



Gowerton School Strategic Equality Plan

Reviewed:		20/9/24
Next Review:		Autumn 2028
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1. Our Distinctive Character, priorities and Aims

1.1 School values

At Gowerton School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Gowerton School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Gowerton School is an English-medium 11 to 18 mixed comprehensive school maintained by Swansea Local Authority. Currently there are 1088 pupils on roll in total, including 72 students in the sixth form. This is split into 67 teaching staff and 75 associate staff.

The school is part of The North Gower Partnership(NGP). This consists of Gowerton School and its partner primary schools Gowerton, Penclawdd, Penyfro, Llanrhidian and Waunarlwydd. Almost all pupils in the partner primary schools come to Gowerton.

The percentage of pupils eligible for free school meals is 18% and 7% of pupils speak English as an additional language. Our ALN pupils account for 26% of our total number of pupils, with 9% having IDPs). The school hosts a Specialist Teaching Facility for High Functioning Autistic pupils. This consists of 9 pupils who are taught within mainstream education.

1.3 Mainstreaming equality into policy and practice

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;

- promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

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 any protected characteristic defined within the Equality Act 2010:

- Age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy & maternity
- race
- religion or belief
- sex
- sexual orientation

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for all 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 Public Sector Equality Duty to:

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
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 regional equality objectives identified in **Appendix 1**;
- views expressed by our school council and governing body that have been involved in the development of the plan;
- Issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

Our School Equality Objectives are set out in Section 5 and **Appendix 2**.

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 protected characteristics. The governing body:

- 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 disabled people, and also strive to make communications inclusive for parents, carers and pupils;
- ensures that no pupil 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, as part of its Annual Report to parents.

2.2 Headteacher / Senior Leadership Team (SLT)

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 any incidents of bullying, harassment or discrimination in accordance to the Authority's and school's policies

2.3 Staff – teaching and non-teaching

The school regards equality as a responsibility for all. Every member of staff contributes 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;
- 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
- reviewing our performance.
- undertaking Equality Impact Assessments

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. 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 the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board; a template is available for this work
- pupil attainment and progress data relating to different groups;
- school council's views actively sought and incorporated in a way that values their contribution;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any protected characteristic

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 ensure that we communicate with everyone in an accessible way., using interpreters and different information formats when appropriate.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Pupil views are actively sought via School Council meetings and Pupil Voice.

Parent's views are actively sought via annual parent questionnaires.

The use of the SHRN survey have ascertained staff and pupil views on a broad range of issues across the school.

4. Equality Impact Assessment

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation
- Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all.

We will undertake EIAs on all our policies and proposals.

5. Objectives and Action Plans

Our Equality Objectives are:

1. **Objective 1:** Reduce gaps in attendance, engagement and achievement for disadvantaged and vulnerable learners, including pupils eligible for FSM, ALN learners and other identified groups.
2. **Objective 2:** Ensure all pupils have equitable access to high-quality teaching, learning and curriculum opportunities that meet their individual needs and enable them to achieve their full potential.
3. **Objective 3:** Promote an inclusive, respectful and ambitious school culture where diversity is valued and all members of the school community feel safe, represented and able to participate fully in school life.

Further information on how we will achieve these objectives is contained in the appendix.

The school evaluates the effectiveness of the SEP on a regular basis, through the School Development Plan, the governing body and with Estyn when the school is inspected.

6. Publication and reporting

We will publish our SEP on our school website and make it available from the school office. The Plan will be available in a range of formats on request.

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, we commit to:

- revisiting and analysing the information and data used to identify priorities for our Equality Objectives
- undertaking an annual review of progress against our Equality Objectives.

We will undertake a full review of our SEP by September 2028.

Local Authority Equality Objectives

City & County of Swansea Human Rights and Strategic Equality Plan 2024-2028

Tackling Poverty - Working together to address the causes and effect of poverty on people and communities, eradicating inequalities for those who are affected by poverty

Vulnerable Children and Families - Understanding what matters to children and families and working together to find creative solutions.

Tackling Discrimination - Reduce inequalities and barriers that exist within our communities and services.

Domestic Abuse and Violence - We want everyone who lives in Swansea to be safe, happy and healthy. We want them to be free from all types of abuse.

Equality and Human Rights - To work with our partners to create and embrace a vision of a vibrant, diverse, fair and safe city where everyone counts.

Workforce - To be an inclusive and diverse workforce.

Gowerton School

Equality Objectives 2026-2028

City & County of Swansea Human Rights and Strategic Equality Plan 2024-2028

4. **Objective 1:** Reduce gaps in attendance, engagement and achievement for disadvantaged and vulnerable learners, including pupils eligible for FSM, ALN learners and other identified groups.
5. **Objective 2:** Ensure all pupils have equitable access to high-quality teaching, learning and curriculum opportunities that meet their individual needs and enable them to achieve their full potential.
6. **Objective 3:** Promote an inclusive, respectful and ambitious school culture where diversity is valued and all members of the school community feel safe, represented and able to participate fully in school life.

These will be monitored through the School Development Plan

Objective 1: Action Plan

Description	Success Indicators	Time Frame
Objective 1: Reduce gaps in attendance, engagement and achievement for disadvantaged and vulnerable learners, including pupils eligible for FSM, ALN learners and other identified groups.	• Overall attendance reaches at least 91% by May 2027. • FSM attendance increases to at least 86% by May 2027. • The percentage of persistent absentees reduces year-on-year. • Attainment and progress gaps between FSM and non-FSM learners reduce annually. • Attendance, behaviour and attainment data for protected groups is analysed termly and reported to governors. • Increased participation of vulnerable learners in enrichment activities, leadership opportunities and extra-curricular provision.	September 2026 – July 2030 (annual review)

Objective 2: Action Plan

Description	Success Indicators	Time Frame
Objective 2: Ensure all pupils have equitable access to high-quality teaching, learning and curriculum opportunities that meet their individual needs and enable them to achieve their full potential.	• Lesson observations show increasing evidence that teachers provide appropriate challenge and support for all learners. • Improved progress measures for pupils with ALN and other identified groups. • All departments demonstrate implementation of inclusive teaching strategies through quality assurance activities. • Pupil voice surveys show at least 90% of learners feel supported and appropriately challenged in lessons. • Reduction in attainment gaps between identified learner groups. • Increased participation of pupils with ALN and protected characteristics in curriculum, enrichment and leadership opportunities.	September 2026 – July 2030 (annual review)

Objective 3: Action Plan

Description	Success Indicators	Time Frame
Objective 3: Promote an inclusive, respectful and ambitious school culture where diversity is valued and all members of the school community feel safe, represented and able to participate fully in school life.	• Annual pupil wellbeing surveys show improvements in pupils' sense of belonging, safety and inclusion. • Reduction in recorded incidents of discriminatory language, prejudice-based bullying or harassment. • Equality, diversity and inclusion themes are explicitly represented across the curriculum and assemblies. • Increased participation from underrepresented groups in pupil leadership roles, including ambassadors and school council positions. • Staff complete regular equality, diversity and inclusion training and demonstrate increased confidence in promoting inclusive practices. • Positive feedback from pupils, staff, parents and governors regarding the school's inclusive culture.	September 2026 – July 2030 (annual review)