

2017

Annual Equality Report 2017

Llanishen High School

This document contains the specific policy and associated information relating to the Annual Equality Report at Llanishen High School

Responsible staff member: Mrs J Pearce
Approved by Governing Body: 23rd May 2017
To be reviewed: May 2018



Report Aims

This report is to describe the work that has been undertaken in our school to promote equality and tackle discrimination over the *previous* academic year. Due to academic years running differently to standard business/financial reporting periods we are unable to report on the current academic year – to do so would mean reporting on only four months' progress. Therefore, this report contains information relating to the 2015-16 academic period. The only exception to this is the final section, a staff data report which is based on the most up to date staff data available.

As a school, we are committed to the principles of equality for all and the need to promote equality by planning to make equality happen over and above tackling discrimination when it arises.

This report is just a small part of demonstrating our dedication to ensuring our services to pupils and parents are equitable and that our staff are treated equally as well as working to promote equality themselves.

Over the coming pages, we have attempted to report how we as a school have planned to

1. tackle discrimination, harassment and victimisation against people from different protected characteristics
2. Promote equality of opportunity and outcome between people of different protected characteristics
3. Foster good relations between people of different protected characteristics

Our report also describes if and where we have used equality data and information in planning our equality objectives and if and where we have used that data to assess the impact of our policies and practice. It contains progress updates for the equality objectives from our Strategic Equality Plan year relating to teaching pupils, managing the school and training staff during the 2015-16 academic year.

Section one contains an introduction and background to the development of our Strategic Equality Plan for the previous academic year. This section includes information relating how we collect equality data in school. This section describes how useful we feel our equality data and information has been in developing objectives and assessing the impact of our policies and practice.

Section two describes some of the work done to promote Equality and tackle discrimination during the 2015/16 period

Section three details any additional information on activities pertaining to Equality, Diversity and Anti-Discrimination

Section four is a statutory report containing certain staff equality data relating to recruitment and selection, including salaries.

Section 1 – Introduction

Our Equality practice for the 2015/16 period was based around teaching various elements of equality and discrimination and using data where possible to set improvement objectives based on gender and ethnicity. We have been mindful of guidance from the Local Education Authority and the Equality Act as they might relate to the world of education. However, due to some staff changes and reallocations of accountability, we did not produce a full Strategic Equality Plan (SEP) during this period.

We are currently engaged with an external Equality Consultancy to bring our practice completely up to date and as we have developed our practice in the years since the Act has been in force we realise that we are now in position to go further to be fully mindful of both the letter and spirit of the legislation and have since drafted a SEP.

The objectives and tasks in our current Strategic Equality Plan (drafted in 2016/17) are driven where possible by robust equality data and include the full range of protected characteristics. When equality data is not available we have created objectives to improve our collection and use of equality data. Additionally, we have objectives relating purely to the teaching of equality within the curriculum – these are specific and measurable targets across the full range of protected characteristics.

However, because this report covers the 2015-16 period we will be referring to our equality practice rather than to our SEP.

In terms of data held within the school, our equality information was robust for some protected characteristics but we have very little data relating to other protected characteristics. For example, we have lots of data relating to **pupils** Genders, Ethnicities. We also collect information on pupils' language. However, we rely on SEN/ALN data of pupils rather than Disability.

Although we have this equality information as it applies to pupils we found that we have very little data on **parents** relating to these protected characteristics, as we have not previously been required to collect this data for purposes of PLASC or through admissions forms. Additionally, we have very little information relating to the protected characteristics as they apply to **staff** because equality monitoring of application forms has not historically collected this information. Both of these areas have been included on our newly drafted SEP and we look forward to being able to report on this data in the future.

Our monitoring of incidents in schools has historically only been undertaken in terms of racist incidents. Although we have an excellent staff who would of course challenge other types of incidents such as homophobic and disablist incidents, and although we have a truly inclusive ethos at the school, we did not hold data on other types of incidents in the same way as with racist incidents. This has historically been due to the fact that we comply with the LEA incident monitoring system but we have recognised the need to develop this in our current SEP.

Another challenge we have faced in terms of equality information is that we have historically shredded the application forms of unsuccessful applicants for jobs along with the equality monitoring form. Therefore, in this report we are unable to provide data on this aspect of our employment. We now have monitoring systems in place for this and look forward to reporting on this in the future.

Section 2 – Progress of Our Objectives

As discussed above we have reviewed and drafted a SEP in 2016 and we have in place clear, specific targets and tasks detailing exactly how we will implement the Equality Duties in our current SEP. We look forward to being able to communicate progress against these in the next academic year.

Section 3 – Additional Information

Although there was not detailed SEP in place there has in fact been a wealth of teaching and learning as well as management practice. Some examples of this included:

Working very proactively with Cardiff Against Bullying – with focus on protected characteristics

County workshops on cyberbullying, safe sex, social media awareness and sexual orientation

Our PCSO has addressed all pupils in assemblies regarding the dangers of social media and cyber bullying

Specific aspects of the PSHE and Welsh Bacc schemes of learning address issues

We look forward to reporting more fully on a wider range of equality objectives with actions relating to all of the protected characteristics defined in the Equality Act in our next Annual Equality Report a year from now.

Section 4 - Employment Data

In line with Section 1, we have very little information relating to the protected characteristics as they apply to **current staff and applicants/appointments** because equality monitoring of application forms has not historically collected this information. Both of these areas have been included on our newly drafted SEP and we look forward to being able to report on this data in the future.

Current salary bands

Pay scale	Male	Female
M grade £21,804 - £32,187	5	16
U grade £34,532 - £37,496	27	44
L grade 6 to 11 £43,957 - £47,750	1	1
L grade 12 to 16 £51,126 - £56,511	2	1
L grade 20 to 24 £57,520 - £67,290	1	1