termly.

**The Equal Opportunities Co-ordinators are Mr James Allan (Deputy Headteacher) and Mrs Gemma Scott (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.

The Equalities Policy has been developed with the support of governors and staff.

## **8. Publication and reporting**

The school publishes the Strategic Equality Plan on our website and is communicated to parents at parents evening and other events. 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.

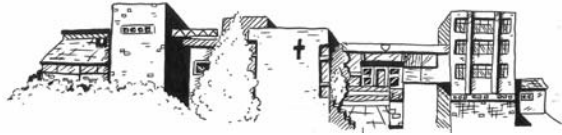


## **9. Monitor and Review**

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.



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# 10. Strategic Equality Action Plan 2012-16





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<p><b>Priority One:</b> Reduce Gaps in attainment between pupils from protected groups</p> <p><b>General Duties:</b> Advance Equality of Opportunity</p> <p><b>Specific Duties:</b> Assessment of Impact; Equality Information; Equality Objectives</p> <p><b>Protected Characteristics:</b> Gender</p>	<p><b>Source: (research/data/engagement/statutory)</b></p> <p>School Improvement Plan          LEA Business Plan          Estyn Report 'Closing the Gap Between Boy's and Girl's Attainment in Schools'          School achievement data</p>		
<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>To use our own and other local, regional and national data and research to build a full picture of differences in achievement between different characteristics as defined in the Equality Act 2010</li> <li>To use this full data to set proactive interventions based on national or regional trends or priorities in order to offset any potential inequalities in attainment and attendance that are not currently identified.</li> </ul>			
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>There is a reduction in the gap between boy's and girl's performance at Key Stage 3 (achieving expected level) and Key Stage 4 (achieving level 2 including English and maths).</li> <li>There is evidence that we have analysed and identified any other attainment gaps for other groups of pupils who share protected characteristics as defined by the Equality Act 2010.</li> </ul>			
<p><b>Strategically Planned Tasks:</b></p> <ul style="list-style-type: none"> <li>➤ Review teaching strategies in light of Estyn Report 'Closing the Gap Between Boy's and Girl's Attainment in Schools</li> <li>➤ Conduct a review of gaps in attainment between pupils from protected groups as part of the annual self-evaluation process.</li> </ul>	<p><b>On Track</b></p>	<p><b>Lead Person(s) Involved</b></p> <p>JA</p>	<p><b>Time Scale</b></p> <p>Annual analysis as part of annual self-evaluation.</p>



### Monitoring Commentary

- The analysis of gender difference has been conducted as part of the annual self-evaluation process.
- In addition, there has also been analysis of EAL pupils and Ethnic Minority pupils as part of the annual self-evaluation process.
- Raising standards of achievement, particularly at KS3, 4 and 5 with appropriate focus on boys' achievement and the L2 threshold for maths is a priority of 2013/14's School Improvement Plan.

### Evaluation Commentary

#### Summary

At KS3, gender difference remains an issue at L6+ English and science.

At KS4/5, gender difference remains an issue in L2 English.

#### **KS3**

##### **Gender**

The 2011 cohort had significant gender gaps in L5+ and L6+ in English, maths and science. Improvements in comparison to FFT estimates made in 2012 in maths and science have been maintained in 2013 with the exception of L6+ science. The gender gap has improved in comparison to FFT D in English L5+, but the L6+ gender gap needs to be narrowed in both English and science. Strategies to engage boys and improve outcomes at L6+ are outlined in the SIP and have been noted and discussed at annual review meetings.

##### **EAL**

Of 15 pupils whose home language is other than English, 14 achieved L5+ English. Of the 14, 9 achieved L5, 3 achieved L6 and 2 achieved L7. 13 achieved L5+ maths, of which 4 achieved L5, 3 achieved L6 and 5 achieved L7. 13 of the 15 EAL pupils achieved CSI. Of the 15 EAL pupils, 9 pupils made 1 level of progress in English and 6 made 2 levels of progress. 1 pupil made no levels of progress in maths, whilst 4 made 1 level of progress, 6 made 2 levels of progress and 4 made 3 levels of progress. In science, 1 pupil made no levels of progress, 4 made 1 level of progress, 8 made 2 levels of progress and 2 made 3 levels of progress.

##### **Ethnic Minority**

Of 39 ethnic minority pupils, 34 achieved CSI. 36 achieved L5+ English, with 18 achieving L5, 11 achieving L6 and 7 achieving L7. 36 achieved L5+ maths, with 11 achieving L5, 14 achieving L6, 10 achieving L7 and 1 achieving L8. 36 achieved L5+ science, with 14 achieving L5, 10 achieving L6 and 12 achieving L7. Of these 39 pupils, 13 achieved 2 levels of progress in English between KS2 and 3, 24 achieved 1 level of progress and 1 achieved no level of progress. 5 pupils achieved 3 levels of progress in maths between KS2 and 3, 19 made 2 levels of progress, 12 made 1 level of progress and 3 made no levels of progress. 2 pupils achieved 3



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levels of progress in science between KS2 and 3, 19 made 2 levels of progress, 13 made 1 level of progress and 5 made no levels of progress.

### **KS4**

#### **Gender**

##### **L2 including English and maths**

The percentage of boys achieving the L2 inclusive has increased over the past 3 years. In 2013 it was 58.24, compared to 48.48 in 2011 and 50.94 in 2012. It is above the family (47.85), the local authority (45.94) and Wales (47.92). The percentage of girls achieving the L2 inclusive has increased slightly over the last 3 years. In 2013 it was 59.60, compared to 58.33 in 2011 and 58.82 in 2012. It is above the family (54.19), the local authority (53.35) and national (56.22) averages. The percentage of boys performing less than girls is -1.36. This is better than the FFT D estimate and better than the family (-6.34), local authority (-7.34) and national (-8.30) average. The school ranks fourth in the family.

##### **L2 English**

Over the last 3 years the percentage of boys achieving L2 English has fluctuated. In 2013, it was 65.93, compared to 65.66 in 2011 and 62.26 in 2012. It is above the family (55.90), local authority (53.83) and national (54.19) averages. Over the last 3 years, the percentage of girls achieving L2 English has increased. In 2013, it was 87.88, compared to 79.17 in 2011 and 76.47 in 2012. It is above the family (72.96), local authority (70.61) and national (71.58) averages. Boys perform less than girls by -21.95, below family (-17.06), local authority (-16.78) and national (17.39) averages. The school ranks seventh in the family.

##### **L2 maths**

Over the last 2 years, the percentage of boys achieving L2 maths has remained steady, but has increased from 2011. In 2013, it was 61.54, compared to 52.53 in 2011 and 61.32 in 2012. It is above the family (58.84), local authority (55.83) and national (59.22) averages. Over the last 3 years, the percentage of girls achieving L2 maths has fluctuated. In 2013, it was 61.62, compared to 58.33 in 2011 and 62.35 in 2012. It is above the family (57.58), local authority (57.05) and national (59.74) averages. Boys perform less than girls by -0.08, in line with the family



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(1.26), local authority (-1.22) and national (-0.52) averages. The school is ranked eighth in the family.

### **EAL**

Of 13 pupils whose home language is other than English, all achieved the L1 threshold, 11 achieved the L2 threshold, 9 achieved CSI, 11 achieved L2 English, 10 achieved L2 maths and 12 achieved L2 science. In English, of the 13 EAL pupils, 2 did not achieve their FFT estimate, 8 achieved their FFT estimate and 3 exceeded their estimate. In maths, 1 pupil did not achieve their FFT estimate, 6 pupils achieved their FFT estimate and 6 pupils exceeded their FFT estimates.

### **Ethnic Minorities**

Of 21 pupils, all achieved the L1 threshold, 18 achieved the L2 threshold, 15 achieved the L2 including English and maths, 14 achieved the CSI, 17 achieved L2 English, 16 achieved L2 maths and 18 achieved L2 science. In English, of the 21 ethnic minority pupils, 3 did not achieve their FFT estimates, 10 did achieve their FFT estimates and 8 exceeded their FFT estimates.

### **KS5**

#### **Gender**

##### **L3**

Boys performing less than girls was -0.3, above both the local authority (-1) and national (-0.8) averages.

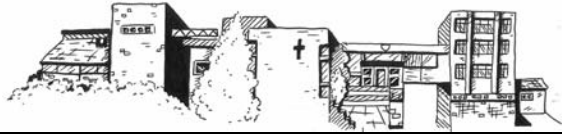
#### **Average Points Score**

Boys performing less than girls was -107.3, above the family (-164.2), but below the local authority (-92.7) and national (-89.8) averages.

A greater number of boys than girls achieved below estimates. More girls achieved in line with expectations and above estimates. In both cases, boys and girls achieved in line or beyond expectations on average.

### **EAL**

Of 5 EAL pupils, 3 achieved grades that were all in line or above the most likely grade in comparison to the value added of similar pupils nationally in all of their A-levels. Of the 2 others pupils, one achieved 2 A-levels where they exceeded the most likely grade and 1 A-level where they achieved below the most likely grade in



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	<p>comparison to the value added of similar pupils nationally. The other pupil achieved 1 grade in line with the most likely grade and 3 below the most likely grade in comparison to the value added of similar pupils nationally.</p> <p><b>Ethnicity</b> Of 7 ethnic minority pupils, 5 achieved grades that were all in line or above the most likely grade in comparison to the value added of similar pupils nationally in all of their A-levels.</p>
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<p><b>Priority Two:</b> Reduce identity based incidents and bullying in school</p> <p><b>General Duties:</b> Foster Good Relations; Eliminate discrimination, harassment and victimisation.</p> <p><b>Specific Duties:</b> Assessment of Impact; Equality Information; Equality Objectives; Engagement</p> <p><b>Protected Characteristics:</b> Gender, Race, Sexual Orientation, Transgender, Religion or Belief, Disability</p>	<p><b>Source: (research/data/engagement/statutory)</b> All Wales Survey of Bullying in schools (WG 2009) 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'.<sup>1</sup></p> <p>“Safe to Learn” – Anti Homophobia (DCSF) “Working Towards Inclusive Practice” - Gypsy/Travellers (Save the Children)</p>
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<b>Targets:</b>	<ol style="list-style-type: none"> <li>1. To develop our monitoring systems of all bullying incidents related to the protected characteristics.</li> <li>2. To reduce identity based incidents and bullying in school</li> <li>3. For staff and governors to understand the need to educate and teach equality and anti discrimination across all of the protected characteristics</li> </ol>
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<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• For the LA incident and bullying monitoring system to be implemented in order to recognise, report and deal with the full</li> </ul>
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range of identity based incidents and bullying.

- For data to be collected and analysed annually in order to develop strategies that will reduce identity based incidents and bullying.
- A reduction of identity based incidents and bullying.
- For schemes of work and assembly themes to be developed and implemented that encourage pupils not to engage in bullying or the use of discriminatory language or behaviour in school
- For staff and governors to be aware of and supportive of the need to teach equality and anti discrimination across all protected characteristics

<b>Strategically Planned Tasks:</b>	<b>On Track</b>	<b>Lead Person(s) Involved</b>	<b>Time Scale</b>
<ul style="list-style-type: none"> <li>➤ Implement the LA incident and bullying monitoring system to replace the racist incident monitoring system.</li> <li>➤ Analyse data to recognise trends in identity based incidents and bullying.</li> <li>➤ Develop schemes of work that aim to reduce identity based incidents and bullying.</li> <li>➤ Present the Strategic Equality Plan to the Governing Body.</li> </ul>			
<p><b>Monitoring Commentary (Bullet Points)</b></p> <ul style="list-style-type: none"> <li>• The LA incident and bullying monitoring system replaced the racist incident monitoring systems in the Spring Term of 2013.</li> <li>• Incidents are now being logged in the new system.</li> <li>• Schemes of work in PSE are well developed to ensure good coverage of identity based incidents and bullying.</li> </ul>	<p><b>Evaluation Commentary (Bullet Points)</b></p> <p>Since the new incident and bullying monitoring system has been introduced in the Spring term of 2013, there have been four recorded incidents. Three of these were race/religion based and one was homophobic. Of the three race/religion based incidents, one involved verbal abuse, another involved name calling and another involved being teased about appearance. All of these incidents occurred in the school during the school day. The homophobic incident occurred outside of the school grounds and day and involved verbal abuse. Ongoing recording of incidents via this system will enable further trends to be recognised.</p> <p>Schemes of work in PSE are now well developed and include the following:  <b>Y7 – Lesson 1B Bullying: The difference between bullying and having a laugh. What</b></p>		



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are the different types of bullying? Ways of dealing with bullying. Lesson 3D Respecting Others: To consider the difference between people and learn how to respect those differences. Lesson 3E: Mental or physical disability: Consider problems faced by people with special needs and learn to see things from their point of view.

**Y8** – Lesson 1E Kicking out racism: To raise awareness of racism and develop strategies to combat it. Should the Swansea University student accused of making racist comments about Fabrice Mwanba have gone to jail?

**Y9** – Lesson 2A Sexuality: To examine the nature of sexual relationships including homosexuality. To understand the relevant laws and know where to go for advice and support. Lesson 2D Gender stereotyping: To examine the effects of gender stereotyping and discrimination.

**Y10** – Lesson 1B Aggression and bullying: To be able to put into practice ways of managing aggression and dealing with people who bully. To appreciate the motivations behind aggressive behaviour and to discuss how to avoid a build up of frustration and/or an aggressive outburst.

**Y11** – Lesson 1F Social Networking: Students will discuss strategies for keeping safe online and reflect on the fact that once you've shared something, it's there forever.

In addition, during PSE days, there is coverage of bullying themes.

**Y7** – TIE production including stereotypes and peer pressure.

**Y8** – Local clergy session on bullying linked to racism.

**Y9** – A Barnardo's speaker talks about stereotyping of the homeless.

**Y10** – A Ty Hafan speaker has spoken about health relationships and domestic abuse also covering the theme of bullying. The PCSO also leads a session on cultural diversity and how to challenge prejudice.

**Y11** – The PCSO also leads a session about sexual consent where the themes of bullying and control are discussed in depth.



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<p><b>Priority Three:</b> Develop the quality and use of our Equality Monitoring and Data Collection</p> <p><b>General Duties:</b> Foster Good Relations; Equality of Opportunity</p> <p><b>Specific Duties:</b> Assessment of Impact; Equality Objectives; Equality Information; Engagement; Accessibility of Information</p> <p><b>Protected Characteristics:</b> Gender, Race, Sexual Orientation, Transgender, Religion or Belief, Disability, Pregnancy and Maternity</p>	<p><b>Source: (research/data/engagement/statutory)</b> Equality Act 2010</p>				
<p><b>Targets:</b></p> <ol style="list-style-type: none"> <li>1. To develop a better understanding of the diversity of our school community of pupils, parents, staff and governors.</li> <li>2. To use this data to review the effectiveness of school policies (e.g. anti bullying, teaching and learning) across the protected characteristics.</li> </ol>					
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• To know what equality data we currently collect and use and to know where gaps exist i.e. what equality data we do not currently collect and use and have actions in place to improve this</li> <li>• Equality data is collected, analysed and reported on regularly to inform the construction and update of the Strategic Equality Plan.</li> <li>• The School Improvement Plan uses improved equality data to set actions</li> </ul>					
<p><b>Strategically Planned Tasks:</b></p>			<p><b>On Track</b></p>	<p><b>Lead Person(s)</b></p>	<p><b>Time Scale</b></p>





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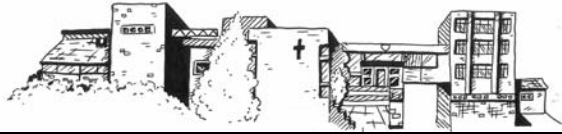
<ul style="list-style-type: none"> <li>➤ Put in place actions to improve the level of equality data held/not held and used across the protected characteristics for pupils, parents and staff</li> <li>➤ Use data to inform the construction of the Strategic Equality Plan and School Improvement Plan.</li> </ul>		<b>Involved</b>	
<p><b>Monitoring Commentary (Bullet Points)</b></p> <ul style="list-style-type: none"> <li>• Comprehensive data for gender, EAL and ethnic minority groups already exists for pupils via SIMS.</li> <li>• Plans to monitor whether pupils, parents and staff feel they face potential disadvantage due to any of the protected characteristics have been put in place via a staff and parental questionnaire. A pupil questionnaire will take place later in the Spring Term 2014.</li> </ul>	<p><b>Evaluation Commentary (Bullet Points)</b></p> <p>Pupil groups are tracked via assessment management and the school self-evaluation evaluates the progress of boys, girls, EAL and ethnic minority pupils.</p> <p>A pupil questionnaire is being developed in order to monitor whether pupils feel they face potential disadvantage due to any of the protected characteristics. This will be issued in the Spring Term 2014.</p> <p>A staff questionnaire has been conducted (Autumn Term 2013). The following information has been collected and will be used to inform the next update of this plan and other school policies where appropriate.</p> <p>51 staff completed the questionnaire.</p> <p>100% do not feel there are any physical barriers to them accessing the school environment or participating in school activities.</p> <p>34% of staff (17) would not know who to speak to if they felt they were facing any problems relating to equality compared to 66% (33) staff who would.</p> <p>90.2% (46) do not feel treated differently by colleagues or peers for reasons to do with disability, race, gender, age, sexual orientation, religion/belief, gender reassignment, pregnancy/maternity, marriage and civil partnership compared to 9.8% (5) who do. Of those 5 (where more than one reason</p>		



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	<p>was allowed to be given), it was for reasons of disability (once), gender (once), age (twice), sexual orientation (once) and pregnancy/maternity (once).</p> <p>A parent questionnaire has been conducted (Autumn Term 2013). The following information has been collected and will be used to inform the next update of this plan and other school policies where appropriate.</p> <p>57 parents completed the questionnaire.</p> <p>15.79% (9) felt they or their child faced potential disadvantage in accessing the school environment or participating in school activities.</p>
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<p><b>Priority Four:</b> Raise awareness of equality and diversity issues among Pupils, Staff and Governors.</p> <p><b>General Duties:</b> Foster Good Relations; Equality of Opportunity; Eliminate Discrimination, Harassment and Victimisation</p> <p><b>Specific Duties:</b> Training</p> <p><b>Protected Characteristics:</b> Race, Disability, Gender, Sexual Orientation, Religion or Belief, Gender Reassignment</p>	<p><b>Source: (research/data/engagement/statutory)</b> Equality Act 2010</p> <p>Statutory Code of Practice (<i>“a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties”</i>)</p>
<p><b>Targets:</b></p> <p>1. To ensure the school community at all levels are committed to fulfilling the Equality Duties</p>	



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<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• An improvement in monitoring racist, homophobic, sexist and other identity based discrimination and harassment evidences better recognition of incidents, with a downward trend over time</li> <li>• Pupil surveys evidence improved understanding of equality and diversity issues in school</li> </ul>				
<p><b>Strategically Planned Tasks:</b></p> <ul style="list-style-type: none"> <li>➢ Continue monitoring via the incident and bullying monitoring system.</li> <li>➢ Evaluate pupil questionnaires to show an improved understanding of equality and diversity in school.</li> </ul>		<p><b>On Track</b></p>	<p><b>Lead Person(s) Involved</b></p>	<p><b>Time Scale</b></p>
<p><b>Monitoring Commentary (Bullet Points)</b></p> <ul style="list-style-type: none"> <li>• The LA incident and bullying monitoring system replaced the racist incident monitoring systems in the Spring Term of 2013.</li> <li>• Incidents are now being logged in the new system.</li> </ul>		<p><b>Evaluation Commentary (Bullet Points)</b></p> <p>Ongoing recording of incidents via this system will enable trends to be recognised. Results of questionnaires will be evaluated after results have been collected (Spring Term 2014).</p>		

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