



Darland High School

Strategic Equality Plan

January 2022

Available in other languages and formats on request

1 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.

Alongside the PSED, the Child Poverty Strategy 2011 and the Well-being Duty under the Well-being of Future Generations Act create a suite of legislation that seeks to support the most vulnerable by ensuring that decision making is informed by the consideration of inequalities of outcomes arising from socio-economic disadvantage.

2. Introduction

Darland High School is committed to developing a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and able to fully participate in school life.

We are committed to ensuring equality of education and opportunity for all students, staff, parents/carers, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity/paternity, marriage and civil partnership. At Darland we believe that diversity is a strength and we will strive to create an environment which champions respect for all who learn, teach and visit here.

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.

3. Public Sector Equality Duties

Darland high school will adhere to all equalities legislation, including the three duties outlined in the Equalities Act 2010:

- To eliminate conduct that is prohibited by the Act
- To advance equality of opportunity between people who share a protected characteristic and those who do not.
- To foster good relations across all characteristics.

The way in which we seek to do this is explained below.

4. Responsibilities

All members of the school community have a responsibility towards supporting the equality agenda.

4.1 The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Strategic Equality Policy is maintained and updated regularly;
- That procedures and strategies related to the policy are monitored, reviewed and implemented

4.2 The Headteacher and Senior Management team, along with the Governing body, is responsible for:

- Providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Act 2010 and its associated duties;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of and comply with the school's Strategic Equality Plan
- Ensuring that staff are aware of their responsibilities and are given relevant training and support in regards to the broad spectrum of equalities related training which would include but not necessarily restricted to:
 - Disabilities – Physical & mental
 - Race
 - Gender & Sexuality preference
 - ALN
 - Religion
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.
- Identifying a member of the senior management team as having specific responsibility for Equalities – Mrs L Easton, Assistant Headteacher

4.3 **All staff are responsible for:**

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of any protected characteristic.
- Attending training by Health professionals or other specialists on how to meet the health needs of pupils [with disabilities and/or medical needs].
- Annual reviews detail the health needs and Special Learning Needs of all pupils, and can be accessed on the Teams section by staff.
- Undertaking equality and diversity training organised by the school, WCBC or a recognised training provider.

4.4 **The specific responsibilities of key staff are as follows:**

- The ALNCo and assistant ALNCo visit faculty meetings at least once a term to train staff on how to best meet the needs of pupils with SEN.
- Heads of Year meet fortnightly with the Pupil Progress and Wellbeing Assistant Headteacher to analyse and discuss performance and strategies for FSM and identified vulnerable pupils.
- The Lead Practitioner for the HIVE meets half-termly with Pupil Progress and Wellbeing Assistant Headteacher and the Pastoral Data lead to analyse and discuss performance and strategies for students who are identified as raising concern in a number of key areas. They also have the connections and authority to signpost pupils for appropriate interventions and programmes of support, working with internal and external colleagues.

4.5 **Parents**

- We aim to work in partnership with parents/carers to help all pupils to achieve their potential by:
- Enabling all parents/carers to fully participate in the life of the school through the SIMs parent app, school website, social media, regular communications, parents' evenings, transition events, etc.
- Encouraging parents/carers to contact the school if they have any concerns about equality and diversity issues

4.6 **Our local community**

- Engaging in regular outreach work with our feeder schools
- Identifying opportunities for community engagement through liaison with Rossett Community Council and local businesses, etc.

It is important to understand the full range of needs of our school community. Information will be gathered to support our planning and action to promote equality and eliminate discrimination and will include the following:

- Identification of students, parents/carers, staff, governors representing the different protected characteristics.
- Student attainment and progress data by protected characteristic/FSM, including access to curriculum, enrichment activities (STEM/Sport),
- Admissions data

- Attendance data
- Records of bullying and harassment
- Exclusion and seclusion data
- Data on the recruitment, development and retention of staff
- Pay (Gender Pay Gap) analysis

These will be reported at each meeting of the Student and Staff Wellbeing Working Party of the governors by the Pupil Progress and Wellbeing Assistant Headteacher.

The school, as part of its annual self-evaluation programme, will 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 well-being. In practice this will mean analysing performance for gender, SEN and pupils entitled to Free School Meals (FSM).

5. Engagement

We will seek the views of staff, governors, students, parents and carers via the following mechanisms:

- Regular whole school survey
- Form representatives and school council
- Parents evenings and curriculum events
- Training days
- 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. Equality Objectives

Whole school ethos

We will create a school community where students, staff feel valued and secure

We will build confidence and self-esteem amongst students and staff so that our community is empowered to influence their relationships with others, to recognise bias and inequality and to challenge prejudice, stereotypes, discrimination and injustice.

Our students will be encouraged to understand, respect and value diversity in preparation for life beyond High School.

Teaching and learning

We will promote cultural diversity through the curriculum

Ensure everyone has access to the curriculum, differentiating work appropriately

We will systematically review all resources and displays to ensure that they portray positive images of a range of people and cultures, challenge stereotypes and discrimination.

We will ensure that all students are able to participate and that their contributions are valued

Reduce unequal outcomes in education to maximize individual potential specifically:

Narrow the achievement gap at KS3 between boys and girls to less than 10%

Improve the performance of FSM students at KS4 in order that X% achieve L2+

7. Monitoring and Review

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.

The group will consider feedback from a range of sources including:

- Analysis of admissions;
- Analysis of attendance
- Analysis of seclusion, exclusion
- Incidents of racism, homophobia and sexism and all forms of bullying;
- Analysis of pupil performance data by gender, SEN and other protected characteristics, Free School Meals and those identified by the school as vulnerable;
- Feedback from School Council, parents and other sources/groups;
- Any other information related to the Equality Act.

8. Linked Policies

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

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

<https://gov.wales/sites/default/files/publications/2019-06/child-poverty-strategy-for-wales-report.pdf>