



Strategic Equality Plan

May 2023

Learning to Flourish

To provide personalised learning experiences so that every child can communicate, interact, grow, and develop to the best of their ability. Together with families, we can ensure that our children have the skills and knowledge to manage everyday life as independently as they can and to lead happy and successful lives, through our values of **S**ocialisation, **C**ommunication, **I**nteraction, and **P**lay

Strategic Equality Plan Policy Statement

Our School

The Hollies is a special school, maintained by Cardiff City Council situated in Pentwyn. It provides day education for 121 pupils, aged 4 to 11 years. All pupils have statements of special educational needs, or IDP's. 91 of the pupils are boys and 30 are girls. The pupils who attend the school have autism spectrum conditions, significant sensory, social communication and learning needs.

Pupils are from a range of ethnic communities. While the largest single group is White British (41%), the school population overall is mostly comprised of pupils from 54 different Black, Mixed Race or Minority ethnic communities from Asia, Africa, Europe and the Middle East.

34% of our pupils do not come from religious families with 28% of parents defining themselves as Christian. Of the remaining 41% of those are Muslim and 1% are Sikh, 1% Hindu and 3% are other.

Approximately 68% of pupils are from homes where English is the main or first language spoken. However, the remaining pupils are from homes where English is an additional language with the home languages ranging including Arabic, Bengali, Chinese, Welsh, Farsi, Polish, Portuguese, Somali, Gujarati, Hungarian, Italian, Kurdish, Yoruba and Urdu.

We have seventy-five teaching and non-teaching staff 67 of whom are female, 8 of whom are male. We comply with the Local Authority Online Recruitment Policy and Procedure which now monitors all of the protected characteristics of applicants. We are aware that we have disabled parents and parents in same sex relationships and pupils who may grow up to be LGBT.

Aims

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. 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. We aim to achieve, through purposeful partnerships, a high quality of education for all pupils.

Through the equality improvement actions and strategically planned tasks detailed in this document, we aim to:

- Guard against discrimination, harassment, and victimisation
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The purpose of the Hollies School is to create a professional environment in which pupils can receive their curriculum entitlement. We have high expectations and hope to enable pupils to achieve the following goals:

- High achievement for all regardless of gender, ability, class, or ethnicity.
- To learn how to learn through social communication, interaction, and play (SCIP)
- To be able to make appropriate and informed choices.
- To celebrate success and be aware of their own strengths and skills

In order to achieve these goals, we begin with the individual needs of the child. These needs encompass the whole child, including social, behavioural, moral and academic needs.

This SEP belongs to everybody and is relevant to all pupils, teaching and support staff, parents, carers, supporters and the local community.

The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh language Act 1993 and the Welsh language (Wales) Measure 2011, and the United Nations Convention of the Rights of the child (1989) are also relevant to this policy.

We have based our Strategic Equality Objectives on local, regional and national priorities within education as well as feedback from engagement with our school community and our own school data. These actions are set out in section ten.

3. Our Strategic Equality Objectives

The Equality act 2010 requires all school to have equality objectives in place. These objectives cover all the following protected characteristics; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender, sexual orientation and include the Welsh language in Wales.

Our chosen Strategic Equality Objectives are:

- Continue to embed “Equality of Opportunity” for all pupils and staff within our whole school inclusive ethos.
- Ensure all pupils achieve their full potential and make the progress commensurate with their abilities and needs.
- Provide relevant training and support to pupils, staff, parents/carers, governors and other stakeholders on equality issues and the protected characteristics (being mindful of the specific learning/emotional needs of our pupils).
- Work in partnership with pupils and all staff to develop a range of ‘pupil friendly’ policies that will include the UN convention of the Rights of the Child

and the skills for Equality and Diversity towards becoming Ethically Informed Citizens.

We have strategically planned tasks to enable us to meet these objectives. They are listed in section ten of this Strategic Equality Plan (Action Plan). They cover all relevant protected characteristics. They describe how we are acting to fulfil both the general and specific duties.

- **Scope**

The policy applies to all full time, part time, job-share, permanent, temporary and supply staff. It applies to all pupils, parents, service users and visitors to the school in line with Equality legislation and the school's legal responsibilities to promote equality in employment, education and access to services.

5. Equalities Summary Statement

At the Hollies we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Misogyny, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, misogynistic, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity-based incidents and bullying will be shared regularly with the LA to help actions to combat hate crime across the city.

6. Responsibilities

Leadership and Management

Commitment

The Governing Body and leadership team of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible.

Headteacher

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies, e.g., “Anti-Bullying Policy”, “Harassment Policy” etc and that governors, staff, pupils, parents and guardians know about it.
- Making sure the policy and its procedures are followed.
- Producing regular information for staff and governors about how the policy is working and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the Equality Policy is regularly monitored and reviewed.

The named person with responsibility for dealing with reported incidents of unlawful discrimination is Lisa Marshall. Staff and pupils are aware of who the named person is. The named person ensures that all reported incidents are recorded in the Equality Incident and Monitoring Database, analysed within the school and sent to the LEA termly.

The Equal Opportunities Co-ordinator ensures that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school’s activities.

All staff are responsible for:

- Dealing with incidents of unlawful discrimination and bullying
- Being able to recognise and tackle bias and stereotyping.
- Promoting equality and good relations between all groups
- Keeping up to date with the law on discrimination, and taking up training opportunities
- Striving to provide images and lesson plans that show positive images of and are inclusive of people from the protected characteristics.

7. Information gathering and Engagement

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 assessments and identify which of the school’s aims have been achieved and what we need to do better.

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8. Publication and reporting

The school publishes the Strategic Equality Plan on our website, and it is communicated to parents at parents evening and other events. It is available in large print and other formats on request. The school prospectus includes a reference to the Strategic Equality Plan and the values underpinning it.

We will report and publish annually on the progress made on the action plans and the impact of the Plan itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

9. Monitor and Review

We will revisit and analyse the information and data used to identify priorities for the Strategic Equality Plan (e.g., achievement data, engagement with stakeholders).

We will use Equality 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.

Based on the above, we will review the Strategic Equality Plan annually and will republish if necessary. A full review will be taken after four years.

The Hollies School: Strategic Equality Plan 2023-2024

Start Date for all actions Spring Term 2023

Review Date for all actions Spring Term 2024

Objective 1: Continue to embed "Equality of Opportunity" for all pupils and staff within our whole school inclusive ethos, because we always have the best interests of the child in mind (Article 3 UNCRC).

Evidence- informed practice:

Listening to pupils, listening to parents, listening to staff. Monitoring of attendance at PCRs.

Actions	
Continue to monitor attendance at PCRs to ensure that our PCR format continues to be accessible to all parents	RH - Pupil Admin
Further embed 'Rights Respecting School' practices into our everyday curriculum and school council practices.	See SIP 2023 SH (Teacher)
Aim to get a Silver Award for our implementation the United Nations Convention on the Rights of the Child	SH (UNCRC)
School displays to be updated to incorporate UNCRC articles <u>as appropriate</u>	SH (UNCRC)
Continue to maintain all stakeholder's awareness of UNCRC through awareness raising events and training (Article 42, UNCRC).	SH (UNCRC)

Objective 2: Ensure all pupils achieve their full potential and make progress commensurate with their abilities and needs, because every child has the right to an education and education must develop every child's personality, talents, and abilities to the full (Article 28 Article 29 UNCR)

Evidence- informed practice:

Self-Evaluation Report

Actions	
Annual review of vision aims and policies as part of SE and SIP to ensure a consistent focus on improving outcomes for all pupils.	SLT
Continue to utilise TiME Pupil Profiles which ensure a person-centred approach curriculum design and assessment	SLT/MLT
Annual analysis of assessment data as a measure of 'distance travelled' for each individual pupil and analysis of trends/cohort's progress	SLT/MLT/Teachers
Use analysis to identify whole school, group and individual targets for improvement	SLT/MLT

Objective 3: Provide relevant training and support to pupils, staff, parents/carers, governors, and other stakeholders relating to equality issues and the protected characteristics (being mindful of the specific learning/emotional needs of our pupils)	
Evidence- informed practice: Staff training, DH 'Equality and Diversity' online training Cardiff Council Academy, Updates, information, and advice Cardiff Council	
Actions	
Continue to reinforce how we can 'respect the needs and rights of others as members of a diverse society' through the continued development of our school curriculum to align with the four core purposes of the Curriculum for Wales (ethical informed citizens)	Embedding skills into the curriculum design, further developing topic content/breadth & depth
Support parent engagement for all parents - working with clinicians, Health visitors. Behaviour support services etc. - coffee mornings, 'drop-in' sessions etc. Family Engagement coordinator appointed who is responsible for arranging family engagement and support events and monitoring attendance and engagement.	(CC - HLTA) 2023-2024 CC (SLT) 2023-2024 RO (SLT) 2023-2024
Continue APPEAL - Autism Programme for Parents with English as an Additional Language	2023-2024 - all sessions planned (SCIP team).

<ul style="list-style-type: none"> Objective 4: Work in partnership with pupils and all staff to develop a range of 'pupil friendly' policies that will include the UN convention of the Rights of the Child and the skills for Equality and Diversity towards becoming Ethically Informed Citizens. (Article 12 UNCRC) 	
Evidence- informed practice: School council drop-in day minutes, Self-Evaluation Report, teacher planning, parent and pupil evaluation	
Actions	
A re-gig of the school council so all pupil's have a voice. Look at it being a 'drop-in day' once every half term, with items that pupils want and need to be discussed e.g., play equipment (Article 31 UNCRC), fundraising ideas (Pupil voice). Link to whole school voting system	SH (teacher) Sept 2023 RO (SLT) CC (SLT)
Pre- progression and progression skills for Equality and Diversity towards becoming Ethically Informed Citizens to be introduced and embedded into class planning and teaching throughout the school day	SH (teacher) Sept 2023 RO (SLT) CC (SLT)
Introduction to a wider range of food, and cultural diversity in celebrating food and eating together. (Article 8, Article 14 UNCRC)	SH (teacher)

