



## **DRAFT STRATEGIC EQUALITY PLAN FOR 2022-2026**

**'Encourage Growth Through Learning'**

<b>Date of Issue:</b>	Autumn 2022
<b>First review of the Strategic Equality Plan:</b>	Autumn 2023
<b>Formal review of Strategic Equality Plan:</b>	Summer 2026

**Priority 1 - To teach and train our pupils, staff and governors about the principles and practice of equality, diversity and anti-discrimination.**

TARGET/OBJECTIVE	ACTION PLANNED	STAFF	TIME SCALE	RESOURCES	Success Criteria	RAG On Track
1 a. Provide a curriculum that explores principles of equality and diversity.	1 a. Whole school Assembly themes to consider equality and diversity	AHT/AL's	Sept 2022 – Jul 2024	Form Family	Form Family observations and planning information from Google Drive	
	1 b. Curriculum Planning (CfW)	HoF / DHT	Sept 2022 – Jul 2024	Dept capitation PPA time	Lesson observations and pupils' work show an understanding of equality and diversity; evidence is consistent with the actions planned by HoF/D	
	1 c. Ensure all new curriculum planning provides opportunities for principles of equality and diversity in line within the Four Purposes.	HoF / AHT	Sept 2022 – Jul 2024	New curriculum planning time	Pupils understand the terms equality and diversity and can identify how different subjects enable them to explore these two themes.	
	1 d. Extend work with external agencies to support development of effective curriculum and wider opportunities – RCT BAME Curriculum Project.	HoF / AHT	Sept 2022 – Jul 2024	Pupil Voice activity - time	Pupil experiences are rich and authentic	

1b.School Council to explore and arrange events that raise awareness of equality	School Council / Head of Houses to arrange a variety of relevant events such as 'Show Racism the red card' day, charity events for a range of disabilities	DH	PSE/Charity days	Rady and Empathy work RAIS	De-escalation strategies with RA across the school Reduction in the number of incidents relating to equality. Pupils attending workshops have the opportunity to disseminate learning across the year groups. Awareness across the whole school.	
1c. Deliver assemblies to all year groups to raise awareness of current issues relating to equality relevant to the pupils at Ferndale Community School and the local area.	Assemblies to be planned on eg: Show racism the red card European Languages day United Nations Day Gender equality Children's rights Prevent agenda Sexualised behaviours – keeping yourself safe Estyn document 'We don't tell our teachers'	AL's /DH	Sept 2022 – Jul 2026	N/A	Pupils develop as ethical and informed citizens of the school and wider community.	
1d.PSE programme to incorporate sessions that promote anti-discrimination and raise awareness of the benefits of diversity	Session to include topics such as; My identity in Wales Cultural diversity and discrimination My entitlements Healthy eating Relationships: Attitudes towards gender	AHT / AL's	Sept 2022 – Jul 2026	PSE capitation for guest speakers if not from a charity-based organisation.	Pupils develop as ethical and informed citizens of the school and wider community.	

	<p>Relationships: Everyone is different Relationships with each other Considering sexuality - keeping learners safe</p>					
1e. Cultural festivals to be acknowledged and celebrated in school	<p>Subjects to acknowledge festivals and celebrations such as Eid/Hannuka/St David's day, Diwali, Chinese New Year. Relevant themes and relevant subject specific lessons e.g. Welsh, RE, MFL</p>	All staff / AL's/ AHT	Sept 2022 – Jul 2026	N/A	Greater awareness of cultural and religious diversity within the school community.	
1f. Pupil visits are planned to visit places of cultural interest to broaden understanding of the world we live in.	<p>Departments incorporate visits to places of cultural interest to support work covered in school.</p> <p>'Taith' Funding Sourced and FOC Educational visit planned and attended to: Bangladesh – with linked school and also Singapore</p>	EVC / SLT	Sept 2022 – Jul 2026	<p>Transport costs if minibus is not used</p> <p>External Funding sourced via grant</p> <p>RADY principles for selection process.</p>	Greater awareness of cultural and religious diversity within the local and wider community and a wider and more informed understanding of different cultures.	

1g. Staff and governors to be made aware of the Equality Act, Strategic Equality Plan and our statutory obligations under the Equality Act as staff towards our pupils.	Staff and Governing training	DHT / HT/BM	Sept 2022	N/A	All stakeholders involved in a collective drive to promote equality and diversity within the school.	
1h. Targeted external and internal interventions following any incidents as follow up work to change viewpoints and increase tolerance and understanding	Visits from Schools PC Liaison officer, local community Youth role models. Eg. Fearless (Crime stoppers) contact to be made PREVENT (Counter Terrorism Case Officer) YEPS involvement	DHT/AHT	March 2022 – July 2024	Planning time	Conflict resolution is effective amongst groups of learners/individuals.	
1i. External role models from a range of backgrounds to deliver inspirational assemblies/PSE sessions	Book organisations to deliver sessions throughout the year, incorporated into SoW.	AHT	Sept 2022 – Jul 2024	N/A	Role modelling reflects diversity and equality in the workplace/ beyond the school community.	
1j. Student social action becomes key feature of planning	Student Action Groups created in response to need. Student groups lead activities and students feel listened to.  Feeling Safe & Respected – Response to “We don’t tell our teachers” (Sex)	SLT/AI/Hof & Student Council	Autumn 22 – Summer 23  Feb 22 – Jul 2024		Students have opportunities to develop understanding of diversity and equality through action. Students have a sense of belonging and voice.  Students have a safe space to explore diversity and feel valued.	

	Diversity Group & Diversity Leadership Group (all protected characteristics)		March 22 – Jul 2024		Students develop strategies which support local needs.	
	Period Dignity Group (RADY)		Autumn 22		<p>Pupils feel they can speak to staff/support adults about concerns. PSE embedded within CfW.</p> <p>Safeguarding culture a priority and all on site feel safe and know how to report concerns</p>	

**Priority 2 - To reduce gaps in attainment and attendance between pupils from protected groups.**

TARGET/OBJECTIVE	ACTION PLANNED	STAFF	TIME SCALE	RESOURCES	IMPACT CRITERIA	RAG On Track
2a. Continue to Improve performance in KS4 KPI in boys and RADY learners to reduce any performance gaps.	<p>Continue to monitor progress data for groups of learners across all subjects and KPI</p> <p>Implement strategies to support identified target group of pupils most affected/with the greatest deviation from average performance.</p>	DHT / HoFs	Sept 202 – Jul 2024	Department time	All pupils are making progress commensurate with their predicted levels/grades and often rising to the challenge set by target grades.	
2b. Understand the underlying issues and improve the attendance of pupils from identified protected groups having a negative impact on attendance figures.	<p>Pupil Voice - To develop a variety of opportunities to enable pupils to have a say in what the barriers are to their attainment/ attendance.</p> <p>Parental engagement opportunities to be explored</p> <p>Include use of PERMA information to support attendance – RCT</p>	<p>HoLS / AHT Curriculum Lead Skills, Citizenship &amp; Wellbeing</p> <p>SMT</p>	<p>Sept 2012 – Jul 2024</p> <p>June 2022-July 2024</p>	HoLS time	Evaluation of data obtained will allow measures to be put into place to address the gaps and concerns regarding attendance.	

	Wellbeing Working Party Pilot (pupils)	AHT	March – June 2022  May 2022-July 2024		Feedback on and action from pilot groups on wellbeing from pupils	
2c. Develop differentiation strategies to support pupils with literacy and numeracy development particularly boys at KS3 and 4.	SoW to incorporate differentiation strategies to support pupils from protective groups including whole school reading. Writing, oracy strategies	HoDs		Ongoing/PPA Gained time	Improved understanding work covered, improved behaviour, positive impact on pupil progress.	
2d. Develop strategies for wellbeing Relationships	INSET opportunities and working parties to develop strategies to support all pupils' needs	SLT/ DHT/AHT		Cost of INET provision	Improved understanding work covered, improved behaviour, positive impact on pupil progress.	



**Priority 3 - Ensure that the quality and use of our Equality Monitoring and Data Collection is an ongoing feature of our school improvement.**

TARGET/ OBJECTIVE	ACTION PLANNED	STAFF	TIME SCALE	RESOURCES	IMPACT CRITERIA	RAG On Track
3a.Ensure equality data collected from feeder primaries is accurate and detailed (included legal and preferred name choices)	HT and (Transition) to link through Primary Headteachers' meetings and transition information sharing to gather the most up to date data in relation to the protected characteristics.	HT / AL and Transition Lead Yr 7	May - Jul 2022 Ongoing	Gained time AHT/AL Yr 7	Staff can plan and prepare appropriately; Core subject settings, LC groups and lesson resources. Business and Facilities manager / ALNCO can assess students' needs.	
3b.Regularly update pupil equality information on SIMS	Data to be reviewed at the start of the year and at the start of the Spring term.	HoLS/AHT	Sept 2022 – Jul 2024	N/A	Evaluation of data informs practices and procedures in school.	
3c.Monitoring and tracking of incidents to include bullying/race related/homophobic/anti-disabled/sexists and bullying relating to religion or beliefs.	Logs updated by AHT and sent to LA each term	ALs AHT i/c Behaviour	Sept 2012 – Jul 2024	N/A	Evaluation of data informs practices and procedures in school.	
3d.Continuing to ensure that any complaints from pupils, parents/carers and staff is dealt with appropriately.	Continue to deal with any complaint in an honest and open way. The school has a formal complaints procedure if complaints cannot be resolved informally.	HT/ BFM - Compl. Officer	Sept 2022 – Jul 2024	N/A	Complainants are satisfied in the way in which their complaint has been resolved and formal Complaints procedures are minimal.	

**Priority 4 - To ensure that the physical environment of the school is appropriate for pupils' needs.**

TARGET/OBJECTIVE	ACTION PLANNED	STAFF	TIME SCALE	RESOURCES	IMPACT CRITERIA	RAG On Track
4a.Ensuring that the physical environment of the school is appropriate for all pupils' needs.	Regular site assessment and link meetings to evaluate accessibility for all pupils.	Business & Facilities Manager / ALNCO	Sept 2012 – Jul 2024	Budget for site maintenance	All pupils have access to all areas of the physical site to ensure full participation in all aspects of school life.	
	Continue to work with LA in ensuring significant improvements to the school site including Health and Wellbeing facilities.	SLT/Business and Facilities LA support	Sept 2022-july 2024	significant amount to support vision of 21 <sup>st</sup> C. schools	Pupils and staff have access to 21 <sup>st</sup> C. resources	
	Development of RAW 2022 to create permanent features reflecting diversity.	RAFT Committee / HT	June 2022	Various members of the community to support	All pupils and parents / cares have opportunities to engage with the community	