

Porthcawl Comprehensive School

Strategic Equality Plan (SEP)

2024-2027



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PERSEVERANCE CREATES SUCCESS



1. School Information (2023 PLASC information)

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 2023 and the school had its most recent Estyn Inspection in February 2020. The number of learners of compulsory school age on roll is 1235 (January 2023 PLASC), a slight reduction of approximately 10 learners when compared to the previous year. The number of boys was 622 and girls 613. The number of learners choosing to stay on to continue their studies in the Sixth Form is 240 (January 2023 PLASC) compared with 246 the previous year. 92.9% of learners declared themselves as white British, 7.1% of pupils record their ethnic background as Black, Asian and Minority Ethnic. 0.7% of pupils have English as an Additional Language. The percentage of learners eligible for free school meals (three-year average) is 13.2%, the schools current FSM percentage is between 17%-18%. The FSM percentage remains much lower than the LA and Wales, however the school's three-year average figure has increased by five percentage points since 2020. 6.9% of pupils are living in the 20% most deprived areas of Wales. In September 2023, approximately 180 learners joined Year 7 from 12 different primary schools, with 15 learners from out of catchment schools. Predictions for September 2024 indicate 180 learners will join us from 10 different primary schools with approximately 20 out of catchment pupils. The learners entering the school represent the full range of ability. The school expects 180 applications for Year 12 places in September 2024, indicating expansion at Post 16.

2. Context

This Strategic Equality Plan has been developed to primarily demonstrate the school's commitment to meeting the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011. It highlights links to legislation and regulations covering the Welsh Language Standards and Human Rights issues and how it supports 4 of the 7 aims of Welsh Government's Wellbeing of Future Generations (Wales) Act 2015; A healthier Wales, A more equal Wales, A Wales of cohesive communities and A Wales of vibrant culture and thriving Welsh language. It also outlines how the school will meet its responsibilities under the Public Sector Equality Duty, to advance equality and inclusion for all protected groups.

Building on our previous equality work the plan explains to pupils, staff, parents / carers, stakeholders and governors, how Porthcawl Comprehensive School intends to deliver its equality commitments, whilst continuing to be an inclusive school that does not tolerate discrimination of any kind.

To assist us in writing this plan, we engaged with our pupils, staff, parents / carers, stakeholders and governors. We also used a range of equality information which supported us in defining what would be our equality objectives for the next 4 years, and by listening to them we hope that these objectives are both meaningful and achievable for us to deliver. We looked at what priorities there were to consider both nationally and at a local authority level and based them on what evidence we had available to us to support the work. A lot of work has been undertaken over the years into



assessing our progress against the Public Sector Equality Duty through service plans and the self-assessment process. We considered external sources of information such as reports by the Equality and Human Rights Commission and Welsh Government, policies and priorities, research reports and other relevant statistics available to help us. A number of external reports undertaken by the Equality and Human Rights Commission have supported and influenced the development of our equality objectives.

Legislation

Equality Act 2010

The Equality Act 2010 brings together and replaces previous anti-discrimination laws in a single Act. The Act includes a Public Sector Equality Duty (PSED), which has replaced all the individual duties previously in place, namely race, disability and gender equality. Section 149 of the Equality Act 2010 sets out the Public Sector Equality Duty, which places a duty on the Council, and other public organisations, to have due regard when making decisions and delivering services to ensure that we meet the requirement to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

In advancing equality of opportunity between people who share a protected characteristic and those who do not we must also ensure that we:

- Remove and minimise disadvantages experienced by people due to their protected characteristics;
- Take steps to meet the needs of people from protected groups whether these are different to the needs of other people; and
- Encourage people with protected characteristics to participate in public life or in other activities where participation is disproportionately low.

The third aim refers to fostering good relations and this means tackling prejudices and promoting understanding between people who share a protected characteristic and those who do not. This might mean in some circumstances that some people are treated more favourably than others as long as it's within the provisions of the Act.

There are 9 protected characteristics listed under the Equality Act 2010:

- Age



- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual orientation
- Marriage and Civil Partnerships

In Wales there are specific statutory duties, which are regulations that set out the actions the listed public bodies must take to comply. The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 were published by Welsh Government in April 2011 and include the following areas:

- **Equality Objectives** – prepare and publish a set of equality objectives which meet the Public Sector Equality Duty.
- **Engagement** – involve people who represent one or more protected characteristics and who have an interest in how the school undertakes its functions.
- **Equality Impact Assessments (EIAs)** – undertaking EIAs and publishing them alongside reports which require decisions.
- **Information** – collect and publish equality information which ensures compliance with the Public Sector Equality Duty.
- **Employment Information** – collect and publish workforce monitoring data annually.
- **Pay Difference** – ensure the Council has an equality objective which specifically relates to gender pay differences.
- **Staff Training** – promote knowledge and understanding of the Equality Act 2010, the Public Sector Equality Duty and the duties in Wales. Use performance assessment procedures to identify and address the training needs of staff.
- **Strategic Equality Plan** – publish a strategic equality plan which sets out the School's Equality Objectives to meet the Public Sector Equality Duty.
- **Procurement** – when procuring works, goods and services from other organisations, include conditions relevant to the Public Sector Equality Duty within procurement processes.

Anti-racist Wales Action Plan

In the Anti-racist Wales Action Plan, Welsh Government states: In early 2020, the Welsh Government started work on an action plan for race equality, following calls by the Wales Race Forum, and other grassroots organisations. Almost immediately however, the work was halted by the COVID-19 pandemic. Then, in May 2020, the killing of George Floyd sent shock waves throughout the world. Both events shone a light on the systemic racism faced by Black, Asian



and Minority Ethnic people, both in Wales and elsewhere. Both events reinforced the urgent need for action. Through the development of the Plan, we heard a clear message about the lack of trust felt by many people from ethnic minority backgrounds, over whether public bodies will enforce their rights – rights enshrined in law – but which often have little real impact on their lives. In this new Plan we outline how we have developed more focused actions, to help us make the necessary changes, and to fix broken systems. Porthcawl Comprehensive School fully supports the Anti-racist Wales Action Plan and its purpose and have embedded the relevant actions within our equality objectives.

LGBTQ+ Action Plan for Wales

In the LGBTQ+ Action Plan for Wales, Welsh Government states: The Welsh Government wants to make Wales the most LGBTQ+ friendly nation in Europe. It is an ambitious goal, but we believe we can support all LGBTQ+ people in Wales to live their fullest life: to be healthy, to be happy, and to feel safe. As a government, we stand with our LGBTQ+ communities. That is why LGBTQ+ rights are embedded in our Programme for Government commitments (Welsh Government 2021a), are a key component of the Co-operation Agreement (Welsh Government 2021b) with Plaid Cymru, and why we have developed this ambitious Action Plan.

Our aim, through this plan, is to show our clear commitment to respecting, protecting, and fulfilling the human rights of all LGBTQ+ people in Wales (OHCHR 2022a). This plan will act as the framework for LGBTQ+ policy development across government and with our partners. It sets out the concrete steps we will take to strengthen equality for LGBTQ+ people, to challenge discrimination, and to create a society where LGBTQ+ people are safe to live and love authentically, openly and freely as themselves. The school fully supports the LGBTQ+ Action Plan for Wales and its purpose, and have embedded the relevant actions within our equality objectives.

3. Engagement and Consultation

A variety of sources have been used to gather the information needed to produce this plan and the equality objectives.

These include:

- A pupil group with representatives from a range of year groups.
- A staff group.
- A parent / carer and governor group.
- SHRN Survey Data (completed by pupils across year groups)

The school's Equality Governor was present at both the staff and parent / carer consultation. These workshops and discussions have helped to shape the equality objectives.



4. Strategic Equality Objectives

Objective 1: To continue to raise awareness of equality and diversity among pupils, staff and governors.

Objective 2: To continue to act on reports of incidents linked to protected characteristics.

Objective 3: To provide alternative provision for pupils when needed.

Objective 4: To make learning accessible for all pupils.

Objective 5: To monitor attainment data for specific groups of pupils.

5. Roles and responsibilities

Governing Body

The governing body has set out its commitment to equality, diversity and inclusion 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; and
- 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.

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; and
- 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.

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, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents; and
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

6. Action Plan

Equality Objective 1: To continue to raise awareness of equality and diversity among pupils, staff and governors.

Action / Task

- **Equality and diversity to continue to be addressed in Health and Wellbeing Lessons, assemblies and across the curriculum where appropriate.**
- **Invite guest speakers / visitors into school to deliver assemblies / talks with pupils, e.g. to discuss hate crimes.**
- **A Diversity Calendar to be shared with staff; this could be used for assemblies or to promote discussion.**
- **Continue to update staff and governors as and when required.**
- **All staff to complete the BCBC Equalities and Diversity training.**
- **New staff to complete all BCBC mandatory training modules, including Safeguarding, Equality and Diversity and Violence against Women, Domestic Abuse and Sexual Violence.**
- **To identify and offer training opportunities for school governors.**



Equality Objective 2: To continue to act on reports of incidents linked to protected characteristics.

Action / Task

- Protected characteristics, hate crimes and school procedures to be shared with pupils during assemblies.
- All incidents to continue to be reported to the appropriate member of staff who will log the information with BCBC.
- Support to be offered to the victim.
- Support to be put in place for perpetrators, as well as an appropriate sanction.
- Pupils to be reminded of the importance of having a trusted adult.
- Signposting to be highlighted for pupils.

Equality Objective 3: To provide alternative provision for pupils when needed.

Action / Task

- To identify the availability of alternative provision for specific pupils.
- Meetings to be held with a range of professionals to identify the most suitable provision for pupils.
- Strategies to be put in place to support pupil needs, e.g. Pastoral Support Plan.

Equality Objective 4: To make learning accessible for all pupils.

Action / Task

- Disabled access across the school to be maintained.
- The ALN provision map to be used to support pupils needs during lessons.
- The Exam Access Arrangements to be used to support pupils during examinations.
- Outside agencies to be involved to support pupils' needs.
- To provide a temporary alternative area for pupils to work if needed, e.g. due to an illness or injury.
- To continue to offer a variety of interventions to support the needs of all pupils.



Equality Objective 5: To monitor attainment data for specific groups of pupils.

Action / Task

- **To monitor attendance data for pupils with protected characteristics.**
- **Following analysis of the data, additional support to continue to be offered where required.**
- **To monitor attainment data for pupils with protected characteristics.**
- **Following the analysis of the data, interventions to be put in place for identified pupils.**

7. 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 the 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.

8. 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 plan 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.



9. Monitor and Review

The Strategic Equality Plan will be monitored throughout the year and reviewed before the end of March 2025. The progress made throughout the year will be recorded, RAG rated and shared with the Governing Body in March 2025.

Appendices

My Local School Data

School specific data can be found here: [Porthcawl Comprehensive School \(gov.wales\)](https://gov.wales/porthcawl-comprehensive-school)

Information from Engagement

The following suggestions were discussed:

- Further education of pupils would be beneficial. This could be through specific subjects, Health and Wellbeing lessons and assemblies.
- Student Council members could help contribute to assembly / lesson material.
- Ensure pupils know how to report incidents.
- Students could act as mentors to support others.
- Ensure staff are fully equipped to deliver specific topics.

