

Darland High School

Strategic Equality Plan

June 2021

Contents

Available in other languages and formats on request

Foreword

The Equality Act 2010 brings together and **replaces** the previous anti-discriminatory laws, such as the Disability Discrimination, Race Relations and Equal Pay Acts with a **single act**.

Further information can be found in the following Fact File produced by Governors Wales:

<http://www.governorswales.org.uk/publications/2011/09/20/03-11-equality-act-2010/>

Darland High School is committed to equal opportunities and aims to be a school where everyone:

- ◆ is respected and respects others
- ◆ takes part in the life of the school
- ◆ achieves to their potential
- ◆ develops skills essential to life
- ◆ exercises choice

We believe that no-one should receive less favourable treatment on the grounds of: , disability, , age, income, religion/belief, race including colour, ethnicity or nationality, marital or civil partnership status, gender, gender reassignment, sexual orientation, or trade union membership

1. Introduction

1.1 Background

Darland High School is a maintained comprehensive school for pupils 11 - 16 . We have 826 pupils on roll.

Pupil Profile

47% of our pupils are girls and 53%are boys, 9.1% are eligible for free school meals. 18% of the pupil population are on the SEN register. 0.6% have English as an additional language. 3.8% of pupils come from an ethnic background other than White British. We aim to be a fully inclusive school.

Staff Profile

We have 48.1 Full Time Equivalent (FTE) Teachers, comprising 14.1 male and 34.0 female. All are white British. There are 82 support staff, of whom 10 are male and 72 female. All are white British apart from 1 (Sri Lankan)

Governor Profile

We have 20 school governors. The school governing body is made up of 11 men and 9 women. 5% are Welsh speaking, 95% are White British and 5% are from Black, Asian or minority ethnic backgrounds.

1.2 Purpose of the Strategic Equality Plan

The Strategic Equality Plan has been developed so that the School can set out how it aims to meet its commitment to equality and how it will meet its legal obligations contained within the Equality Act 2010 and the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

2. Public Sector Equality Duties

2.1 The General Duties

The Governors Guide to the Law (Autumn 2013) states that:

Section 149 of the 2010 Act imposes a general duty on the governing body of a school to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it ('Protected Characteristics' are explained in 2.4 below);
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having 'due regard' means consciously thinking about the three aims of the general duty as part of the process of decision making. This means that consideration of equality issues must influence the decision reached by governing bodies.

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take 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;
- Encourage 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.

The steps involved in meeting the needs of disabled persons that are different from the need of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and those who do not share it involves having due regard, in particular, to the need to tackle prejudice and to promote understanding.

The 2010 Act expressly states that this duty may involve treating some persons more favourably than others, but that is not to be taken as permitting conduct that would otherwise be prohibited under the Act.

2.2 The Specific Duties

The Equality Act provides a power to make regulations imposing duties on public bodies to support better performance of the general duty; these are known as the Specific Public Sector Equality Duties and are different in England, Scotland and Wales.

The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 (S. I. 2011/1064) ("the 2011 Regulations") imposes specific duties on governing bodies to enable better performance of the general duty.

The 2011 Regulations place the following requirements upon governing bodies:

- To publish its "equality objectives" no later than 2 April 2012. The objectives must be designed to enable the governing body to better perform the general duty. If an equality objective is not published in respect of one or more of the protected characteristics, the governing body must publish its decision not to do so. The governing body must review its equality objectives within four years of their initial publication and at least once every four years subsequently. The equality objectives may be revised or remade by the governing body at any time. If the governing body revises an objective without remaking it, then the revision must be published as soon as possible;

- To publish a statement which sets out the steps it has taken or intends to take in order to achieve each equality objective and the anticipated timescales involved. If an equality objective is revised or remade by the governing body, it must either amend the statement or publish a new one;
- To make appropriate arrangements to monitor its progress in order to fulfil each objective and to monitor the effectiveness of the steps it has taken to fulfil each objective;
- To give due regard to relevant information that it holds when considering and designing its equality objectives;
- To seek the involvement of those persons that it considers represents the interests of persons who share one or more protected characteristics and who have an interest in the way the governing body carries out its functions. The requirement applies to the following activities:
 - Considering and designing equality objectives;
 - Carrying out an assessment of whether there are things or that could be done that contribute or would be likely to contribute to a governing body's compliance with the general duty;
 - Carrying out an assessment of the likely impact of the proposed policies and practices, of policies or practices that it has decided to review and any proposed revisions to those policies and practices on compliance with the general duty; and
 - Publishing or reviewing a Strategic Equality Plan);

The governing body may also involve or consult such other persons as it considers appropriate.

- To take all reasonable steps to ensure that any documents or information that the governing body is required to publish are accessible by persons who share one or more of the protected characteristics. This means that a governing body must take into account all of a person's protected characteristics, and if there are a range of steps that it would be reasonable for the governing body to take to make the documents or information accessible then it must take all of those steps;

- To make appropriate arrangements to ensure that it identifies the relevant information that it holds and identifies and subsequently collects the relevant information that it does not hold;
 - To carry out an assessment in order to identify relevant information which identifies whether there are things being done by the governing body that contribute to its compliance (or otherwise) with the general duty and things that could be done to contribute to its compliance. In carrying out such an assessment, the governing body must have due regard to any relevant information that it has already identified, or collected and holds. The governing body should look for evidence (relevant information) both internally and externally which may be used, for example, in equality impact assessments;
 - To make arrangements in order to assess the likely impact of proposed policies and practices on its ability to comply with the general duty, as well as the impact of any policy or practice that it has decided to review or any proposed revision to a policy or practice. There must be arrangements in place for the publication of reports regarding these assessments where they demonstrate that there is likely to be a substantial impact on an authority's ability to comply with the general duty. Also, the governing body must monitor the impact of its policies and practices on its ability to comply with the general duty;
 - In each year, to collect specified employment information related to the school's employees and publish that information. This information may be set out in the governing body's annual report;
 - To make such arrangements as it considers appropriate for promoting amongst the school's employees knowledge and understanding of the general duties and the additional duties which flow from it;
-
- When considering what its equality objectives should be, the governing body must have due regard to the needs in respect of the school's employees to have equality objectives which address the causes of any pay differences. Those pay differences are between those that do share a protected characteristic and those that do not;
 - To publish an action plan which sets out any policy it has relating to the need to address the causes of any gender pay difference and any gender pay equality objective that has been published by the governing body;

- To make a Strategic Action Plan (“SEP”) no later than 2 April 2012. The SEP is intended to be a central vehicle for the various matters required by the 2011 Regulations so that there can be a single point of access for the public. The SEP must contain a statement setting out a description of the governing body, its equality objectives, details of the steps it has taken or intends to take in order to fulfil those objectives, the timescale for the fulfilment of the objectives, and details of arrangements it has made or intends to make to comply with the 2011 Regulations. The SEP can be revised or remade at any time, though it must be published as soon as possible after it has been made or remade. If the SEP has been revised but not remade, the governing body must publish its revisions. The SEP itself may form part of another published document. The governing body is under an obligation to keep its SEP under review;
- To publish a report in respect of each reporting period (1 April to 31 March except for the period ending 31 March 2012, when the reporting period will commence on 6 April 2011). The report must not be published later than 31 March in the reporting period in question. This report may form part of another published document.

2.3 Who has to comply with the Public Sector Equality Duties?

The Equality Act imposes obligations on everyone concerned with the provision of services to the public, however the Public Sector Equality Duty only applies to organisations that have been identified as ‘public authorities’ under the act this includes Schools, local Councils, Fire and Rescue Authorities and the National Parks in Wales.

2.4 Who is protected under the Public Sector Equality Duties?

Everyone is protected under the Equality Act however the general and specific public sector equality duties refer to people who have particular ‘protected characteristics’. This is the term used in the Equality Act to identify the types of things that affect how people are treated and can mean people may experience discrimination. The law is designed to protect them. There are nine protected characteristics, they are:

1. Gender – male or female
2. Disability – all disabled people
3. Gender Reassignment – people who were born in the wrong gender

4. Race – people of any colour, nationality or ethnic or national origins
5. Religion or Belief – includes any religion / belief or lack of belief
6. Sex and Sexual Orientation – how people feel as well as act in respect of people of same sex, opposite sex or either sex
7. Pregnancy and Maternity – from the time the woman becomes pregnant
8. Age – young and old
9. Marriage and Civil Partnership

3. Information Gathering and Engagement Process

The school will collect information people with declared protected characteristics on an annual basis on the following:

Admissions

Attendance

Bullying statistics

External Exclusions

Internal Exclusions

These will be reported at each meeting of the Student and Staff Wellbeing Working Party of the governors.

The school, as part of its annual self-evaluation programme, pay particular attention to information regarding pupils with protected characteristics in terms of what it can tell the school about variability in pupil progression and pupil wellbeing. In practice this will mean analyzing performance for gender, SEN and pupils entitled to Free School Meals (FSM).

4. Relevant Information

The school will use information from Welsh Government to benchmark the performance of boys / girls and FSM pupils against other schools in the same FSM category.

This information about Darland High School is published online on the Welsh Government's 'My Local School' site. A fuller analysis will appear in the annual Governors' Report to Parents.

5. Equality Impact Assessments

The school will conduct an Equality Impact Assessment whenever a new policy or development indicates the potential for a 'substantial' impact on individuals or groups with protected characteristics.

6. Staff Awareness

- The SENCO and assistant SENCO visit faculty meetings at least once a term to train staff on how to best meet the needs of pupils with SEN.
- Progress Coordinators meet fortnightly with the Pupil Progress and Wellbeing Assistant Headteacher to analyse and discuss strategies for removing the barriers to progress for FSM pupils.
- Staff are given regular training by Health professionals on how to meet the needs of pupils with disabilities.
- An annual publication (the Blue Book) details the health needs and Special Learning Needs of all pupils.
- Staff at Darland are encouraged to undertake equality and diversity training.

7. Equality Objectives

The school recognizes and adopts the Local Authority equality objectives of:

- 'All children and young people will have positive aspirations, learn and achieve their potential'.
- 'Reduce unequal outcomes in education to maximize individual potential'.

Specific Objectives for 2017-2018 are:

- To narrow the achievement gap at KS3 to less than 10% between the performance of boys and girls at Level 6+
- To improve performance of FSM students at KS4 in order that 40% achieve L2+

8. Gender Pay Objective

It is difficult to set pay objectives for non-teachers, since the numbers of male workers in this sector are so small.

For the teaching staff, in 2016-17, the average pay for a female teacher was £38,856, whereas the average pay for a male teacher was £37,736. This indicates that pay differentials due to gender are not an issue, but they will be monitored on an annual basis.

9. Employment Information

The school will refer to records held by Wrexham County Borough Council Human Resources, for information regarding this. Wrexham CBC regularly collect data on all its employees.

However, the school will keep records on all applicants for posts for the statutory 6 months after interview.

10. Publishing and Monitoring Results

The school will publish reports each year within the Governors' Annual Report to Parents, outlining :

- The progress made by pupils with protected characteristics (SEN, FSM, Male / Female)
- Appointments made in the previous year.
- The results of any Equalities Impact Assessments conducted.
- Progress in meeting the objectives of the Annual Strategic Action Plan for Equalities.

Monitoring of the Strategic Action Plan is the responsibility of the Student and Staff Wellbeing Governors' Working Party.

11. Contact Details

The School's Equality Officer is Mrs L Easton, Assistant Headteacher, wellbeing.

12. Appendices

This policy should be read in conjunction with the following Darland policies:

- Accessibility
- Anti Bullying
- Behaviour
- Charging
- Child Protection
- Educational Visits
- Equal Opportunities
- Additional Learning Needs
- Looked after children
- Safeguarding
- Sex and relationships
- Personal, Social and Health Education

- KS2/3 Transition Plan
- Whistleblowing
- Data Protection