

TASKER MILWARD V.C. SCHOOL

Strategic Equality Plan 2016 – 2020



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Strategic Equality Plan agreed by Governors:

Signature: P Lucas (Chair) *Date: March 2016*

Scheme due for review: March 2020

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1. Our Distinctive Character, Priorities and Aims

1.1 School values

At Tasker Milward VC School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Tasker Milward VC School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Tasker Milward VC school is a mixed gender comprehensive school catering for approximately 670 pupils from 11 to 18 years of age. The catchment area covers the south and west of Haverfordwest together with a portion of the town itself. The school population of students and staff is drawn from a predominantly white European group with a very small representation from other ethnic groups. There are a number of pupils with special educational needs, a few of whom have a physical disability. The school has a good record of ensuring an inclusive ethos.

Aims and Values

Tasker Milward considers itself a community in which each individual's needs should be recognised and each of its members' talents and aptitudes should be fostered. It is as a living and caring community that the school is committed to a policy of equal opportunities for pupils and staff, both teaching and non-teaching.

School Pupil Profile

	Boys	Girls	Total	% Boys	% Girls	FSM	% FSM	SEN	%SEN
Yr 7	41	48	89	46%	54%	13	15	29	33
Yr 8	42	48	90	46%	54%	21	23	22	24
yr 9	55	43	98	56%	44%	21	21	39	40
yr 10	70	43	113	62%	38%	16	14	32	28
yr 11	72	78	150	48%	52%	23	15	46	31
yr 12	28	32	60	47%	53%	1	2	6	10
yr 13	33	34	67	49%	51%	3	4	7	10
Total	337	323	667	51%	49%	98	15	181	27

Ethnicity	Total
African Asian	
Asian and any other ethnic group	1
Bangladeshi	6
Caribbean	
Chinese + any other ethnic group	4
Filipino	
French	1
Indian	2
Information not obtained	1
Information Refused	
Italian	
Lithuanian	
Nepali	
Nigerian	6
Other White	2
Polish	2
Portuguese	1
Romania	2
Slovakian	1
Ukranian	1
White - British	613
White and any other ethnic group	2
White European Other	22
Grand Total	667

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following policies.

1.3.1 Equal Opportunity Policy

Tasker Milward's equal opportunity policy aims:

- To promote equality and opportunity among all members of the school community regardless of race, gender, ability, sexual orientation, disability or nationality.
- To ensure that all pupils of the school community achieve their potential.
- To encourage self-acceptance and the respect of self.
- To foster respect for others and their rights.
- To develop an awareness of the interdependence of our diverse society and to appreciate the value of difference.
- To prepare pupils for life in a diverse society and world.
- To maintain an inclusive ethos in which pupils and staff feel valued and respected.

Objectives

Admissions:

The school will admit pupils irrespective of their gender, race, creed, disability or special educational needs providing that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.

Curriculum:

- The school is committed to providing a curriculum which avoids all divisions and as such there shall be no differentiation in the curriculum offered to girls and boys. The curriculum will encourage students to question assumptions and stereotypes regarding gender, race, creed, disability and sexual orientation.
- To promote the self-esteem and to foster the social and emotional growth of each child as they progress through the school and in particular through the pastoral support system and the PSE curriculum.
- To recognise and value differing religious belief systems through the teaching of religious education/studies.

Communication:

- The views of parents will be regularly consulted through formal meetings, both individual and collective, and through the use of parental questionnaires.
- The School Councils will meet regularly to discuss all aspects of school life and to bring to the attention of staff any issues or practices that contravene the Equal Opportunities policy of the school.

Teaching materials and resources:

Resources are to reflect all backgrounds of children to support a positive self-image. In addition, teaching materials should not be stereotyped or discriminatory.

Registration:

Students' and staff names will be accurately recorded and correctly pronounced. Attendance registers will be called in alphabetical order.

Bullying:

Any form of bullying, intimidation or harassment is unacceptable and should they occur they will be dealt with according to the procedures laid out in the anti bullying policy.

Data analysis:

Analysis of results by gender will be carried out regularly and discussed with relevant heads of subject at routine line management meetings.

Staffing:

- The school will appoint staff irrespective of their race, gender, disability or sexual orientation.
- All staff have an entitlement to opportunities for professional development regardless of gender, age

Monitoring and Complaints Procedure:**Departmental monitoring:**

All heads of department should adhere to the objectives set out in this policy.

Whole school monitoring:

The equal opportunities policy will be reviewed regularly by the senior leadership team. In addition the school welcomes an open dialogue regarding all aspects of equal opportunities policy and practice and encourages both students and staff to express their views informally.

Complaints procedure:

- Any member of the school acting in a manner contrary to the spirit of this policy will be made aware of the unacceptable nature of their behaviour. This will be done in a supportive manner to encourage change and to reinforce the principles of this policy.
- All incidents of discrimination or prejudice will be taken seriously and dealt with according to existing complaints procedures.
- A record of all incidents will be maintained by the senior member of staff with responsibility for equal opportunities across the school.

1.3.2 Inclusion Policy

Inclusion

The National Curriculum Inclusion Statement (“Inclusion: Providing effective learning opportunities for all children” QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- set suitable learning challenges
- respond to pupils’ diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Tasker Milward VC School aims to implement this process by focusing on individual well-being, encouraging pupil participation, celebrating achievement and support the learning of all. This process involves structuring the environment, culture, curriculum and classroom organisation to respond to the diversity of pupils and respecting their right to participate in planning for their education.

The Principles

- Tasker Milward VC School endeavours to include and educate all pupils in an environment where they are valued and listened to and they are expected to respect each other and the school ethos.
- We will encourage the pace of learning through the setting of high expectations for all and the targeting of additional support so that pupils can access learning at an appropriate level.
- We respect and value all pupils equally and we view the diversity of cultures and needs within the school as a resource.

- We regularly review the environment, buildings, rooms and resources and adapt them to ensure inclusion for all pupils.
- We aim to overcome physical and developmental barriers and offer pupils access to an appropriate curriculum and extra curricular activities.
- We utilise specialist and multi-agency support which enables pupils to engage with the curriculum, and the wider community.
- We promote parents/carers and pupils' involvement whenever possible in decisions that affect learning and future placement. Staff and parents act as advocates for those pupils who are not yet able to formulate their own views.

An Inclusive Environment

In order to promote and achieve an inclusive environment for pupils overcoming barriers to learning and participation for all, we:

- Ensure identification of need through on-going assessment. This is followed by careful planning and evaluation of individual learning programmes and behaviour support plans.
- Actively and creatively seek pupils' views, participation in the development of individual education programmes and opinions and views expressed at School Council meetings
- Ensure that high expectations of pupils are established and specific, achievable targets are evident.
- Plan for teaching and learning so that pupils are increasingly able to make choices, express opinions and pursue interests.
- Endeavour to work in partnership with parents/carers and the pupils to provide opportunities, choices and the skills for life.
- Ensure that learning programmes fulfil learners' curriculum entitlements and are differentiated according to their needs.

- Expect quality service from all professionals working with the pupils across a wide range of subjects and settings. We endeavour to develop and maintain a supportive, cooperative network for the pupil through a multi-professional approach. Members of staff work with external agencies to promote education, well-being and independence of the pupil.
- Encourage proactive approaches to facilitate social integration, develop life skills, independence and transitions. Links are made with the local community and visitors are encouraged to attend functions in the school.
- Encourage integration with Portfield Special School to develop social and academic success.
- Enhance learning opportunities in a wider range of academic/vocational subjects through 'Federation' set up with Pembrokeshire secondary schools and Pembrokeshire College.
- Respect the beliefs and cultures of ethnic minority groups and provide an appropriate supported curriculum.
- Ensure the school celebrates and reflects achievement across the spectrum.

Monitoring and Evaluation

The effectiveness and usefulness of inclusion arrangements will be monitored and evaluated by the Head, members of the School Leadership Team, Inclusion Manager and those responsible for monitoring teaching and learning practices. This will be part of the SLT reviews and the ALN Action Plan. Periodic reports are made to governors and evidence is available on request.

1.3.3 Race Equality Policy

Tasker Milward VC school is committed to the elimination of unlawful racial discrimination, to the promotion of equality of opportunity and the promotion of good relations between people of different racial groups as required in the General Duty of the Race Relations (Amendment) Act 2000. This policy aims to meet one of the Specific Duties of the Act and

the other Specific Duty will be met by assessing and monitoring the race equality impact of school policies and procedures.

The General and Specific Duties link the key values of our school, outlined in the aims of the school. These include an expectation of achievement, protection from harassment and bullying and a respect for individuality, irrespective of ethnicity, gender, disability or background. The school aims to promote among all pupils an understanding of, and respect for, ethnic and cultural diversity.

Commitment to Race Equality across the school

This school is committed to race equality across all aspects of school activity. The headings below indicate how the school is committed to race equality across key areas of school life. These will link to other school policies and be cross-referenced where necessary. These commitments will also be used as a benchmark for the assessment of the race equality impact of school policies.

Progress, attainment and assessment

The school aims to make it possible for all pupils to succeed. If under-performance is identified among groups or individuals we will take action, where possible, to remedy the situation. To meet these aims the school will:

- have high expectations of all pupils
- recognise and value all forms of achievement
- monitor and analyse pupil progress and attainment by ethnic background
- take action to remove disparities between pupils from different racial groups

Racism, racial harassment and school ethos

Any incident of racial harassment is unacceptable in our school, moreover, we recognise the school has an important role to play in the promotion of good community relations and the countering of discrimination and prejudice. This commits our school:

- to include displays around the school which promote good race relations
- to ensure staff, pupils and parents are made aware of our procedures to deal with incidents of racial harassment

- to train all staff to deal firmly, consistently and effectively with racist incidents
- to investigate, record and report all incidents of racial harassment to governors and the LEA in accordance with LEA guidance
- to report incidents of racial harassment involving members of the school community which take place outside school and are reported to the school
- to foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups
- to encourage visitors to the school from a range of cultural and ethnic backgrounds.

Behaviour, discipline and sanctions

The school expects high standards of behaviour from all its pupils. Procedures for discipline and managing behaviour will be applied equitably and consistently to pupils from all racial groups. This will be achieved by ensuring that:

- rewards and sanctions are monitored by ethnicity to check they are applied consistently and fairly
- exclusions are monitored by ethnicity, with a commitment to eliminate any prejudice
- cultural background and experience is acknowledged, where appropriate, as a factor which may affect behaviour.

Pupils' personal development and pastoral care

The school recognises that if minority ethnic pupils are to succeed, good teaching needs to be accompanied by support for pupils' personal development and pastoral care. This requires:

- pastoral support which takes account of the religious, cultural and ethnic diversity of pupils
- pastoral support which takes account of the experiences of pupils, eg refugees and asylum seekers
- support for isolated minority ethnic pupils to value and recognise their identity
- encouragement for all pupils to consider the full range of career and post-16 options

Teaching and learning

The school believes the classroom should be an inclusive environment where contributions from all pupils are valued:

- linguistic needs and different learning styles will be identified and addressed.
- the allocation of pupils to teaching groups will be analysed by ethnicity to ensure no prejudice
- the teaching environment will allow all pupils to contribute fully and feel their culture and experience is valued
- teaching will encourage pupils to express their point of view, listen to the views of others and examine critically a range of viewpoints
- teaching will be supported by books and materials which reflect ethnic and cultural diversity.

Admissions and attendance

All pupils will be welcomed into the school with an understanding and recognition of their cultural and ethnic background. The school will ensure that all parents are made aware of how their children can access their educational opportunities and entitlement.

- the admissions policy is administered and controlled by Pembrokeshire LA
- the admission process is monitored to ensure that it is administered fairly and consistently by the ethnic monitoring of applications and admissions
- the school will ensure that all parents understand the procedures for school admission and transfer, including the provision of interpretation facilities where appropriate
- information will be collected at admission about pupils' ethnicity, language, religion, physical needs and diet
- attendance will be monitored by ethnicity by the Pastoral team, with action taken to remedy any disparities
- provision will be made for leave of absence, for pupils and staff, for special religious festivals
- provision will be made for any mobile pupils on extended leave of absence so that they are able to continue with their learning

Curriculum

The curriculum provides many opportunities to promote race equality. The school will ensure that all staff consider how they can make the most of these opportunities by:

- examining the curriculum content in each subject area to ensure it promotes positive attitudes towards diversity
- identifying opportunities to reflect the ethnic and cultural diversity of pupils in the school within the curriculum
- ensuring pupils are given the opportunity to explore concepts and issues relating to identity, racial equality and racism

using the opportunities provided by a range of celebrations and festivals and special events to promote diversity, celebrate the achievements of diverse groups and raise issues of equality and inequality.

Staffing, recruitment and professional development

All procedures for the recruitment of staff, including non-teaching staff, will incorporate the principles of racial equality, by being open, fair and accessible to the widest pool of applicants. This will involve:

- ensuring that all those involved in the recruitment and selection of staff at all levels avoid direct or indirect racial discrimination
- monitoring by ethnicity, applications for employment, training and promotion, along with details of staff in post.

Partnership with parents and communities

The school believes it is important to involve all groups of parents and to represent the wider community in the life of the school. In particular, efforts will be made to involve groups who have been identified as being under-represented in school life.

The school will try to ensure that essential information for parents is accessible in user-friendly language and in languages and formats other than English, as appropriate.

The school will ensure that all parents can have access to a parental consultation and will provide alternative arrangements if the times available clash with work commitments.

The school will welcome representatives from minority ethnic groups as members of the Governing Body.

Responsibilities towards the policy

The school will ensure that the race equality policy is implemented by allocating responsibilities towards the policy:

- The Governing Body and the headteacher will ensure the school complies with all relevant equalities legislation.
- The Governing Body and the headteacher will ensure that the policy and related procedures are implemented.
- The headteacher will inform staff of their responsibilities under the policy and ensure provision of INSET.
- There will be a designated member of staff, and a governor, with responsibility for co-ordinating race equality/equalities work. They will report annually to the Governors' meeting each Autumn term.
- All visitors to the school will have to comply with the school race equality policy and contractors will be informed that the school has a race equality/equalities policy.
- A senior member of staff will be responsible for taking action if the policy is not complied with.

Dealing with racist incidents in school

Breaches of the policy by pupils will be dealt with by the responsible teacher in accordance with the guidance laid down by the LEA

Breaches of the policy by teaching and support staff will be dealt with by the Headteacher according to the LEA disciplinary procedures.

Breaches of the policy by other persons, eg visitors to the school will be brought to the attention of the Headteacher who will deal with the incident as appropriate.

Assessment, monitoring and review

The school will ensure that race equality becomes an integral part of school policies and procedures:

- Policy development and planning processes will include a review of their impact on race equality; responsibility of the Senior Leadership Team and Chair of Governors.
- Cyclical review of existing policies will ensure that the impact on Race equality is monitored.
- If the assessment and monitoring identifies an inequality, or areas where the race equality policy is not being fully implemented, an action plan will be drawn up and incorporated into the School Improvement Plan.
- The results of this assessment and monitoring will be published annually in the Governors' Annual Report to parents.

Racist Incidents

In the light of the Stephen Lawrence Inquiry, Tasker Milward VC School has adopted the advised definition of racism of the Home Office:

"A racist incident is any incident which is perceived to be racist by the victim or any other person."

Staff are obliged to inform the designated teacher of any racist incidents which they encounter in executing the duties of their job. This includes, again to quote the Stephen Lawrence Inquiry, "conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. Its more subtle form is as damaging as its overt form". Such conduct could be pertaining to pupils, staff or visitors to the school. The following are some examples of racism:

- Name-calling and verbal abuse
- A malicious or supposedly entertaining comment made in class
- Ostracism in the class, playground or grounds
- Graffiti

- Telling racist jokes
- Physical threats and intimidation
- Physical assault

1.3.4 Anti - Bullying Policy

Tasker Milward School believes that bullying is unacceptable and should not be tolerated. All members of the school community share a collective responsibility for tackling bullying should it occur and in working together to promote positive behaviour. This policy refers to all members of the school community.

Aims of the Policy

Our policy is a working framework

- To support a whole-school approach which is designed to prevent bullying behaviour wherever possible
- To respond consistently in line with agreed procedures should it occur
- To provide support to those involved as appropriate
- It incorporated issues relating to sexual/racial harassment, SEN and disability.

Definition of bullying

Bullying constitutes any deliberately hurtful action, repeated over a period of time, which may include aggression and which is difficult for the person being bullied to defend themselves against. It usually involves an imbalance and abuse of power and is not age dependent.

Bullying can take many forms, but the main types are:

- Physical – e.g. hitting, kicking, taking belongings, dirty looks, sexual harassment.

- Verbal – e.g. name calling, teasing, insulting, making offensive remarks, sexual/racial.
- Indirect – e.g. spreading stories/malicious rumours, exclusion from social groups, malicious e-mails or text messages, distressing comments about family members.
- It may be directed against those with Special Needs or Disabilities.
- Cyberbullying – the misuse of telecommunications for the spreading of stories/malicious rumours/images via - text, e-mail etc. Cyberbullying is criminal, breaching a wide range of criminal legislation e.g. misuse of telecommunications, harassment, obscene publication.

What to do if bullying occurs.

If bullying occurs Tasker Milward VC School *will* implement the following -

- Take all incidents seriously and record their occurrence.
- Investigate the incident/establish facts by independently talking to each person involved.
- Use appropriate intervention techniques to manage difficulties between bullies and victims.
- Implement agreed sanctions consistently and fairly as necessary to prevent incidents.
- Involve parents as early as possible where incidents merit it.
- Keep accurate, factual records of all reported incidents and the school's response to them using the appropriate form.
- Follow up incidents after they have been dealt with to ensure bullying behaviour has ceased and record on the appropriate form.
- In the case of cyberbullying, refer the criminal activity to the police and encourage parents to do so.
- In the case of cyberbullying – contact the host site of any unlawful or damaging material with the aim of blocking material or having it taken down.

- Use restorative practice to resolve conflict.

Sanctions

- Withdrawal of privileges/free time
- Preventing access to parts of the school
- Detention
- Lunchtime exclusion
- Exclusion
- Involvement of parents
- Involvement of the police
- Participation in restorative practice sessions

Strategies and Preventative Measures

These are intended to reduce the likelihood of bullying in Tasker Milward VC School.

- A whole-school approach involving everyone (staff, students, parents and governors) in developing and implementing this policy.
- Awareness raising of the issues, procedures, sanctions and method of monitoring bullying, e.g. through assemblies, pastoral work, parents meetings, PSE lessons.
- An ethos of personal responsibility where students are encouraged to tell if they experience bullying themselves or see others being bullied – not taking action condones the behaviour.
- Having a system in place for students to inform staff in confidence when bullying occurs.

- Developing our understanding of collective responsibility through Support Groups, Circle Time, School Council, Peer Mentoring/Support, appropriate curricular work (e.g. PSE).
- Having a clear, explicit link with the school's Behaviour and Child Protection Policies.
- Involving outside agencies where appropriate e.g. Police – School Liaison Officer, Community Police Officers, LEA staff etc.
- Providing clear information and guidance on dealing with bullying and the help which is available to students, parents and staff.
- Drawing pupils' attention to the Guidelines for Internet Use, emphasising the careful use of passwords and regularly reminding pupils of the dangers of internet sites.
- Making it clear to pupils that school has the power to punish cyberbullying in school and if it is reasonable, out of school. Tasker Milward will confiscate telephones, and instruct a child to 'unlock' a telephone and punish them if they refuse.

Monitoring and Evaluating

- All incidents of bullying will be recorded on Sims.
- The number of incidents of bullying reported will be monitored and patterns of behaviour looked for.
- Recurring incidents with the same people involved will be monitored.
- A regular review of the network will take place.
- The policy to be reviewed and changes made in light of the above.

1.3.5 Disability Equality Policy

At Tasker Milward VC School we are committed to ensuring equal treatment of all employees, pupils and any others involved in the school community, with any form of disability. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Tasker Milward VC School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Disability Equality Policy sets out an approach to promoting disability equality in all and every aspect of our school's life and relates to:

- Pupils
- Parents/carers
- Staff
- Members of the wider school community

Introduction

The Disability Discrimination Act (DDA 2005) introduces a new duty on public authorities and schools to promote disability equality across all school functions. The Disability Equality Duty (DED) requires schools to develop a proactive approach to making a real, positive change to the lives of disabled people, not just pupils, by promoting disability equality in all their practices, policies and procedures. The DED consists of two elements:

- The General Duty – applies to all public authorities
- The Specific Duty – applies only to specific bodies, including schools

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Disability Equality Duty

The General Duty

The General Duty requires schools, when carrying out their functions, to have due regard to the need to:

- Promote Equal Opportunities
- Eliminate unlawful Discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Meet disabled people's needs, even if this requires more favourable treatment

The Specific Duty

Under the specific duty, schools are required to prepare a Disability Equality Scheme (DES). The DES must be prepared with the involvement of disabled people and must include:

- A statement of the ways in which disabled people have been involved
- Methods of impact assessment
- Arrangements for gathering information
- How the school will use the information gathered
- An action plan of how the DED has been fulfilled

Tasker Milward VC School has drawn up an action plan to meet the Disability Equality Duty which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and includes:

- *Promoting equality of opportunity between disabled people and other people.*
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops
 - Ensuring that all school trips/after school clubs are accessible to disabled pupils
 - Give disabled staff more time to mark pupils' coursework if needed as a consequence of their disability
- *Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.*
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report incidents
 - Investigate and address specific issues with all pupils through Circle time, Personal and Social Education, Assemblies.

- Ensure all parents have access to information in alternative formats including phone calls/home visits if required
- *Promoting positive attitudes towards disabled people.*
 - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, books, displays and learning materials.
- *Promoting positive attitudes towards disabled people*
 - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Dyslexia Awareness
 - Visiting speakers/role models in school
- *Encouraging participation in public life by disabled people.*
 - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council
 - *Encourage applications from disabled people to the Governing Body*

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

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.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking 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
 - c. encouraging 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
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our SEP and Equality Objectives are set in the light of:

- the regional equality objectives identified by ERW.
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;

- promote community cohesion

Our School Equality Objectives are set out in post inspection action plan.

2. Responsibilities

Tasker Milward VC School recognises and promotes a whole school approach to equality.

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring 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;

- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
- ensuring that all staff are aware of procedures and agreed action should a concern arise.

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

3. Information gathering and Engagement

3.1 Purpose and process

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 assessment 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 while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- attendance data;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;

- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;
- Consultation with Partner Primary schools during transition process;

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities. We will continue to engage the views of our stakeholders and the wider community during the next four years to amend and improve this policy whenever necessary.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data.
2. Implement actions recommended by Estyn concerning anti bullying and pupil voice within the school.
3. Reduce gaps in levels of attendance between different protected groups as identified in local data.
4. Reduce the number of NEETs.
5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.
6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.

Our actions are incorporated into the Post Inspection Action Plan (PIAP), which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the PIAP on a regular basis, through the governing body and with Estyn when the school is monitored and inspected.

6. Publication and reporting

The school provides a copy of the SEP and PIAP to parents via the school website. Paper copies are available on request.

The school reports annually on progress in the annual governors report to parents. The weekly newsletter keeps parents informed of all school events. All policies are available on the school website.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take - up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the 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.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by March 2020.

Tasker Milward VC School
Strategic Equality Plan 2016 – 2020
Appendices

App. 1 Current school Access Plan

SCHOOL ACCESSIBILITY PLAN 2016 - 2020

SCHOOL : Tasker Milward VC School

COMPLETED BY : Business Manager

DATE : March 2016

ACCESSIBILITY PLAN OUTCOME – PART A

Increasing the extent to which disabled pupils can participate in the school curriculum

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<p>Short Term (1 Year)</p> <p>Ensure that lessons attended by disabled pupils are located on the ground floor where possible.</p>	Pupils are attending lessons	School	-	Timetable and Registers	
<p>Medium Term (2 Years)</p>					
<p>Long Term (3 Years)</p> <p>Equip minibus for wheelchair access</p>	Access available for trips	LEA	-	Record of trips accessed	Number of trips accessed by disabled pupils

SCHOOL ACCESSIBILITY PLAN 2016 - 2020

SCHOOL : Tasker Milward VC School

COMPLETED BY : Business Manager

DATE : March 2016

ACCESSIBILITY PLAN OUTCOME – PART B

Improving the physical environment of schools to increase the extent to which disabled people can take advantage of education and associated services in schools

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
Short Term (1 Year)					
Improve access to Tasker Building for visitors (replace portable ramp with permanent ramp)	Improved access in place	LEA/School	£-	Ramp in place	Evidence from access to events in school
Improve Signage in Milward building for direction to reception now located in Tasker building	Improved Signage in place	School	£-	Signage in place	
Monitoring of signage within the building to ensure up to date.	Improved Signage in place	School	£-	Signage in place	

Medium Term (2 Years)					
Lift to Milward Building	Lift Installed	LEA	£ -	Support staff access to lessons reported to Inclusion Manager	Access reported to Inclusion Manager
Long Term (3 Years)					
Lift to all floors in Tasker Building	Lift installed	LEA	£ -	Support staff access to lessons reported to Inclusion Manager	Access reported to Inclusion Manager
Adjustable tables and chair for Science and Technology	In Use	LEA	£ -	Evidence of use from subject areas/LSA	Review of evidence
Improve lighting in Central corridor of Milward building (corridor narrow and closed in)	More light in corridor	LEA / School	£ -	Lighter Corridor	
Assess requirement for Hearing Loop	Hearing loop in place	School	£-	Improvement in facilities for hearing impaired	

SCHOOL ACCESSIBILITY PLAN 2016 - 2020

SCHOOL : Tasker Milward VC School

COMPLETED BY : Business Manager

DATE : March 2016

ACCESSIBILITY PLAN OUTCOME – PART C

Improving the delivery to disabled pupils of written information provided to pupils who are not disabled

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
Short Term (1 Year)					
Continue to ensure that different colour paper is available for staff when needed	Paper usage	School	£-	Paper usage and monitoring in place as part of book scrutiny	Improved access to worksheets by pupils
Colour reading rules available and provided to Dyslexic pupils – testing in place to ensure pupils are issued the correct ruler	All dyslexic pupils will have the correct ruler	School	£-	Inclusion Manager will monitor	Monitoring of use
Ensure that written information is available in different font sizes	Selection of classroom resources	School	£-	Checked as part of department monitors	Resources available
ALN kept up to date and ensure available to all staff	Improved information	School	£-	Monitored by Inclusion Manager	Information is available when required

Medium Term (2 Years)					
Improve number of laptops available	Laptops in use	School	£ -	Coursework access	Coursework outcomes
Continued training of staff to provide information to disabled pupils	Improved Information available	School	£-	Record of Training	Information seen in use by staff
Long Term (3 Years)					
Increase number of colour printers available	Improved quality of information given to visually impaired pupils	School	-	Quality of handouts, etc. Inclusion Manager	Handouts given out.

DISABILITY EQUALITY SCHEME 2016 - 2020

SCHOOL : Tasker Milward VC School

COMPLETED BY : Business Manager

DATE : March 2016

DISABILITY EQUALITY DUTY OUTCOME

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<p>Short Term (1 Year)</p> <p>Ensure that all school trips/after school clubs are accessible to disabled pupils</p>	Record of school trips/clubs attended by disabled pupils	Business Manager	£ -	Record of trips by SLT	Evaluated against list of trips available
<p>Medium Term (2 Years)</p> <p>Promote positive attitude to disabled pupils</p>	Discussion with pupils	SLT with School Council		Reports from staff and pupils by Inclusion Manager	Reports reviewed by SLT and governors
<p>Long Term (3 Years)</p> <p>Highlight key events</p>	Record of events highlighted in school	Inclusion Manager	-	Evidence of participation	Report to SLT and governors

