

**Bridgend County
Borough Council**



**STRATEGIC EQUALITY PLAN
FOR SCHOOLS**
Porthcawl Comprehensive School

Autumn 2019

Porthcawl Comprehensive School

**Strategic Equality Plan
2016 – 2020**

**Updated Autumn 2019
Final Year for this current plan)**



Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

.....*Date*

**Scheme due for review: Major review By September 2020
(new 4 year plan)**

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Still waiting for renewal due to the extensive access works being carried out on site

1. Our Distinctive Character, priorities and Aims

1.1 School values

We pride ourselves on being a caring, disciplined and happy school with a tradition of hard work and lots of extra curricular activities. There is something for everyone at Porthcawl Comprehensive School. We aim to ensure that pupils of all abilities and interests achieve their potential in a safe, friendly environment.

Porthcawl Comprehensive School (from the PLASC January 2019 & Data Autumn 2019)

Porthcawl Comprehensive School is an English-medium 11 to 18 mixed comprehensive school located in the seaside town of Porthcawl. The school serves the community of Porthcawl and its surrounding villages.

The current head teacher has been in post since January 2013 and the school had its most recent Estyn Inspection in September 2013.

The number of pupils of compulsory school age on roll in the academic year 2018/19 was 951, a drop of 25 from the previous year and the lowest number in the last 9 years. The number of boys was 474 and girls 477.

The number of students choosing to stay on to continue their studies in the Sixth Form in 2018/19 was 156, 70 boys and 86 girls. This was a significant increase of 59 students from the previous year.

92% of pupils declared themselves as white British. Of the EAL pupils identified 2.6% (1 pupil) were new to English, a significant decrease from the previous year.

A very few pupils are fluent Welsh speakers.

The number of pupils eligible for free school meals decreased slightly to 7.2% from 7.9% last year. This still remains much lower than the LA and Wales.

In September 2019 209 pupils joined us into Year 7 from 18 different primary schools, with 37 pupils from out of catchment schools. Predictions for September 2020 indicate figures very similar to 2019 with a Year 7 cohort of over 200.

The pupils entering the school represent the full range of ability. In terms of SEN, 8.6% of the pupils were at the School Action stage (8.7% in 2017/18), 2.9% at School Action Plus (3.1% in 2017/18) and 0.2% have a Statement (0.2% in 2017/18).

The School's Aims

- Provide a healthy, safe and secure environment that will secure the wellbeing of all, enabling all to engage fully in the school and its community.
- Ensure that every pupil is encouraged through a variety of learning opportunities to confidently achieve and develop the knowledge and skills necessary to succeed in adult life.
- Ensure that all are happy, healthy and free from bullying, abuse or exploitation in order to achieve their absolute best.

- Provide opportunities for young people to take part in, develop and enjoy a wide variety of learning, sporting and cultural activities.
- Provide an inclusive education that develops all pupils' personalities, abilities and moral values, encouraging them to respect other people, cultures and the environment whilst celebrating their own cultural identity.
- Ensure that all pupils, regardless of their backgrounds and individual differences, will be valued, and will receive an equality of opportunity.
- Encourage all pupils to participate in decision making, where their opinions will be valued, considered and responded to.

1.2 Characteristics of our school

(for further information see the current 'Self Evaluation Report')



A
Improvement capacity

Green
Support category

Pupils 2018

The school roll has fallen this year

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Boys	96	110	88	89	110	50	36	579
Girls	84	85	103	90	122	90	66	640
Total	180	195	191	179	232	140	102	1219

eFSM 3 yr Average percentage of pupils eFSM continues to fall The school is now half that of the LA and Wales.

	2012	2013	2014	2015	2016	2017	2018
School	10.4%	10.0%	9.8%	9.5%	9.1%	8.3%	8.1%
Local Authority	17.7%	17.8%	18.1%	18.1%	17.8%	16.9%	16.3%
Wales	17.5%	17.7%	17.6%	17.6%	17.4%	17.0%	16.6%

SEN

A child has special educational needs if he or she has a learning difficulty which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

	2012	2013	2014	2015	2016	2017	2018
School - School Action	10.1%	9.2%	10.3%	9.5%	9.5%	8.7%	8.7%
Local Authority - School Action	14.7%	15.0%	15.8%	17.1%	16.9%	14.4%	13.8%
Wales - School Action	13.2%	13.4%	14.6%	15.1%	15.1%	14.7%	14.4%
School - School Action Plus	2.1%	2.6%	2.3%	2.4%	3.2%	2.9%	3.1%
Local Authority - School Action Plus	4.9%	5.3%	5.1%	4.9%	5.2%	5.6%	6.8%
Wales - School Action Plus	7.6%	8.1%	8.1%	7.8%	7.7%	7.9%	8.3%
School - Statemented	0.4%	*	*	*	*	*	*
Local Authority - Statemented	0.4%	0.5%	0.8%	0.8%	0.7%	0.7%	0.6%
Wales - Statemented	2.8%	2.7%	2.6%	2.5%	2.4%	2.3%	2.3%

School Action

When a class or subject teacher identifies that a pupil has SEN they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.

School Action Plus

When the class or subject teacher and the SEN Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through School Action can be put in place.

Statemented

A child has SEN if he or she has learning difficulties which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

Please note that data published on Special Educational Needs (SEN), English as an Additional Language (EAL) and Minority Ethnic pupils is based on pupils of statutory school age only.

EAL

Details of pupils' stages of English as an Additional Language (EAL) are surveyed annually by specialist Ethnic Minority Achievement Services (EMAS) or EAL services within local authorities. Pupils learning EAL in schools, including those who are in receipt of support by the specialist EMAS or EAL Services, are categorised 'A' to 'E'. Progression from stage A to stage E can take up to 10 years and achieved in different ways and at different rates.

The data displayed here shows the percentage of pupils categorised as 'A', 'B' or 'C'. Please see the glossary for an explanation of EAL categories.

	2012	2013	2014	2015	2016	2017	2018
School	0.5%	*	0.4%	*	*	*	0.5%
Local Authority	0.8%	0.8%	0.7%	1.0%	1.1%	0.9%	0.9%
Wales	2.3%	2.4%	2.6%	2.8%	3.0%	3.0%	3.0%

Category	Definition	Explanation
A	New to English hg,hbhuhbjbj	May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
B	Early Acquisition	May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	Developing Competence	May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	Competent	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
E	Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

Minority Ethnic pupils

	2012	2013	2014	2015	2016	2017	2018
School	4.9%	4.0%	4.5%	4.5%	4.2%	4.2%	5.3%
Local Authority	4.1%	4.2%	4.4%	4.8%	5.1%	5.3%	5.5%
Wales	6.9%	7.3%	7.8%	8.3%	8.8%	9.3%	9.8%

Pupil Teacher ratio

The PTR is calculated by dividing the full time equivalent of pupils on roll in schools by the full time equivalent of qualified teachers (Headteachers, Deputy Heads and other qualified teachers). The lower the figure, the more teachers there are per pupil.

	2012	2013	2014	2015	2016	2017	2018
School	17.2	17.9	18.1	18.6	17.3	16.8	16.5
Local Authority	16.5	16.2	15.6	16.4	16.2	16.6	16.1
Wales	16.7	16.4	16.1	16.2	16.3	16.5	16.5

Full time equivalent teachers

This shows the full time equivalent of qualified teachers (head teachers, acting head teachers, deputy head teachers, assistant head teachers and other qualified teachers). The full time equivalent of part-time teachers expresses the teachers' service in hours as a proportion of a school week: 32.5 hours for maintained schools.

	2012	2013	2014	2015	2016	2017	2018
School	82.7	80.1	81.2	77.2	77.7	76.6	73.7
Male	27.2	27.1	25.6	23.7	23.2	24.1	22.3
Female	55.4	53.1	55.7	53.5	54.4	52.4	51.4

Attendance

Percentage of half day sessions attended by pupils of statutory school age during the academic year

	2012	2013	2014	2015	2016	2017	2018
School - Total	93.4%	93.4%	94.6%	94.9%	95.3%	94.6%	94.5%
Family - Total	93.5%	93.6%	94.7%	94.9%	94.9%	95.1%	94.9%
Local Authority - Total	92.0%	92.5%	93.9%	94.3%	94.5%	94.4%	93.9%
Wales - Total	92.1%	92.6%	93.6%	93.9%	94.2%	94.1%	93.9%
School - Boys	93.9%	94.0%	94.7%	95.1%	95.3%	94.8%	94.9%
Family - Boys	93.9%	93.9%	94.9%	95.0%	95.0%	95.2%	94.9%
Local Authority - Boys	92.2%	92.8%	94.3%	94.6%	94.8%	94.6%	94.1%
Wales - Boys	92.3%	92.8%	93.8%	94.0%	94.3%	94.2%	93.8%
School - Girls	92.9%	92.8%	94.5%	94.7%	95.2%	94.4%	94.2%

Family - Girls	93.2%	93.2%	94.5%	94.7%	94.8%	95.0%	95.0%
Local Authority - Girls	91.7%	92.1%	93.6%	94.0%	94.3%	94.3%	93.8%
Wales - Girls	91.9%	92.5%	93.4%	93.7%	94.1%	94.0%	93.9%

Level 2 threshold including English and Maths KS4

	2012	2013	2014	2015	2016		2017	2018
School - Total	67.2%	69.2%	63.3%	67.1%	70.8%	*	63.6%	75.0%
Family - Total	66.6%	69.2%	68.1%	72.0%	74.4%	*	70.3%	70.6%
Local Authority - Total	50.7%	52.3%	54.8%	59.7%	61.7%	*	53.0%	56.6%
Wales - Total	51.1%	52.7%	55.4%	57.9%	60.3%	*	54.6%	55.1%
School - Boys	60.3%	66.1%	61.6%	61.9%	62.1%	*	57.6%	77.3%
Family - Boys	63.1%	65.7%	64.9%	68.8%	71.1%	*	67.1%	67.4%
Local Authority - Boys	45.9%	47.5%	51.3%	56.6%	57.1%	*	49.0%	50.6%
Wales - Boys	46.9%	48.7%	51.4%	54.3%	56.1%	*	50.7%	50.1%
School - Girls	74.8%	72.1%	64.6%	72.1%	78.1%	*	68.4%	73.0%
Family - Girls	70.3%	72.9%	71.6%	75.5%	77.7%	*	73.6%	73.8%
Local Authority - Girls	56.0%	57.5%	58.3%	63.3%	66.4%	*	57.0%	62.9%
Wales - Girls	55.5%	57.0%	59.7%	61.8%	64.7%	*	58.8%	60.5%

	2012	2013	2014	2015	2016		2017	2018
School - Total	67.2%	69.2%	63.3%	67.1%	70.8%	*	63.6%	75.0%
Family - Total	66.6%	69.2%	68.1%	72.0%	74.4%	*	70.3%	70.6%

Local Authority - Total	50.7%	52.3%	54.8%	59.7%	61.7%	*	53.0%	56.6%
Wales - Total	51.1%	52.7%	55.4%	57.9%	60.3%	*	54.6%	55.1%
School - FSM	60.0%	35.7%	39.1%	36.8%	8.3%	*	41.7%	43.8%
Family - FSM	36.8%	34.6%	31.8%	44.8%	43.5%	*	47.7%	49.6%
Local Authority - FSM	25.4%	26.4%	25.1%	37.4%	35.7%	*	29.4%	30.6%
Wales - FSM	23.4%	25.8%	27.8%	31.6%	35.6%	*	28.6%	29.5%
School - Non FSM	67.9%	73.7%	66.0%	69.5%	74.6%	*	66.5%	77.3%
Family - Non FSM	69.3%	72.7%	71.4%	74.5%	76.9%	*	72.4%	72.1%
Local Authority - Non FSM	56.5%	58.1%	61.4%	64.6%	68.2%	*	58.5%	63.5%
Wales - Non FSM	56.6%	58.5%	61.6%	64.1%	66.8%	*	61.0%	61.7%

Average capped points score (capped 8)

	2012	2013	2014	2015	2016		2017	2018
School - Total	339.8	346.5	344.5	354.7	359.5	*	366.4	369.7
Family - Total	349.2	355.0	362.6	365.3	367.5	*	359.9	358.3
Local Authority - Total	312.7	321.5	334.1	343.5	351.6	*	331.9	333.9
Wales - Total	323.5	333.1	340.8	343.5	344.6	*	325.8	324.1
School - Boys	326.4	342.0	335.6	344.0	343.3	*	350.3	363.1
Family - Boys	340.2	343.7	353.0	356.3	358.1	*	349.9	349.1
Local Authority - Boys	297.6	308.2	324.4	333.5	340.5	*	317.6	318.9
Wales - Boys	309.9	320.1	327.8	332.3	333.2	*	313.7	310.7

School - Girls	354.5	350.8	351.3	365.2	372.9	*	379.1	375.6
Family - Girls	358.4	367.2	373.0	374.8	377.0	*	370.2	367.7
Local Authority - Girls	329.6	336.1	344.1	354.7	363.0	*	346.1	349.8
Wales - Girls	338.0	346.9	354.5	355.2	356.7	*	338.7	338.3

Average Capped Point Score (capped 9) New 2017

	2017	2018
School - Total	400.3	403.0
Family - Total	391.8	390.9
Local Authority - Total	356.9	357.2
Wales - Total	350.9	349.5
School - Boys	384.1	397.9
Family - Boys	380.9	381.4
Local Authority - Boys	343.4	341.3
Wales - Boys	338.2	335.4
School - Girls	413.1	407.6
Family - Girls	403.1	400.7
Local Authority - Girls	370.5	373.9
Wales - Girls	364.3	364.6

Level 2 threshold

	2012	2013	2014	2015	2016		2017	2018
School - Total	75.9%	78.9%	77.0%	81.2%	81.3%	*	82.3%	87.1%
Family - Total	81.2%	83.4%	87.1%	89.7%	90.5%	*	83.1%	82.5%
Local Authority - Total	50.7%	52.3%	54.8%	59.7%	61.7%	*	53.0%	56.6%
Wales - Total	72.6%	77.8%	82.3%	84.1%	84.0%	*	67.0%	67.0%
School - Boys	74.4%	80.0%	75.8%	79.4%	76.8%	*	80.4%	86.4%
Family - Boys	77.3%	80.0%	83.7%	87.5%	88.4%	*	80.1%	78.5%
Local Authority - Boys	45.9%	47.5%	51.3%	56.6%	57.1%	*	49.0%	50.6%
Wales - Boys	67.8%	73.7%	78.6%	80.9%	80.7%	*	61.8%	61.2%
School - Girls	77.5%	77.9%	78.0%	82.9%	85.1%	*	83.8%	87.7%
Family - Girls	85.3%	87.2%	90.8%	92.0%	92.6%	*	86.2%	86.5%
Local Authority - Girls	56.0%	57.5%	58.3%	63.3%	66.4%	*	57.0%	62.9%
Wales - Girls	77.6%	82.1%	86.3%	87.5%	87.6%	*	72.5%	73.2%

Sixth Form Average Points Score

	2012	2013	2014	2015	2016	2017	2018
School - Total	805.2	781.6	743.6	754.4	771.2	742.1	725.0
Family - Total	914.0	943.4	886.1	921.4	934.7	870.4	854.0
Local Authority - Total	736.9	767.6	805.8	776.5	806.2	694.7	687.9
Wales - Total	772.9	806.6	804.1	799.7	823.2	730.6	740.1
School - Boys	776.8	773.5	631.1	723.2	730.2	660.4	713.1
Family - Boys	873.3	931.1	854.4	898.0	921.3	839.2	831.8
Local Authority - Boys	678.5	720.7	724.8	713.7	763.2	653.9	636.5

Wales - Boys	724.8	757.6	759.3	746.5	768.0	681.2	691.8
School - Girls	832.7	789.4	826.2	781.6	798.8	794.7	731.2
Family - Girls	946.8	953.5	915.0	942.0	946.9	897.4	871.9
Local Authority - Girls	789.7	807.8	876.0	829.2	843.5	730.5	726.7
Wales - Girls	813.0	849.0	843.8	845.9	869.9	773.2	780.9

Sixth Form level 3 threshold

Level 3 is a volume of qualifications equivalent to the volume of 2 A levels grades A-E

	2012	2013	2014	2015	2016	2017	2018
School - Total	98.3%	98.6%	95.8%	97.4%	96.7%	99.2%	100.0%
Family - Total	98.1%	98.4%	97.6%	98.4%	99.1%	98.2%	99.0%
Local Authority - Total	96.0%	95.6%	96.6%	97.6%	98.3%	98.1%	98.3%
Wales - Total	96.9%	96.5%	97.1%	97.0%	98.0%	97.1%	97.6%
School - Boys	98.2%	97.2%	91.7%	95.8%	93.9%	97.8%	100.0%
Family - Boys	97.0%	97.5%	96.2%	97.7%	98.5%	97.5%	98.4%
Local Authority - Boys	94.3%	94.5%	95.4%	97.0%	98.8%	97.4%	97.0%
Wales - Boys	95.7%	95.8%	96.2%	95.9%	97.1%	96.2%	96.7%
School - Girls	98.3%	100.0%	98.6%	98.8%	98.6%	100.0%	100.0%
Family - Girls	99.0%	99.1%	98.9%	99.1%	99.7%	98.9%	99.5%
Local Authority - Girls	97.4%	96.5%	97.5%	98.1%	98.0%	98.7%	99.2%
Wales - Girls	97.8%	97.0%	97.8%	97.8%	98.6%	97.9%	98.3%

1.3 Mainstreaming equality into policy and practice

(For further information please see the 'Equal Opportunities' Policy)

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 ways.

At Porthcawl Comprehensive School we ensure equality of opportunity for all, irrespective of disability, gender reassignment, pregnancy and maternity, race (including ethnic and national origin, colour or nationality), religion or belief (including lack of belief), sex and sexual orientation. For staff, we also ensure equality, irrespective of age and marriage and civil partnerships. We consider all to be of equal worth and it is, therefore, insisted that equal value is placed on their abilities, achievements and talents, whatever form these qualities may take.

The policy is a general statement of our commitment to Equal Opportunities at Porthcawl Comprehensive and will appear in other relevant school policies. It is the basic entitlement of both staff and young people to work in an environment, which respects their Human Rights.

Statement of Intent:

Porthcawl Comprehensive School is fully committed to equal opportunity in education and will undertake implementation of relevant strategies and action plans to achieve this.

Policy

Aims:

In order to ensure there is no place for either direct or indirect discrimination, there is a need for a positive and effective equal opportunities policy. The school will:

- Have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Have due regard to the need to advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Have due regard to the need to foster good relations between people who share a protected characteristic and those who do not.
- Promote the concept of equality of opportunity throughout the organisation, for all within the community of the school.
- Seek to develop an understanding and promotion of human equality and equal opportunities.
- Enable students to take responsibility for their behaviour and relationships with others.
- Celebrate cultural diversity
- Scrutiny and challenge

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 Equality Objectives from the WG and BCBC objectives.
- 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;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Appendix 3**.

2. Responsibilities

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:

- appoints a member to work on equality – Mrs Anna Morgan actively involved with the Strategic equality Plan at PCS.
- 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.

2.2 Senior Leadership Team

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 their role in applying the equal opportunities policy and meeting the equality objectives set out in the SEP

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 some of the following:

- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought via questionnaires during the school year (a specific equality conference to be carried out 2018-19) and incorporated in a way that values their contribution;
- children and young people's views actively sought via SELS 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;
- 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;

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.

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

Please see appendix 3 for the details of the Equality objectives for Porthcawl Comprehensive, as informed by the regional objectives and the WG Equality Objectives.

We have action plans covering all relevant protected characteristics (Appendix 3). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the *School Improvement Plan (SIP)*. *The plan is 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 SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and Reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

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 and to report on it annually, 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 another review of our SEP by September 2020.

Porthcawl Comprehensive School Strategic Equality Plan 2016 – 2020

Appendices

- App. 1 Regional Equality Objectives**
- App. 2 Welsh Government Equality Objectives for Wales**
- App. 3 School Equality Objectives and Action Plan**
- App. 4 Current school Access Plan (to be updated 2017)**

Regional Equality Objectives (*BCBC 2017-18*)

- We know that bullying and identity related incidents occur in our schools and we must do all we can to address this. We have an anti- bullying task group in place to assist with this;
- We know that the number of NEETs (Not in Education, Employment or Training) leaving secondary school is unacceptable and that life expectancy and the opportunity to achieve can be reduced as a result;
- Some children in our county borough do not attend school regularly which can prevent them from reaching their full potential. We must work with the families of children such as Gypsies and Travellers, Syrian refugees and other asylum seekers to encourage them to attend and remain within the education system.

93% of people agreed with this objective as part of the consultation. Top suggestion was to have more training and support for anti-bullying programmes including anti-cyber bullying in schools.

Appendix 2 – WG Equality Objectives for Wales

Equality Objectives 2016-2020

Objective 1

- Put the needs, rights and contributions of people with protected characteristics at the heart of the design and delivery of all public services, in particular health and mental health services, education, housing, social services and transport. Specifically ensure support and tackle barriers to enable disabled people to enjoy their right to independent living and have voice, choice and control in their lives.

Objective 3

Identify and reduce the causes of employment, skills and pay inequalities related to gender, ethnicity, age and disability including closing the attainment gaps in education and reducing the number of people not in education, employment or training (NEET).

Objective 4

Reduce the incidence of all forms of harassment and abuse, including (but not limited to) violence against women, hate crime, bullying, child abuse, domestic abuse, and abuse of older people.

Porthcawl Comprehensive School
Porthcawl Comprehensive School

Strategic Equality Plan 2016 – 2020

2016-20 (Year 4 of the plan)

Equality Objectives and Action Plan

<p>Equality Objective 1. <i>To further raise Awareness of Equality and Diversity issues among pupils, staff and Governors. (covers all the protected characteristics)</i></p>
<p>Our Research: <i>In order to comply to the ‘General Duty’ as stated in the Equality Act 2010, there is a need to promote knowledge and understanding of the general and specific duties amongst staff, pupils and Governors.</i></p>
<p>Information from Engagement: Updated 2018-19 24.06.19</p>
<p>Data Development: Central South Survey (staff & pupils) and the SHRN survey (Cardiff University survey on Health and Wellbeing for pupils), used to include information in SEP. Meeting with pupils and Mrs A Morgan (Vice Chair of Governors) on Monday 24.06.19</p>
<p>This objective will be judged to be successful if...</p> <ul style="list-style-type: none">• Any necessary further staff training on equality issues in education has taken place.• All Governors have received training and are aware of equality issues in education.• All pupils have had further opportunities to find out about equality and diversity.• The progress of the SEP has been shared, including to the Governing Body and via the school website.

- Any outcomes from the various questionnaire the school is taking in art in, Autumn 2017 have been included in SEP.

Actions:				
	TASK / Description / ACTION	Success Criteria	Resources	Completion
1.1	<p>Continue to update staff, as and when required.</p> <p>To include Child Protection updates and Mental Health updates e.g. whole staff CP training update. New Health and Wellbeing initiative now rolling into year 9. To include work on Mental Health. Investigating links with agencies dealing with mental health of young people. LGBTQ+ updates. Link with WG Equality Objective number 1 (Appendix 2)</p>	<p>Staff updated and given guidance as and when available.</p> <p>INSET for teachers 'Diversity'</p>	<p>Emails. Paper copies. CPD.</p>	<p>On going</p> <p>INSET completed and feedback positive Sep 2019</p>
	<i>By whom: CS KO</i>			
1.2	<p>Equality update training for Governors in conjunction with Mrs Anna Morgan (Equality Governor) Update Governors on Equality e.g. the 8 WG Equality objectives and the current school SEP.</p>	<p>Update Equality training received</p>	<p>Time in Governing Body Meeting(s). Photocopying.</p>	<p>SEP on agenda for Autumn 2019 Hand out Protected Characteristics</p>
	<i>By whom: DS, VH, Mrs Thomas (Chair), Mrs Anna Morgan, Simone Delaney (Clerk)</i>			
1.3	<p>Update and review annually the school strategic equality plan. Share with staff, pupils and Governors. Progress review to be reported to Governors. The plan is a 4 year plan in line with BCBC and WG. WG have just started their consultation for the new plan and with a group of pupils this year we will be able to do a similar exercise.</p>	<p>Review of SEP complete. Strategic plan and review shared with staff, pupils (school council, Head Team) and Governors. SEP updates, including review notes</p>	<p>Photocopying Time to review and produce a summary. Time at School Council Meeting. Head team.</p>	<p>Taken place by Summer 2020 and every year after.</p>

		shared with Governors.		
	<i>By whom: DS, VH, Mrs Thomas (Chair of Governors), Mrs Anna Morgan, School Council, Head Team, Simone Delaney (Clerk)</i>			
1.4	<p>Further equality update training for pupils via assemblies, PSE etc. Speakers to invite in. Continue to investigate suitable provision for different year groups. Assemblies to include 'hate crime', liaise with police for this.</p> <p>Diversity days organised by CS. <i>A pupil group will be set, volunteers have put their names forward in Summer 2019.</i></p> <p>Recent engagement with pupils suggested that they felt the new Health and Wellbeing lessons were useful ways to raise awareness of equality and diversity. Pupils mentioned that the information on LEPR in year 7 was useful. More on mental health issues requested and posters around the school.</p>	Pupils received information on Equality	Assembly time Photocopying Speakers	<p>Ongoing</p> <p>Set up meetings with the Diversity group during 2019/20</p>
	<i>By whom: HOY, CS, KO, Youth Workers, Police liaison officer, School Health & Wellbeing team.</i>			
1.5	Engage with a variety of stakeholders to refresh and inform the SEP. Adding in information to SEP during the year 2018 -19, with the full review for 2020.	Stakeholders involved in reviewing and setting equality objectives. Information added to SEP.	Time to engage	Completed July 2019
	<i>By whom: VH, various stakeholders, Mrs A Morgan</i>			
1.6	Staff training in Violence against Women, domestic abuse and sexual violence. Update new staff.	All staff have necessary training	CPD time CPD cost	Review training on a regular basis

	New system in place to ensure all new staff complete this training. Staff can complete the training using a paper resource – proving more popular.			
	<i>By whom: VH, Angela Roberts Office Manager</i>			

<p>Equality Objective 2. <i>Implement new Welsh Government bullying Guidance and reduce identity based bullying (covers all the protected characteristics)</i></p>
<p>Our Research: <i>The All Wales Survey of Bullying in Schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 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.</i></p>
<p>Information from Engagement: At Porthcawl in the SHRN survey the percentage of our pupils who agree/strongly agree that they feel supported if unhappy etc are Year 7 – 89%, Year 8 – 82%, Year 9 – 71%, Year 10 – 63% and Year 11 – 68% Sixth form – 70% Students who have taken part in bullying in the last couple of months (this was during the Autumn term 2017) are Year 7 – 10%, Year 8 – 13%, Year 8 – 22%, Year 10 – 23% and Year 11 – 17% Sixth form – 7% Students who have been bullied in the past couple of months (again Autumn 2017) Year 7 – 36%, Year 8 – 36%, Year 9 – 48%, Year 10 – 29% and Year 11 – 35% Sixth form – 16% Cyberbullying figures were: Year 7 – 12%, Year 8 – 17%, Year 9 – 26%, Year 10 – 14%, Year 11 – 22% Sixth form 2% Pupils felt the 3 most common reasons for bullying are: Weight 52%, Gay, lesbian or bisexual 38% and disability 27%</p> <p>Engagement Summer 2019 Would like feedback from student support, this year we have helped pupils with Some diversity questions on a questionnaire with an option ‘Prefer not to say’ More assemblies on conflict/bullying and protected characteristics. Lessons on different sexualities LGBTQ+ work next year</p>

Racism information

Data Development:

Protected Characteristics log now held in A block.

Use of feedback from specific Equality engagement and other questionnaires throughout the year.

This objective will be judged to be successful if...

- **Implemented the Welsh Governments bullying guidance**
- **Reduced identity based bullying**

Actions:

	TASK / Description / ACTION	Success Criteria	Resources	Completion
2.1	Any further reviews of 'antibullying' policy in light of Welsh Government guidance and Bridgend's response.	Policy reviewed. Policy released for consultation. Policy agreed by Governing Body	Photocopying. Time to update policy.	On going
	<i>By whom: CS,</i>			
2.2	Continue to arrange for information on the anti-bullying procedures to be given to pupils via assemblies and PSE time. Continue to investigate speakers in particular areas e.g. homophobic bullying year 10 and above. Link to themed assemblies during anti-bullying week. Highlight: a male and female teacher/adult for boys and girls to speak to in each year group. Posters on anti-bullying from outside agencies to source Counsellor info Updates on school nurse information onto website, in assemblies too etc Student support.	Anti-bullying information given to pupils. Posters displayed. Information on support mechanisms given to pupils highlighted on a regular basis.	Speakers Assembly time PSE time Photocopying Student support centre	Ongoing INSET with School Council and Teachers Sep 2019

	Anti-bullying pupil ambassadors and an inset for all teaching staff in September.			
	<i>By whom: CS, VH, HOY, Student support</i>			
2.3	In order to support pupils, the school continues to carry out work on resilience. Introduce and monitor the new Health & Wellbeing initiative for year 7, 8 and 9. Continue to consider any bullying incidents via the weekly welfare meetings with a wide variety of staff including EWO. Monitoring of changes to welfare system and eFSM pupils as and when required.	Specific work on resilience covered on school curriculum. Health and Wellbeing set up and running for year 7. Welfare meetings take place weekly and include reference to eFSM and any changes to pupils circumstances due to welfare changes.	Time for new courses and meetings. Photocopying. Visits by EWO, Student Support. Youth workers.	Review July 2020
	<i>By whom: CS, Health and Wellbeing Team, EWO, HOY, VH, Youth workers, Student Support.</i>			

<p>Equality Objective 3. <i>Reduce the Number of young people who become NEETS (covers all the protected characteristics but research shows particularly sex (boys) and race)</i></p> <p>Our Research: Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than in England.</p>

Information from Engagement: NA				
Data Development: Information on our school leavers and what happens to them whilst they remain in the 16-24 yr old age group. Working with the Careers service. Destinations data for year 11 and Sixth form				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> • The number of young people classed as NEETS is reduced. • All pupils have a broad and balanced curriculum and achieve their full potential 				
Actions:				
	TASK / Description / ACTION	Success Criteria	Resources	Completion
3.1	Continuing to provide support for 'hard to reach' families.	Student support continue to develop existing family links and make new ones.	Student support	Ongoing
	<i>By whom: Student supports, CS</i>			
3.2	Continue to provide a broad and balanced curriculum at Porthcawl. Monitor and review the new provision e.g. Junior Apprenticeships at Bridgend College.	Broad and balanced curriculum offered. Junior apprenticeship scheme up and running.	School budget for staffing etc Junior apprenticeship scheme	Review July 2019 And again July 2020
	<i>By whom: AO'B, VH, HOF</i>			
3.3	Continue to use positive role models to talk to pupils in PSE. Various days/half days organised to bring in people from industry etc Establish further links with U3A e.g. sixth form interviews	Various enterprise activities have taken place again this year	Time to organise. Possible cover implications Hospitality for guests. Writing/poster materials	Ongoing

	<i>By whom: HOY, CC,</i>			
3.4	Continue to closely monitor the attainment of eFSM pupils, those with SEN, LAC and pupils from the Gypsy and Traveller communities. Porthcawl no longer has any Gypsy and Traveller children. Continue to monitor and provide existing and new strategies to close the attainment gap. Monitor exclusions in terms of protected characteristics, with view to managing the number of fixed term exclusions down.	All pupils achieve their projected grades. eFSM, SEN, LAC ... closely monitored. Review strategies. Attainment gap closing. Exclusion figures show trends down.	SIMS Time CPD	Ongoing Review July 2019
	<i>By whom: CP, CS, AD, VH</i>			
3.5.	Working alongside BCBC to try and increase the employment rates of young people, disabled people, ethnic minority people and Muslim people. School has registered with ' Disability Confident Committed '. We were told to hold the renewal of the Access Plan (DAP) until a wide variety of work is carried out on the buildings to make the school accessible by wheelchair.	BCBC report employment rates of young people increase. DAP produced	Links to BCBC equality – Paul Williams Time	Review Summer 2019 DAP Autumn 2018
	<i>By whom: Gov Body, VH</i>			
3.6	Continue to provide high quality learning coach provision within the school as identified in last year's audit.	A wide variety of quality learning coach provision provided.	Cost of some of the learning coaches e.g. use of grants PDG.	Review again July 2019
	<i>By whom: AO.B, HOY (year 11), CP, HOF (English and Mathematics)</i>			

Equality Objective 4.

Improve the physical access to the school and other learning settings for pupil, parents and staff. (Protected characteristic all but particularly – disability)

Our Research:

Disability Access Plan (produced in partnership with BCBC)

Information from Engagement:

Problems of access identified by the group were the astroturf, upstairs in G block, canteen, M8/9 and student support, entrances to D block, very narrow corridor to G25 art room, doors are very heavy, steps down from G16 towards AN department feel quite steep.

The group felt that if you have a physical disability it is not good enough that you simply can't take part on sports day. The pupils all felt that for everyone clear PUSH/PULL and walk on the LEFT signs everywhere would help everyone.

Data Development:

Disability Access Plan (2013) analysed and started to be implemented.
 DAP renewal 2017 **We were told to put this on hold until some major work is carried out by BCBC to allow wheel chair access. Still waiting for the major works to be completed, then Access Plan will be produced.**

This objective will be judged to be successful if...

- Disability access plan has become an appendix to this plan and is updated as appropriate.
- Recommendations in the plan have been considered, costed and where possible actioned.

Actions:

	TASK / Description / ACTION	Success Criteria	Resources	Completion
4.1	Carry out an updated DAP Respond to any suggestions made in the Disability Access Plan, as and when appropriate. Still waiting for completion of major works. Emails from BCBC to confirm waiting for completion.	DAP carried out Responses made to DAP.	Cost of any modifications needed.	On going Autumn 2018 for new DAP Now 2020
	<i>By whom: AOB, DS, Dave Parker, VH</i>			

4.2	A review of the school site for wheel chair access List of work needed to be completed. Initial list for September 2018. Further work for 2019/20	Wheel chair access improved In the first instance a year 7 pupil has access to his lessons	Cost of any modifications/work to be met by BCBC	First phase by September 2018. Now ongoing 2019/20
	<i>By whom:</i> DS/AOB/AD/CS/Dave Parker/BCBC			
<p>Equality Objective 5. Reduce gaps in attainment for pupils, between boys and girls and between other protected groups as identified in the data. This mainly applies to boy/girl attainment. To be mindful of any pupils that have undergone or are undergoing gender reassignments.</p>				
<p>Our Research: National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. <u>PCS Verified Data 2018</u> School Attendance shows Boys at 94.9% and Girls at 94.2% Level 2+ shows Boys at 77.3% and Girls at 73.0% Level 2 shows Boys at 86.4% and Girls at 87.7% Capped 8 shows Boys at 363.1 and Girls at 375.6% Capped 9 (new in 2017) shows Boys at 397.9 and Girls at 407.6 Sixth Form Average Points Score shows Boys at 713.1 and Girls at 731.2 Level 3 is 100%</p>				
<p>Information from Engagement:</p>				
<p>Data Development: Collect data as and when possible, to compare the attainment of each of the protected characteristics.</p>				
<p>This objective will be judged to be successful if...</p> <ul style="list-style-type: none"> • Collection of further data to compare the attainment of the various protected groups • Reductions in any gaps identified are reduced, so as they become insignificant. 				

Actions:				
	TASK / Description / ACTION	Success Criteria	Resources	Completion
	<i>By whom: CS, HOD, all staff</i>			
5.1	Continued literacy and numeracy support targeted at eFSM pupils.	Literacy and numeracy support in place.	Time for staff to deliver this support.	Review each September following examination results
	<i>By whom: CP, AD,</i>			
5.2	School works closely with support agencies as and when required e.g. Welsh Refugee Council.	Successful integration into Porthcawl Comprehensive and the wider community.	Time Links with support agencies	Review on a regular basis
	<i>By Whom: AD, CS</i>			
5.3	School continues to use the PDG to reduce poverty Student support continues to provide a variety of equipment etc free of charge/loans. Plan to access PDG/LAC grant (Cluster plan produced by CS)	Support given to eFSM pupils etc via student support	PDG School budget PDG/LAC	Review PDG spend March 2019 and each year after
	<i>By whom: VH, student support, CS</i>			
5.4	School very mindful of the gender gap in some of our year groups. Gender issues tend to vary across the subject areas and so gender specific objectives will be found in the Faculty Improvement Plans.	Learning group remind and support staff with tips to close the gender gap/motivate boys	School budget	On going over next few years

Equality Objective 6
Improve the data collected and analysed on staff. (covers all protected characteristics)
Our Research:

Collect the relevant data – record of applications for jobs, by whom and whether successful.				
Information from Engagement: To be updated 2018-19				
Data Development: Records mentioned above being kept. BCBC records on staff and their protected characteristics.				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> • Analysis of staff at Porthcawl completed against protected characteristics (BCBC) • Records of applications made by Porthcawl Staff for internal and external posts and whether the candidate was successful are kept and analysed. 				
Actions:				
	TASK / Description / ACTION	Success Criteria	Resources	Completion
6.1	Continue to have contact with BCBC Equality Department	Contact continues		Reviewed each year
	<i>By whom: VH</i>			
6.2	Continue to produce a record of all applications made by staff for internal and external posts and whether they were successful.	Records kept and analysed.	Time	Analysis at end of year
	VH, DS, Office Manager			
6.3	Analyse applications to Porthcawl and the outcomes by gender.	Records kept and analysed	Time	Analysis at end of year
	VH, DS, Office Manager			
6.4	Records by BCBC on any pay differences.	BCBC records		
	VH, DS, Office Manager			

The current Access Plan is a separate document. It is housed with the paper copy of the current SEP and is available on request from the school office. **TO BE UPDATED AUTUMN 2018, now delayed until 2020.**