



Ysgol Uwchradd
PRESTATYN
High School

Strategic Equality Plan

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INTRODUCTION

Prestatyn High is rapidly improving and there has never been a better reason to join our forward thinking school. We have developed all areas of the school to become one of the most improved schools in the country.

With most schools in Wales and England seeing their GCSE results decline, the results at Prestatyn High have improved significantly. Pupils achieving a A*-C in English language have risen by 20% to 69% which is unprecedented and is a real sign that the changes we are making are having a big impact on improving the life chances our young people.

Prestatyn High School will continue to improve and work tirelessly to ensure that all pupils achieve their potential and get the best education possible. The mission is to be the best school in the country and all the staff will not rest until this goal is achieved.

The school pledges to ensure that all of our pupils are challenged and supported to achieve good outcomes every day, whilst also enjoying school and developing lifelong skills that will prepare them for their future.

Literacy, Numeracy and IT skills are at the heart of all that we do, so all pupils are ready to make their way in the world and society. We will ensure that all pupils, no matter their starting point or background, make rapid and sustained progress.

Our expectations are unapologetically high in all areas of the school including behaviour, attendance, engagement, uniform code, safeguarding and quality of teaching and assessment.

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OUR DISTINCTIVE CHARACTER, PRIORITIES AND AIMS

SCHOOL VALUES

Our School aims to promote achievement, excellence and responsibility in all we do and pledges to ensure that all of our pupils are challenged and supported to achieve good outcomes every day, whilst also enjoying school and developing lifelong skills that will prepare them for their future.

To support these aims, the school will:

- Give equality of opportunity.
- Offer a curriculum that provides the knowledge, values and experiences and skills necessary for success in a complex, technological, global 21st Century society.
- Promote the skills of resilience and perseverance to allow young people to succeed.
- Provide a well-ordered and supportive environment.
- Promote the professional development of all who work at the school
- Work in partnership with parents, recognising their vital role in ensuring the welfare and success of their children and encouraging their active participation in the life of the school.
- Develop partnerships with employers, community groups and individuals, becoming an integral part of the local, national and global communities in which our students will live and work.
- Work constructively with our family of primary schools to promote cooperation and continuity for the benefit of all our students.
- Work with other High Schools, further and higher education and other training institutions to provide a breadth of learning opportunities.
- Encourage an ethos of continuous improvement.

At Prestatyn High 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 Prestatyn High School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

CHARACTERISTICS OF OUR SCHOOL

Prestatyn High School is an 11-18 mixed comprehensive school maintained by Denbighshire Local Authority. There are currently 1415 pupils on roll, based on PLASC data for January 2018.

The school serves the town of Prestatyn and the surrounding villages. Up to 14.8% of the pupils are entitled to Free School Meals, which is just above the local authority average and close to the Welsh average over the last three years. Nearly all the pupils are from English speaking homes with only 2% saying that they speak Welsh fluently. 4.1% of pupils have English as additional language. Currently 21.6% of the pupils are on the school's SEN register.

The school works in close partnership with local groups such as the youth service, local police teams, local community projects and other statutory services such as health and mental health services, DCC education and children's services, providing support for our young people as and when its needed. There are growing incidents of community based issues which impact on the school environment. There are also a growing number of pupils in school with mental health and significant emotional needs.

MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

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 racist and other 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

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 their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

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.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

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; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
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:

- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the School Improvement Plan
- promote community cohesion

Our School Equality Objectives are set out in in the Appendix of this document.

RESPONSIBILITIES

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 various 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 people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- 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, as part of its Annual Report to parents.

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
- ensuring that all staff are aware of 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, racism or homophobia, 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.

INFORMATION GATHERING AND ENGAGEMENT

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

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. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

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;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

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 take into account the preferred means of communication for those with whom we are consulting E.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

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

- **Pupil views are actively sought via Year reps, School Council, periodic surveys and PASS**
- **Parents views are actively encouraged via verbal, written and formal responses e.g. Parents surveys at Consultation Evenings and response to pupil reports**
- **Staff views are actively sought via consultation processes and surveys**

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 this 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.

An equality impact assessment is a considered way of analysing the effect of a policy, practice or project on protected groups equally or whether it potentially may have a disproportionate effect on one or more particular groups.

Equality impact assessments should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our students and staff.

Equality impact assessments should help to ensure that diversity, equality and inclusion run through all areas of school life.

This does not mean undertaking equality impact assessments for all policies and practices as of now. It is a process of thinking that can be included in the review of policies as part of the policy review cycle. Equality impact assessments can also be considered for all new policies and specific projects.

It is not about more paperwork. It is a common sense approach to thinking about what effect policies and actions will have on; race, sex, gender reassignment, disability, sexual orientation, religion or belief, marriage and civil partnership and pregnancy and maternity.

The effect could be positive, neutral or negative.

If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?

Key considerations:

What are the aims of the policy or practice?

Outline the main aims and objectives of the policy or practice.

Consider existing data, information and consultation

Consider any procurement and partnership issues

Assess the likely impact

Consider any adverse or unlawful impact

Decide how to proceed

Formulate an action plan

Make arrangements for monitoring and reviewing the policy or practice

Publish the assessment results

What are the specific outcomes you hope to see?

Who are the intended beneficiaries or this policy or practice?

Can you identify any potential adverse or negative effects/ impacts in the implementation of the policy, practice or project for certain individuals or groups – on the basis of the protected characteristics?

If you have thought through the effects/ impact of a policy or action and involved people in this thinking, you may still not have uncovered the likely differential effect/ impact on certain individuals or groups. However, the main goal is to keep monitoring and reviewing and allow flexibility to respond to new information.

OBJECTIVES AND PLANS

Our chosen Equality Objectives are outlined clearly in the appendix and linked to the 9 protected characteristics: race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are referenced in the School Improvement Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- specified dates for impact assessment and review.

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

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 prospectus includes a reference to the SEP and the values underpinning it.

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.

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 the SEP and action plans. This incorporates use of the overview of outcomes;
 - all future planning and policies make reference to and comply with the impact assessments linked to the SEP. The promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.
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- The review of the SEP informs its revision, the setting of new priorities and action plans.
 - This process continues to:
 - involve the participation of a full range of stakeholders;
 - be evidenced based - using information and data that the school has gathered and analysed;
 - use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP annually. A report will be given to the Governing Body.

APPENDICES

Appendix 1 - Regional Equality Objectives - unknown 23/05/2018

Appendix 2 - Schools Equality Objectives and Action Plan

Appendix 3 – School Accessibility Plan

APPENDIX 1 REGIONAL EQUALITY OBJECTIVES – not received from DCC 23/5/18

APPENDIX 2 EQUALITY OBJECTIVES AND ACTION PLAN

Equality Objectives and Action Plan

Equality Objective 1: To ensure that all members of the school community are treated fairly and have the same access to opportunities no matter their age.

Key points: Age is not a restriction or a hindrance to achievement.

All individuals within an organisation are valued equally no matter their age or experience.

Age (young or old) should not be a criteria on which an organisation should base selection or achievement decisions.

Age is not a barrier.

Priorities: Age is not included on application forms for external appointment shortlisting.

Age is NEVER a factor in the recruitment or promotion process.

PHS to actively seek ways to promote staffing from the full range of possible applicants.

Activities and enrichment are offered to all age ranges within PHS and only limited by age when necessary

Measuring Impact: A research audit of age ranges across the school for all staffing posts – average age of each compared to the average age of the school staff.

A research audit of enrichment activities by age range offered to ensure all age ranges included. No person is prevented from joining a lesson or club based on age (unless the activity has an age appropriate limit).

Staffing committee to check procedures and ensure shortlisting is in no way based upon age. Opportunities for promotion or development within the school are open to all staff no matter their age.

Actions:

Description	Responsibility	Start date	End date
Ensure all enrichment clubs are open to all age ranges where possible and conduct an audit to demonstrate age ranges	James Williams		

Ensure the recruitment process for any vacancy is clear, transparent and age is not a part of the selection process at any point. A procedure put in place to ensure age is not a factor or on any applications.	Headteacher, Governors and SLT. Staffing committee		
An audit of age ranges for all positions within the school to take place.	Liz Thomas		

Equality Objectives and Action Plan

Equality Objective 2: To ensure that all members of the school community are treated fairly and have the same access to opportunities regardless of any disability. If any activity is not possible then a similar opportunity is provided where available.

Key points: Disability is not a restriction or a hindrance to achievement.

All individuals within our organisation are valued equally. Necessary amendments to the school site, timetables and other routines will be made to ensure any disability does not hinder progress or accessibility to any area of school life.

Disability is not a criteria on which our organisation should base selection or achievement decisions.

Disability is not a barrier to success.

Priorities: Disability is not included on application forms for external appointment shortlisting.

Disability is NEVER a factor in the recruitment or promotion process.

PHS to actively seek ways to encourage applicants with disabilities to apply for positions within the school.

Activities and enrichment are offered to all pupils and not limited by disability where possible, with alternative opportunities arranged if a certain disability prevents participation.

Review and improve the school site to ensure full accessibility to all curriculum areas.

Measuring Impact: A research audit of enrichments listing the activities that cannot be accessed by any disabled pupils. The audit will include which alternatives are on offer.

Staffing committee to check procedures and ensure shortlisting is in no way based upon disability.

Reduce the number of curriculum areas that are inaccessible to disabled members of the school community.

Actions:

Description	Responsibility	Start date	End date
Audit of enrichment activities limited by disability	James Williams		
Staffing committee and to check and amend procedures and ensure shortlisting is in no way based upon disability.	Headteacher, Governors and SLT. Staffing committee		

Equality Objectives and Action Plan

Equality Objective 3: To ensure that all members of the school community are treated fairly, have the same access to opportunities and achieve to their potential no matter their transgender status. The school will support any person who chooses to identify as wishing for gender reassignment.

Key points: Transgender status is not a restriction or a hindrance to achievement.

The school will support any person who chooses to identify as wishing for gender reassignment.

Transgender status is not a criteria on which our organisation should base selection or achievement decisions.

Priorities: Transgender status is not included on application forms for external appointment shortlisting.

Activities and enrichment are offered to all pupils and not limited by transgender status.

Appropriate toilet facilities within the school.

Appropriate support within the school for any transgender individual or anyone wishing for gender assignment.

Measuring Impact: Staffing committee to check procedures and ensure shortlisting is in no way based upon transgender status.

Opportunities for promotion or development within the school are open to all staff and transgender status is not a barrier at all.

Check if are enrichments are allowing all pupils to attend no matter their transgender status

Actions:

Description	Responsibility	Start date	End date
Audit of enrichment activities limited by transgender status.	James Williams		
Staffing committee and to check and amend procedures and ensure shortlisting is in no way based upon transgender status.	Headteacher, Governors and SLT. Staffing committee		

Equality Objectives and Action Plan

Equality Objective 4: To ensure that all members of staff and the school community are treated equally and fairly no matter their marital or partnership status.

Key points: Marital / Partnership status is not a restriction or a hindrance to achievement.

Marital / Partnership status is not a criteria on which our organisation should base selection or achievement decisions.

Priorities: Marital / Partnership status is not included on application forms for internal or external appointment shortlisting.

Measuring Impact: Staffing committee to check procedures and ensure shortlisting is in no way based upon marital / partnership status. Opportunities for promotion or development within the school are open to all staff and marital / partnership status is not a barrier at all.

Actions:

Description	Responsibility	Start date	End date

Staffing committee and to check and amend procedures and ensure shortlisting is in no way based upon marital / partnership status.	Headteacher, Governors and SLT. Staffing committee		

Equality Objectives and Action Plan

Equality Objective 5: To ensure that all female members of staff are not disadvantaged and treated fairly during pregnancy or periods of maternity leave.

Key points: Pregnancy and maternity will not have a bearing on promotion or recruitment within the school.

Periods of maternity leave are not to have a negative impact on the future prospects of any female within PHS.

The school should make necessary adjustments where possible so pregnant members of staff can fulfil their duties.

Risks must be assessed to safeguard the pregnant member of staff and their unborn baby.

The school should make necessary adjustments where possible so females returning from periods of maternity leave can return to their duties in a smooth and supported way. Any part time working will be considered.

Priorities: **Pregnancy** is not included on application forms for internal or external appointment shortlisting.

To safeguard the pregnant member of staff and her unborn baby.

To ensure that maternity leave (or possible maternity leave in the future) will not have a bearing on promotion opportunities.

Measuring Impact: Staffing committee to check procedures and ensure shortlisting is in no way based upon maternity or pregnancy.

Pregnant members of staff are fully supported and can complete their duties in full. Appropriate adjustments made and recorded.

There are no risks to pregnant members of staff and they are safe in the workplace. Effective risk assessments carried out.

Actions:

Description	Responsibility	Start date	End date
Effective risk assessments conducted for all pregnant staff.	Line manager – monitored by CLT / HJ.		
Staffing committee and to check and amend procedures and ensure shortlisting is in no way based upon pregnancy.	Headteacher, Governors and SLT. Staffing committee		

Equality Objectives and Action Plan

Equality Objective 6: The ethnicity or race of an individual will have no bearing what so ever in Prestatyn High school

Key points: Race will not have a bearing on any area within the school and will never be a restriction or a hindrance to achievement.

Race is not a criteria on which our organisation will base selection or achievement decisions.

Priorities: Race or ethnicity is not included on application forms for internal or external appointment shortlisting.

Measuring Impact: Staffing committee to check procedures and ensure shortlisting is in no way based upon ethnicity or race.

Opportunities for promotion or development within the school are open to all staff.

Actions:

Description	Responsibility	Start date	End date
Staffing committee and to check and amend if needed procedures and ensure shortlisting is in no way based upon ethnicity or race.	Headteacher, Governors and SLT. Staffing committee		

Equality Objectives and Action Plan

Equality Objective 7: To ensure that all members of staff and the school community are treated equally and fairly no matter their religion or faith.

Key points: Religion or faith will not have a bearing on any area within the school and will never be a restriction or a hindrance to achievement.

Religion or faith is not a criteria on which our organisation will base selection or achievement decisions.

Appropriate provision will be made for religious observance where possible.

Priorities: Religion or faith is not included on application forms for internal or external appointment shortlisting.

A prayer room set up and made available for members of our school community who wish to use it.

The school to promote tolerance and acceptance for all religions and faiths.

Measuring Impact: Staffing committee to check procedures and ensure shortlisting is in no way based upon religion or faith.

Opportunities for promotion or development within the school are open to all staff.

No examples of a) religious and faith discrimination b) anti-religious dogma/attitudes

Actions:

Description	Responsibility	Start date	End date
Staffing committee and to check and amend if needed procedures and ensure shortlisting is in no way based upon religion or faith.	Headteacher, Governors and SLT. Staffing committee		
Set up a prayer room	H Jones		
PSE and assemblies to deliver tolerance and acceptance for all faiths	K Garside		

Equality Objectives and Action Plan

Equality Objective 8: To ensure that all members of the school community are treated fairly, have the same access to opportunities and achieve to their potential no matter their gender.

Key points: Gender is not a restriction or a hindrance to achievement.

The school will aim for no gender pay gap and promote equal opportunities.

Gender is not a criteria on which our organisation will base selection or achievement decisions.

Priorities: Gender is not a consideration in application forms for internal or external appointment shortlisting.

The school must ensure that there is no difference between members of each sex are treated and all pupils and staff are treated equally.

Measuring Impact: Staffing committee and to check procedures and ensure shortlisting is in no way based upon gender.

Opportunities for promotion or development within the school are open to all staff no matter their gender.

No reports of discrimination or harassment based on gender.

Gender pay gap is negligible.

Actions:

Description	Responsibility	Start date	End date
Gender pay gap audit	Liz Thomas		
Staffing committee and to check and amend if needed procedures and ensure shortlisting is in no way based upon gender.	Headteacher, Governors and SLT. Staffing committee		
PSE and assemblies to deliver messages on gender equality.	K Garside		

Equality Objectives and Action Plan

Equality Objective 9: To ensure that all members of the school community are treated fairly, have the same access to opportunities and achieve to their potential no matter their sexual orientation.

Key points: Sexual orientation is not a restriction or a hindrance to achievement.

The school will support all individuals of all sexual orientations.

Sexual orientation is not a criteria on which our organisation will base selection or achievement decisions.

Priorities: Sexual orientation is not included on application forms for external appointment shortlisting.

Activities and enrichment are offered to all pupils and not limited by their sexual orientation.

Appropriate support from the pastoral team and other councillors within the school for any heterosexual/LGBT individual who requires additional help.

The school to promote tolerance and acceptance of all individuals no matter their sexual orientation.

Measuring Impact: Staffing committee to check procedures and ensure shortlisting is in no way based upon sexual orientation.

Opportunities for promotion or development within the school are open to all staff and sexual orientation is not a barrier at all.

Check if enrichments are allowing all pupils to attend no matter their sexual orientation.

The school to promote tolerance and acceptance for any sexual orientation.

Actions:

Description	Responsibility	Start date	End date
Audit of enrichment activities so there is no barrier to access.	James Williams		
Staffing committee and to check and amend procedures and ensure shortlisting is in no way based upon sexual orientation.	Headteacher, Governors and SLT. Staffing committee		
PSE and assemblies to deliver messages on openness and tolerance for any sexual orientation.	K Garside		

APPENDIX 3: SCHOOL ACCESSIBILITY PLAN

Accessibility Plan

2018/2019

PRESTATYN HIGH SCHOOL - ACCESSIBILITY PLAN

Introduction

The Special Needs and Disability Discrimination Act (2001) requires that all schools should plan to increase access to school for disabled pupils. (NAW Circular 15/2004)

The aim of this plan is to set out how Prestatyn High School intends to increase the accessibility of all activities and facilities to disabled pupils over time.

At Prestatyn High School we are committed to providing an inclusive environment for all pupils and support the Denbighshire Local Authority accessibility strategy. We feel strongly as a school that we will endeavour to ensure that the school becomes more readily accessible to all pupils, parents, teachers and visitors who have physical disabilities.

We have completed the attached accessibility plan to attempt to achieve our aims.

Action Planning

- The school liaises with DCC.
- A self-audit - accessibility form is reviewed and completed annually.
- The school will be reviewing and setting strategies and targets, for the coming year.

Definition of Disability

1. “Disability”. A child/ person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Disability Discrimination Act 1995 (DDA) uses a broad definition of these to cover all activities that occur in a school.

2. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives. This includes students with ASD, ADHD and any linked with CAMHs (Child and Adolescents Mental Health.)

Main points in our plan:

Access to the curriculum:

- The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Prestatyn High School.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods.
- Individual teachers are responsible for accessing the ALN data, making appropriate use of information provided by the ALN Co-ordinator and identifying probable areas within their classroom where pupils could experience difficulties. The annual development plan should include a component which considers how the curriculum will be adapted to meet the identified needs of pupils who will be taught in the coming academic year when necessary.
- The Headteacher should identify staff development needs to improve their ability to meet the needs of pupils and include these within the performance management systems.

- Links should be developed with agencies that can extend the expertise of staff and extend the learning experiences of pupils.
- All staff should feel confident in their ability to deal appropriately with every student. They should be able to identify when a child is not suited to an activity, and have an alternative available.

Access to the physical environment

- Within the context of our school all refurbishment and new buildings will be undertaken with the intention of improving access for disabled pupils (LA responsibility). Where a risk assessment has been undertaken, relating to a pupil with a disability, all staff should implement the recommendations within their own teaching environment.

Access to written information:

- Pupils who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be transmitted to the ALN Coordinator, who will become responsible for distribution to the teaching staff. All relevant information will be collated in the school database of pupil needs and kept available for staff interrogation.
- The ALN Co-ordinator will communicate individual requirements for enhanced scripts to the class teacher to enable them to produce material for a specific pupil including National Reading and Numeracy test material
- Pupils needing enhanced print will have work prepared in advance of the lesson.

- Staff must ensure that the specific needs of every pupil has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- Consideration must be given to the text presented to pupils, considering the need for simplified versions where this is appropriate
- The use of projectors and TVs must be considered in the context of pupils' disabilities. Recognition must be given that some formats, whilst beneficial to many pupils, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled pupil is working
- The specialist services of Denbighshire's Vision Support service will be called upon to assist and advice where necessary and information shared with staff

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