

**Bridgend County  
Borough Council**



**STRATEGIC EQUALITY PLAN  
FOR SCHOOLS**  
*Porthcawl Comprehensive School*

**Summer 2017**

**Strategic Equality Plan  
2016 – 2020**



**Strategic Equality Plan agreed by Governors:**

.....(Signed by Chair)

.....*Date*

**Scheme due for review: Full Review By September 2020**

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# 1. Our Distinctive Character, priorities and Aims

## 1.1 School values

### MISSION STATEMENT

All at Porthcawl Comprehensive School are committed to providing a caring and disciplined learning environment based on mutual respect in which all, irrespective of gender, race or ability, develop their talents to the full.

We pride ourselves on being a caring, disciplined and happy school with a tradition of hard work and lots of extra curricular activities. There is something for everyone at Porthcawl Comprehensive School. We aim to ensure that pupils of all abilities and interests achieve their potential in a safe, friendly environment.

We recognise at Porthcawl Comprehensive School how vitally important your child's education is to succeed in an ever changing and challenging world. You can be confident that your son/daughter will settle in this school very quickly, be well supported and cared for, and receive one of the best educational experiences in the whole of the country. Your child's education at the school will be truly comprehensive in the best sense of the word with something for everyone at the school no matter their ability, interest and aspirations. We aim to ensure that all children achieve their full potential in a safe, supportive and friendly environment. Our school is pleasantly located some fifty metres from the sea. The campus is large, pleasant and attractive with outstanding facilities for study, sport, theatre arts, recreation and a host of extra – curricular activities. In the last ESTYN Inspection our resources and facilities together with our provision for young people was judged "outstanding". The school is a co-educational school with over 1400 boys and girls aged 11 to 18. In excess of 160 staff are employed at the school. In particular our Sixth Form provision is second to none in terms of choice, quality of learning and pastoral support. Year on year our students' results at every level have continued to exceed new heights. A happy child is a successful child and happy schooldays depend on the very important partnership between pupils, staff and parents. A good relationship between home and school is vital to ensure a child's success and happiness at school. The home-school agreement, features in the pupil's planner for parents completion and information, underlines the important partnership between all the partners.

### The School's Aims

- Provide a healthy, safe and secure environment that will secure the wellbeing of all, enabling all to engage fully in the school and its community.
- Ensure that every pupil is encouraged through a variety of learning opportunities to confidently achieve and develop the knowledge and skills necessary to succeed in adult life.
- Ensure that all are happy, healthy and free from bullying, abuse or exploitation in order to achieve their absolute best.

- Provide opportunities for young people to take part in, develop and enjoy a wide variety of learning, sporting and cultural activities.
- Provide an inclusive education that develops all pupils' personalities, abilities and moral values, encouraging them to respect other people, cultures and the environment whilst celebrating their own cultural identity.
- Ensure that all pupils, regardless of their backgrounds and individual differences, will be valued, and will receive an equality of opportunity.
- Encourage all pupils to participate in decision making, where their opinions will be valued, considered and responded to.

## 1.2 Characteristics of our school

(for further information see the current 'Self Evaluation Report')



**B**  
Improvement capacity

**Yellow**  
Support category

### Pupils 2016

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Boys	89	98	118	93	95	68	57	618
Girls	97	89	130	120	114	90	85	725
Total	186	187	248	213	209	158	142	1343

## eFSM 3 yr Average *percentage of pupils eFSM falling*

	2010	2011	2012	2013	2014	2015	2016
School	11.5%	11.0%	10.4%	10.0%	9.8%	9.5%	9.1%
Local Authority	16.8%	17.3%	17.7%	17.8%	18.1%	18.1%	17.8%
Wales	16.3%	17.0%	17.4%	17.6%	17.5%	17.5%	17.3%

## SEN

A child has special educational needs if he or she has a learning difficulty which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

	2010	2011	2012	2013	2014	2015	2016
School - School Action	11.4%	11.2%	10.1%	9.2%	10.3%	9.5%	9.5%
Local Authority - School Action	14.6%	14.2%	14.7%	15.0%	15.8%	17.1%	16.9%
Wales - School Action	12.2%	12.7%	13.2%	13.4%	14.6%	15.1%	15.1%
School - School Action Plus	2.5%	2.0%	2.1%	2.6%	2.3%	2.4%	3.2%
Local Authority - School Action Plus	4.6%	5.2%	4.9%	5.3%	5.1%	4.9%	5.2%
Wales - School Action Plus	6.8%	7.1%	7.5%	8.0%	8.1%	7.7%	7.7%
School - Statemented	* ▽	* ▽	0.4%	* ▽	* ▽	* ▽	* ▽
Local Authority - Statemented	0.4%	0.5%	0.4%	0.5%	0.8%	0.8%	0.7%
Wales - Statemented	2.9%	2.9%	2.8%	2.7%	2.6%	2.5%	2.4%

## EAL

Details of pupils' stages of English as an Additional Language (EAL) are surveyed annually by specialist Ethnic Minority Achievement Services (EMAS) or EAL services within local authorities. Pupils learning EAL in schools, including those who are in receipt of support by the specialist EMAS or EAL Services, are categorised 'A' to 'E'. Progression from stage A to stage E can take up to 10 years and achieved in different ways and at different rates.

The data displayed here shows the percentage of pupils categorised as 'A', 'B' or 'C'. Please see the glossary for an explanation of EAL categories.

	2010	2011	2012	2013	2014	2015	2016
School	0.6%	0.6%	0.5%	* ▽	0.4%	* ▽	* ▽
Local Authority	0.6%	0.6%	0.8%	0.8%	0.7%	1.0%	1.1%
Wales	1.8%	2.0%	2.3%	2.5%	2.6%	2.8%	3.0%

Category	Definition	Explanation
A	New to English hg,hbhuhbjb)	May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
B	Early Acquisition	May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	Developing Competence	May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	Competent	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
E	Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

## Minority Ethnic pupils

	2010	2011	2012	2013	2014	2015	2016
School	3.4%	4.1%	4.9%	4.0%	4.5%	4.5%	4.2%
Local Authority	3.2%	3.6%	4.1%	4.2%	4.4%	4.8%	5.1%
Wales	6.0%	6.5%	7.0%	7.3%	7.8%	8.4%	8.8%

## Pupil Teacher ratio

The PTR is calculated by dividing the full time equivalent of pupils on roll in schools by the full time equivalent of qualified teachers (Headteachers, Deputy Heads and other qualified teachers). The lower the figure, the more teachers there are per pupil.

	2010	2011	2012	2013	2014	2015	2016
School	16.9	17.1	17.2	17.9	18.1	18.6	17.3
Local Authority	16.6	16.5	16.5	16.2	15.6	16.4	16.2
Wales	16.5	16.6	16.7	16.3	16.1	16.2	16.2

## Full time equivalent teachers

This shows the full time equivalent of qualified teachers (head teachers, acting head teachers, deputy head teachers, assistant head teachers and other qualified teachers). The full time equivalent of part-time teachers expresses the teachers' service in hours as a proportion of a school week: 32.5 hours for maintained schools.

	2010	2011	2012	2013	2014	2015	2016
School	83.0	82.8	82.7	80.1	81.2	77.2	77.7
Male	27.8	27.1	27.2	27.1	25.6	23.7	23.2
Female	55.2	55.7	55.4	53.1	55.7	53.5	54.4

## Attendance

	2010	2011	2012	2013	2014	2015	2016
School - Total	92.8%	93.4%	93.4%	93.4%	94.6%	94.9%	95.3%
Family - Total	92.4%	92.5%	93.5%	93.6%	94.7%	94.9%	94.9%
Local Authority - Total	90.9%	91.3%	92.0%	92.5%	93.9%	94.3%	94.5%
Wales - Total	91.1%	91.4%	92.1%	92.6%	93.6%	93.9%	94.2%
School - Boys	93.2%	93.6%	93.9%	94.0%	94.7%	95.1%	95.3%
Family - Boys	92.7%	92.8%	93.9%	93.9%	94.9%	95.0%	95.0%
Local Authority - Boys	91.4%	91.5%	92.2%	92.8%	94.3%	94.6%	94.8%
Wales - Boys	91.3%	91.6%	92.3%	92.8%	93.8%	94.0%	94.3%
School - Girls	92.4%	93.1%	92.9%	92.8%	94.5%	94.7%	95.2%
Family - Girls	92.0%	92.1%	93.2%	93.2%	94.5%	94.7%	94.8%
Local Authority - Girls	90.4%	91.0%	91.7%	92.1%	93.6%	94.0%	94.3%
Wales - Girls	90.8%	91.1%	91.9%	92.5%	93.4%	93.7%	94.1%

## Core subject Indicator KS3

Represents the percentage of pupils achieving at least level 5 in English or Welsh (first language), mathematics and science in combination.

Benchmarking compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is regarded as the main indicator of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds. For the purposes of these charts, schools have been grouped together with other schools that have similar levels of free school meals. For example:

	2010	2011	2012	2013	2014	2015	2016
School - Total	58.2%	77.2%	79.0%	81.2%	83.5%	88.7%	95.1%
Highest	80.9%	85.0%	85.7%	94.3%	95.2%	97.6%	100.0%
Upper Quartile	73.0%	78.0%	80.8%	90.5%	92.1%	93.6%	95.0%
Median	69.5%	74.0%	78.9%	87.7%	91.0%	92.2%	94.1%
Lower Quartile	63.2%	71.4%	74.6%	84.0%	89.0%	89.7%	91.9%
Lowest	50.5%	57.7%	67.7%	78.4%	77.2%	78.4%	71.4%



Level 2 threshold including English and Maths KS4

	2010	2011	2012	2013	2014	2015	2016
School - Total	58.4%	66.5%	67.2%	69.2%	63.3%	67.1%	70.8%
Highest	69.1%	80.0%	78.6%	78.2%	86.7%	89.4%	91.8%
Upper Quartile	60.4%	60.1%	62.3%	72.3%	73.6%	75.0%	80.4%
Median	54.9%	56.5%	57.7%	67.7%	70.1%	68.4%	72.1%
Lower Quartile	49.9%	50.0%	51.4%	62.6%	67.1%	65.0%	68.2%
Lowest	24.2%	40.8%	25.8%	47.5%	54.3%	57.1%	57.3%

Average capped points score

	2010	2011	2012	2013	2014	2015	2016
School - Total	330.5	354.1	339.8	346.5	344.5	354.7	359.5
Highest	353.4	374.1	376.8	385.9	394.3	401.6	389.3
Upper Quartile	331.5	339.3	352.0	373.4	374.8	374.1	377.2
Median	319.5	327.8	339.6	362.6	367.3	369.2	369.3
Lower Quartile	310.1	315.3	329.1	353.9	361.2	358.0	359.5
Lowest	270.3	295.6	303.0	326.9	339.4	337.8	335.2

## Level 2 threshold

	2010	2011	2012	2013	2014	2015	2016
School - Total	70.8%	81.8%	75.9%	78.9%	77.0%	81.2%	81.3%
Highest	81.1%	87.8%	98.5%	97.7%	100.0%	98.9%	100.0%
Upper Quartile	74.5%	77.8%	82.0%	91.4%	95.5%	94.9%	96.1%
Median	68.7%	70.8%	77.5%	86.7%	89.7%	90.2%	92.1%
Lower Quartile	63.6%	67.1%	71.7%	82.7%	85.4%	85.5%	83.0%
Lowest	45.9%	56.2%	53.8%	70.6%	69.5%	72.4%	76.1%

## Core Subject Indicator

Percentage of pupils achieving at least a GCSE at grade A\*-C (or equivalent qualification) in each of English or Welsh first language, Mathematics and Science.

	2010	2011	2012	2013	2014	2015	2016
School - Total	58.8%	67.0%	66.4%	66.2%	63.7%	67.5%	71.3%
Highest	71.1%	80.0%	72.5%	77.7%	81.7%	86.8%	89.1%
Upper Quartile	58.5%	58.3%	59.9%	68.3%	71.4%	72.3%	76.6%
Median	53.6%	53.5%	55.8%	64.3%	68.5%	66.5%	71.3%
Lower Quartile	49.0%	48.8%	51.4%	60.6%	63.4%	63.3%	65.6%
Lowest	23.6%	40.0%	25.8%	45.8%	51.0%	53.0%	56.0%

## Level 1 threshold

	2010	2011	2012	2013	2014	2015	2016
School - Total	94.0%	97.6%	96.6%	96.6%	97.3%	98.4%	98.1%
Highest	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Upper Quartile	95.9%	97.1%	97.8%	99.0%	99.3%	100.0%	100.0%
Median	93.6%	95.1%	96.2%	98.2%	98.9%	99.1%	99.7%
Lower Quartile	90.0%	92.3%	93.8%	97.5%	98.1%	97.9%	98.6%
Lowest	83.9%	89.1%	86.2%	91.0%	96.1%	96.4%	94.4%

## Sixth Form Average Points Score

	2010	2011	2012	2013	2014	2015	2016
School - Total	878.7	815.3	805.2	781.6	743.6	754.4	771.2
Family - Total	842.7	925.8	914.0	943.4	886.1	921.4	934.7
Local Authority - Total	678.7	765.6	736.9	767.6	805.8	776.5	806.2
Wales - Total	747.9	798.9	772.9	806.6	804.1	799.7	823.2
School - Boys	885.4	793.3	776.8	773.5	631.1	723.2	730.2
Family - Boys	820.4	893.5	873.3	931.1	854.4	898.0	921.3
Local Authority - Boys	657.2	690.1	678.5	720.7	724.8	713.7	763.2
Wales - Boys	709.1	751.7	724.8	757.6	759.3	746.5	768.0
School - Girls	871.6	839.1	832.7	789.4	826.2	781.6	798.8
Family - Girls	863.2	956.1	946.8	953.5	915.0	942.0	946.9
Local Authority - Girls	698.6	834.2	789.7	807.8	876.0	829.2	843.5
Wales - Girls	781.5	840.1	813.0	849.0	843.8	845.9	869.9

## Sixth Form level 3 threshold

Level 3 is a volume of qualifications equivalent to the volume of 2 A levels grades A-E

	2010	2011	2012	2013	2014	2015	2016
School - Total	93.1%	96.7%	98.3%	98.6%	95.8%	97.4%	96.7%
Family - Total	96.7%	97.2%	98.1%	98.4%	97.6%	98.4%	99.1%
Local Authority - Total	92.2%	95.3%	96.0%	95.6%	96.6%	97.6%	98.3%
Wales - Total	94.8%	96.5%	96.9%	96.5%	97.1%	97.0%	98.0%
School - Boys	90.7%	95.2%	98.2%	97.2%	91.7%	95.8%	93.9%
Family - Boys	95.3%	96.2%	97.0%	97.5%	96.2%	97.7%	98.5%
Local Authority - Boys	90.8%	94.1%	94.3%	94.5%	95.4%	97.0%	98.8%
Wales - Boys	93.3%	95.3%	95.7%	95.8%	96.2%	95.9%	97.1%
School - Girls	95.8%	98.3%	98.3%	100.0%	98.6%	98.8%	98.6%
Family - Girls	97.9%	98.1%	99.0%	99.1%	98.9%	99.1%	99.7%
Local Authority - Girls	93.5%	96.2%	97.4%	96.5%	97.5%	98.1%	98.0%
Wales - Girls	95.9%	97.6%	97.8%	97.0%	97.8%	97.8%	98.6%

### **1.3 Mainstreaming equality into policy and practice**

**(For further information please see the 'Equal Opportunities' Policy)**

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.

At Porthcawl Comprehensive School we ensure equality of opportunity for all, irrespective of disability, gender reassignment, pregnancy and maternity, race (including ethnic and national origin, colour or nationality), religion or belief (including lack of belief), sex and sexual orientation. For staff, we also ensure equality, irrespective of age and marriage and civil partnerships. We consider all to be of equal worth and it is, therefore, insisted that equal value is placed on their abilities, achievements and talents, whatever form these qualities may take.

The policy is a general statement of our commitment to Equal Opportunities at Porthcawl Comprehensive and will appear in other relevant school policies. It is the basic entitlement of both staff and young people to work in an environment, which respects their Human Rights.

Statement of Intent:

**Porthcawl Comprehensive School is fully committed to equal opportunity in education and will undertake implementation of relevant strategies and action plans to achieve this.**

## **Policy**

### Aims:

In order to ensure there is no place for either direct or indirect discrimination, there is a need for a positive and effective equal opportunities policy. The school will:

- Have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Have due regard to the need to advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Have due regard to the need to foster good relations between people who share a protected characteristic and those who do not.
- Promote the concept of equality of opportunity throughout the organisation, for all within the community of the school.
- Seek to develop an understanding and promotion of human equality and equal opportunities.
- Enable students to take responsibility for their behaviour and relationships with others.
- Celebrate cultural diversity
- Scrutiny and challenge

## **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 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:**

- The regional equality objectives identified in **Appendix 1**;
- 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 Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Appendix 3**.

## **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 various protected characteristics. The governing body:

- appoints a member to work on equality – Mrs Anna Morgan
- 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.

### **2.2 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 their role in applying the equal opportunities policy and meeting the equality objectives set out in the SEP

## **2.3 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

# **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. 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.

## **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 some of 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 via a morning conference and incorporated in a way that values their contribution;
- children and young people's views actively sought via SELS 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 activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

### 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 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.

## 4. 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.

## 5. Objectives and Action Plans

*Please see appendix 3 for the details of the Equality objectives for Porthcawl Comprehensive, as informed by the regional objectives and the WG Equality Objectives.*

We have action plans covering all relevant protected characteristics (Appendix 3). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the *School Improvement Plan (SIP)*. *The plan is 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;
- resource implications;
- 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.

## 6. 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 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 and to report on it annually, 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;
- using the 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.

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 by September 2020.

# Porthcawl Comprehensive School Strategic Equality Plan 2016 – 2020

## Appendices

- App. 1** Regional Equality Objectives
- App. 2** Welsh Government Equality Objectives for Wales
- App. 3** School Equality Objectives and Action Plan
- App. 4** Current school Access Plan (to be updated 2017)

## Regional Equality Objectives (*as appeared in 2012*)

### **1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data**

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

### **2. Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools**

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

### **3. Reduce gaps in levels of attendance between different protected groups as identified in local data**

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

### **4. Reduce the number of young people who are NEETs**

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

### **5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.**

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

### **6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

## Appendix 2 – WG Equality Objectives for Wales

Individuals who participated in the focus groups, workshops and responded to our consultation; our partners and stakeholder organisations who will work with us in delivery and staff from Welsh Government all provided valuable feedback, evidence and affirmation of the inequalities we are working to address. Without your engagement we would not have been able to develop these Equality Objectives, which will continue to make a real difference to people's lives in Wales.

### **Objective 1**

*Put the needs, rights and contributions of people with protected characteristics at the heart of the design and delivery of all public services, in particular health and mental health services, education, housing, social services and transport. Specifically ensure support and tackle barriers to enable disabled people to enjoy their right to independent living and have voice, choice and control in their lives.*

### **Rationale**

This Objective brings together two of the previous Welsh Government Objectives on independent living, and public service delivery. The new Objective captures all protected groups whilst still recognising the specific needs and rights of disabled people. Following feedback from our consultation, the Objective now has a stronger focus on rights and also explicitly includes those with **mental health issues**. **The Objective has also been widened to include education** and transport as key public services.

### **Is Wales Fairer? Report**

This Objective strongly links with the EHRC's challenge to improve **access to mental health services**. The Objective also links with improving access to care for older people alongside taking action to **prevent abuse, neglect and ill-treatment of children** and older people in hospitals and **care homes**.

## **Objective 2**

*Ensure the adequate provision of high quality, accessible advice, information and advocacy services to enable people with protected characteristics to understand and exercise their rights and make informed choices.*

### **Rationale**

Appropriate and timely advice can make a big difference to the service user, helping to build people's resilience to make their own informed decisions and significantly improve their well-being.

There was strong support for continuing to prioritise this Objective, particularly in light of further spending cuts and changes to the UK welfare and legal aid systems. Welsh Government analysis<sup>1</sup> suggested women, disabled people, younger people and ethnic minority groups were more likely to be affected by the UK Government's cuts and would incur the largest income losses. In addition reforms to civil legal aid and other reforms affecting access to justice may pose a threat to equal protection and support.

The focus of this Objective will now be on ensuring advice services are promoted to increase awareness of their existence as well as improving access to existing information and advice rather than increasing the amount of information available. This will enable people with protected characteristics to know their rights and the support available to them. The Objective will also focus on supporting advice services to be joined up ensuring a more effective network of advice and information between providers.

### **Is Wales Fairer? Report**

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<sup>1</sup> Welsh Government (2013) *Analysing the impact of the UK Government's welfare reforms in Wales – Stage 3 analysis Part 1: Impacts on those with protected characteristics*. Accessible via <http://gov.wales/docs/dsjlg/report/130717wr-stage3-analysisv2-en.pdf>

This Objective links with the EHRC challenge to increase access to justice. Although legal aid is non-devolved, the Objective will address this challenge through improving the accessibility and awareness of advice and information services.

### Objective 3

*Identify and reduce the causes of employment, skills and pay inequalities related to gender, ethnicity, age and disability including closing the attainment gaps in education and reducing the number of people not in education, employment or training (NEET).*

### **Rationale**

The new Objective brings together two of the previous Welsh Government Objectives on pay and employment differences; and tackling the number of young people who are NEET.

The Welsh Government will continue to use a cross-cutting approach to address the many factors related to employment, skills and pay inequalities. This includes giving all children the best start in life, providing a quality education, challenging gender stereotyping, encouraging people with protected characteristics into roles where they are under-represented and reducing the number of people classed as NEET, which is a key social justice priority for the Welsh Government.

### **Is Wales Fairer? Report**

This Objective reflects a number of the detailed challenges identified in ‘Is Wales Fairer?’.

These include closing the attainment gaps by raising standards of children receiving Free School Meals, children with Special Educational Needs (SEN), looked after children and Gypsy and Traveller children. Attainment can also be affected by exclusion from school which particularly affects boys, certain ethnic minority groups and pupils with Special Educational Needs (SEN).

The EHRC have also set the challenge to encourage fair recruitment, development and reward in employment. The EHRC have drawn attention to the need to increase the employment rates of young people, disabled people, ethnic minority people and Muslim people; and to close pay gaps for young people, ethnic minority people and women.



#### Objective 4

*Reduce the incidence of all forms of harassment and abuse, including (but not limited to) violence against women, hate crime, bullying, child abuse, domestic abuse, and abuse of older people.*

#### **Rationale**

No-one should have to live their lives in **fear of violence, abuse or victimisation**. Over the last four years, the Welsh Government has made some progress on this Objective through the **Tackling Hate Crimes and Incidents**: A Framework for Action and the enactment of the Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015. The Welsh Government will continue to maintain the focus to embed the good practice already established within the last 4 years, which came through strongly in our engagement and consultation feedback.

The new Objective has been reworded to ensure it is inclusive of all protected characteristic groups. This objective will also have an increased focus on increasing reporting and prevention.

#### **Is Wales Fairer? Report**

The EHRC has set a key challenge linked to this Objective: **to eliminate the incidence of violence, abuse and harassment particularly against women, disabled people, ethnic minority people, Muslim people and lesbian, gay, bisexual and transgender people.**

Their report found whilst there has been no overall reduction in the violence, abuse and harassment experienced by some people, there has been an increase in reporting of incidents to the police and of conviction rates.

### Objective 5

*Deliver a more diverse pool of decision makers in public life and public appointments by identifying and addressing barriers to engagement and participation for people from diverse backgrounds.*

### **Rationale**

When people from all walks of life are represented on public boards, it ensures diverse perspectives and more informed decision making on public services in Wales, both locally and nationally.

There was very strong support for retaining this Objective. Work over the last four years to drive the previous Objective forward has focused more on gender diversity than the other protected groups which is reflected in the statistics.

From 1 April 2012 to 1 April 2015 women's representation on the boards of regulated advisory Welsh Government sponsored bodies has increased from 32% to 47% and on the boards of executive bodies from 35% to 38%.

Efforts to work towards gender balance need to be maintained to ensure this progress continues and is systematic. However, this Objective will also focus on extending the improvements to other protected groups, particularly disabled people and ethnic minority people which are significantly under represented on public bodies.

It is these areas where further work and focus is required over the life of this Objective alongside maintaining the momentum on increasing gender diversity in public appointments.

## **Is Wales Fairer? Report**

There has been little increase in the diversity of people participating in civil, political and public life. The EHRC's challenge is to improve political and civil participation and increasing diversity in public life. The essence of this challenge has been captured in the new objective.

### Objective 6

*Strengthen community cohesion by fostering good relations, inclusion, mutual respect and understanding within and between communities across Wales.*

### **Rationale**

This is a new Objective. **Austerity and welfare reform continue to have a detrimental impact on our communities. In times of greater hardship, negative views and stereotypes can become entrenched in relation to particular people or communities. These negative stereotypes often have a disproportionate impact on more disadvantaged communities.**

Whilst over the past four years there has been much positive community cohesion work, it has been delivered alongside the current Equality Objectives. There was overwhelming support from our stakeholders to bring the community cohesion work under the umbrella of the Equality Objectives.

Cohesive communities positively value and appreciate the diversity of people's different backgrounds and circumstances and support those from different backgrounds to have similar life opportunities.

This Objective will focus on increasing awareness, understanding and engagement across protected groups particularly Gypsy and Travellers, asylum seekers, refugees and migrants.

### **Is Wales Fairer? Report**

This Objective broadly links to eliminating the incidence of violence, abuse and harassment in the community. A community which is cohesive will not tolerate harassment or abuse of its members based on an individual's background or protected characteristic.

## Objective 7

*Reduce poverty, mitigate the impacts of poverty and improve living conditions for those groups most at risk of living in low income households, particularly disabled people, lone parents, certain ethnic minority groups, and families with disabled children.*

### **Rationale**

This is a new Objective. Feedback from our consultation engagement indicated the Equality Objectives should more explicitly link with the Tackling Poverty Action Plan and Well-being of Future Generations (Wales) Act 2015, particularly the goal of a more equal Wales, which includes their socio-economic background and circumstances. While all the Objectives have a strong link with socio-economic disadvantage, as evidence shows people with certain protected characteristics are more likely to be living in poverty, this Objective explicitly focuses on poverty and inequality on the basis of protected characteristics.

### **Is Wales Fairer? Report**

This Objective captures the challenge of reducing poverty especially amongst children, disabled people and ethnic minority people; improving living conditions; and reducing homelessness especially for people fleeing domestic abuse and people with poor mental health or learning disabilities.

The report found there has been no reduction in inequality in living conditions. Poverty continues to affect some people disproportionately and whilst homelessness has declined, some groups of people are more likely to be homeless than others.

### Objective 8

*Welsh Government will aim to be an exemplar in the Equality, Diversity and Inclusion agenda by 2020.*

### **Rationale**

This is an internal Objective for the Welsh Government, which demonstrates the commitment to ensure the Welsh Government Civil Service provides a fair and inclusive environment, where everyone has the opportunity to be themselves and fulfil their potential.

### **Is Wales Fairer? Report**

In line with the challenge to encourage fair recruitment, development and reward in employment, the Welsh Government aims to be a good employer, promoting equality of opportunity, valuing individualism and diversity.

*Porthcawl Comprehensive School*  
*Porthcawl Comprehensive School*

Strategic Equality Plan 2016 – 2020

2016-20 (Year 1 of the plan)

Equality Objectives and Action Plan

<p><b>Equality Objective 1.</b> <i>To further raise Awareness of Equality and Diversity issues among pupils, staff and Governors. (covers all the protected characteristics)</i></p>
<p><b>Our Research:</b> <i>In order to comply to the 'General Duty' as stated in the Equality Act 2010, there is a need to promote knowledge and understanding of the general and specific duties amongst staff, pupils and Governors.</i></p>
<p><b>Information from Engagement:</b> To be updated 2017/18</p>
<p><b>Data Development:</b> Look at the Central South Survey (staff &amp; pupils) and the SHRN survey (Cardiff University survey on Health and Wellbeing for pupils), for any information to include in SEP. Feedback expected in Spring 2018.</p>
<p><b>This objective will be judged to be successful if...</b></p> <ul style="list-style-type: none"><li>• Any necessary further staff training on equality issues in education has taken place.</li><li>• All Governors have received training and are aware of equality issues in education.</li><li>• All pupils have had further opportunities to find out about equality and diversity.</li><li>• The progress of the SEP has been shared, including to the Governing Body and via the school website.</li></ul>

- Any outcomes from the various questionnaire the school is taking in art in, Autumn 2017 have been included in SEP.

**Actions:**

	<b>TASK / Description / ACTION</b>	<b>Success Criteria</b>	<b>Resources</b>	<b>Completion</b>
1.1	<p>Continue to update staff, as and when required.</p> <p>To include Child Protection updates and Mental Health updates e.g. whole staff CP training update. New Health and Wellbeing initiative starting with year 7. To include work on Mental Health. Investigating links with agencies dealing with mental health of young people. Look at review of the trial Mental Health lessons in some Cardiff schools. <b>Link with WG Equality Objectives number 1 (Appendix 2)</b></p>	Staff updated and given guidance as and when available.	Emails. Paper copies. CPD.	On going
	<i>By whom: VH CS</i>			
1.2	<p>Equality update training for Governors in conjunction with Mrs Anna Morgan (Equality Governor) Update Governors on Equality e.g. the 8 WG Equality objectives and the current school SEP.</p>	Update Equality training received	Time in Governing Body Meeting(s). Photocopying.	July 2017
	<i>By whom: DS, VH, Mrs Thomas (Chair), Mrs Anna Morgan, Simone Delaney (Clerk)</i>			
1.3	<p>Update and review annually the school strategic equality plan. Share with staff, pupils and Governors. Progress review to be reported to Governors.</p>	<p>Review of SEP complete. Strategic plan and review shared with staff, pupils (school council, Head Team) and Governors. SEP updates, including review notes</p>	<p>Photocopying Time to review and produce a summary. Time at School Council Meeting. Head team.</p>	<p>Taken place by Summer 2017 and every year after.</p>



		shared with Governors.		
	<i>By whom: DS, VH, Mrs Thomas (Chair of Governors), Mrs Anna Morgan, School Council, Head Team, Simone Delaney (Clerk)</i>			
1.4	Further equality update training for pupils via assemblies, PSE etc. Speakers to invite in. Continue to investigate suitable provision for different year groups. New assemblies developed for all pupils in conjunctions with the school's police liaison officer. Assemblies to include 'hate crime', liaise with police for this. <b>(Links to WG Equality Objective 4)</b>	Pupils received information on Equality	Assembly time Photocopying Speakers	July 2017
	<i>By whom: VH, HOY, Youth Workers, Police liaison officer, School Health &amp; Wellbeing team.</i>			
1.5	Engage with a variety of stakeholders to refresh and inform the SEP. Adding in information to SEP during the year 2017-2018.	Stakeholders involved in reviewing and setting equality objectives. Information added to SEP.	Time to engage	July 2017
	<i>By whom: VH, various stakeholders</i>			
1.6	Staff training in Violence against Women, domestic abuse and sexual violence. Update new staff. <b>Linked to WG Equality Objective 4</b>	All staff have necessary training	CPD time CPD cost	Review annually
	<i>By whom: CS, VH</i>			

### **Equality Objective 2.**

*Implement new Welsh Government bullying Guidance and reduce identity based bullying (covers all the protected characteristics)*

<b>Our Research:</b> The All Wales Survey of Bullying in Schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been bullied in some way due to race or ethnic origin.				
<b>Information from Engagement:</b> To be updated 2017/18				
<b>Data Development:</b> Protected Characteristics log now held in A block. Use of feedback from specific Equality engagement and other questionnaires throughout the year.				
<b>This objective will be judged to be successful if...</b>				
<ul style="list-style-type: none"> <li>• Implemented the Welsh Governments bullying guidance</li> <li>• Reduced identity based bullying</li> </ul>				
<b>Actions:</b>				
	<b>TASK / Description / ACTION</b>	<b>Success Criteria</b>	<b>Resources</b>	<b>Completion</b>
2.1	Any further reviews of 'antibullying' policy in light of Welsh Government guidance and Bridgend's response.	Policy reviewed. Policy released for consultation. Policy agreed by Governing Body	Photocopying. Time to update policy.	On going
	<i>By whom: CS,</i>			
2.2	<b>Continue to</b> arrange for information on the anti-bullying procedures to be given to pupils via assemblies and PSE time. Continue to investigate speakers in particular areas e.g. homophobic bullying year 10 and above. Link to themed assemblies during anti-bullying week. Highlight: a male and female teacher/adult for boys and girls to speak to in each year group.	Anti-bullying information given to pupils. Posters displayed. Information on support mechanisms given to	Speakers Assembly time PSE time Photocopying Student support centre	Ongoing

	Posters on anti-bullying from outside agencies to source Counsellor info Updates on school nurse information onto website, in assemblies too etc Student support.	pupils highlighted on a regular basis.		
	<i>By whom: CS, VH, HOY, Student support</i>			
2.3	In order to support pupils, the school continues to carry out work on resilience. Introduce and monitor the new Health & Wellbeing initiative for year 7. Plan for year 8/9. Continue to consider any bullying incidents via the weekly welfare meetings with a wide variety of staff including EWO. Monitoring of changes to welfare system and eFSM pupils as and when required. <b>Links with WG Equality objective 2</b>	Specific work on resilience covered on school curriculum. Health and Wellbeing set up and running for year 7. Welfare meetings take place weekly and include reference to eFSM and any changes to pupils circumstances due to welfare changes.	Time for new courses and meetings. Photocopying. Visits by EWO, Student Support. Youth workers.	Review July 2018
	<i>By whom: CS, Health and Wellbeing Team, EWO, HOY, VH, Youth workers, Student Support.</i>			

<p><b>Equality Objective 3.</b> <i>Reduce the Number of young people who become NEETS (covers all the protected characteristics but research shows particularly sex (boys) and race)</i></p> <p><b>Our Research:</b> Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than in England. At Porthcawl we have had PreVENT (KS4). The Pre-VENT officer works with approximately 10 pupils at KS4 and 5 on a 'needs' basis. Use of the staff and facilities in the Student Support Centre to support pupils in danger of becoming NEETS.</p> <p><b>Information from Engagement:</b></p>
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To be updated 2017-2018

**Data Development:**

Information on our school leavers and what happens to them whilst they remain in the 16-24 yr old age group. Working with the Careers service.

**This objective will be judged to be successful if...**

- **The number of young people classed as NEETS is reduced.**
- **All pupils have a broad and balanced curriculum and achieve their full potential**

**Actions:**

	<b>TASK / Description / ACTION</b>	<b>Success Criteria</b>	<b>Resources</b>	<b>Completion</b>
3.1	Continuing to provide support for 'hard to reach' families.	Student support continue to develop existing family links and make new ones.	Student support	Ongoing
	<i>By whom: Student supports, CS</i>			
3.2	Continue to provide a broad and balanced curriculum at Porthcawl. Monitor and review the new provision e.g. Junior Apprenticeships at Bridgend College. <b>Linked to WG Equality Objective 3</b>	Broad and balanced curriculum offered. Junior apprenticeship scheme up and running.	School budget for staffing etc Junior apprenticeship scheme	Review July 2018
	<i>By whom: AO'B, VH, HOF</i>			
3.3	Continue to use positive role models to talk to pupils in PSE. Various days/half days organised to bring in people from industry etc Establish further links with U3A e.g. sixth form interviews	Various enterprise activities have taken place again this year	Time to organise. Possible cover implications Hospitality for guests. Writing/poster materials	Ongoing
	<i>By whom: HOY, CC,</i>			

3.4	<p>Continue to closely monitor the attainment of eFSM pupils, those with SEN, LAC and pupils from the Gypsy and Traveller communities.</p> <p>Continue to monitor and provide existing and new strategies to close the attainment gap.</p> <p>Monitor exclusions in terms of protected characteristics, with view to managing the number of fixed term exclusions down.</p> <p><b>Linked to WG Equality Objective 3.</b></p>	<p>All pupils achieve their projected grades.</p> <p>eFSM, SEN, LAC ... closely monitored.</p> <p>Review strategies.</p> <p>Attainment gap closing.</p> <p>Exclusion figures show trends down.</p>	<p>SIMS</p> <p>Time</p> <p>CPD</p>	<p>Ongoing</p> <p>Review July 2018</p>
	<i>By whom: CP, CS, AD, VH</i>			
3.5.	<p>Working alongside BCBC to try and increase the employment rates of young people, disabled people, ethnic minority people and Muslim people.</p> <p><b>Linked to WG Equality Objective 3.</b></p> <p>School has registered with 'Disability Confident Committed'. <b>Plan of action to be drawn up and to include the Access Plan (DAP) renewal.</b></p>	<p>BCBC report employment rates of young people ..... increase.</p> <p>Plan for 'Disability Confident Committed drawn up'.</p>	<p>Links to BCBC equality – Paul Williams</p> <p>Time</p>	<p>Review</p> <p>Summer 2018</p>
	<i>By whom: Gov Body, VH</i>			
3.6	<p>Continue to provide high quality learning coach provision within the school as identified in last year's audit.</p>	<p>A wide variety of quality learning coach provision provided.</p> <p>Audit produced.</p>	<p>Cost of some of the learning coaches e.g. use of grants PDG.</p>	<p>Review again</p> <p>Sep 2017, July 2018</p>
	<i>By whom: AO.B, HOY (year 11), CP, HOF (English and Mathematics)</i>			

#### Equality Objective 4.

Improve the physical access to the school and other learning settings for pupil, parents and staff. (Protected characteristic all but particularly – disability)				
<b>Our Research:</b> Disability Access Plan (produced in partnership with BCBC)				
<b>Information from Engagement:</b> <a href="#">To be updated 2017-2018</a>				
<b>Data Development:</b> Disability Access Plan (2013) analysed and started to be implemented. DAP renewal 2017.				
<b>This objective will be judged to be successful if...</b>				
<ul style="list-style-type: none"> <li>• <b>Disability access plan has become an appendix to this plan and is updated as appropriate.</b></li> <li>• <b>Recommendations in the plan have been considered, costed and where possible actioned.</b></li> </ul>				
<b>Actions:</b>				
	<b>TASK / Description / ACTION</b>	<b>Success Criteria</b>	<b>Resources</b>	<b>Completion</b>
4.1	Carry out an updated DAP Respond to any suggestions made in the Disability Access Plan, as and when appropriate	DAP carried out Responses made to DAP.	Cost of any modifications needed.	On going
	<i>By whom: AOB, DS, Dave Parker, VH</i>			
4.2	Complete the new school website. Look at the ease with which information can be accessed. Make changes to the layout and to the content. <b>Website to update and add equality info as applicable.</b>	School website is easy to access and all necessary information can be located easily.	Time to improve. Cost of technical assistance to update website.	Minor changes by Jan 2013 Longer term overhaul - by Sumer 2014 And again Summer 2015
	<i>By whom: VH, NETBOP (website provider)</i>			
<b>Equality Objective 5.</b>				

Reduce gaps in attainment for pupils, between boys and girls and between other protected groups as identified in the data. This mainly applies to boy/girl attainment. To be mindful of any pupils that have undergone or are undergoing gender reassignments.				
<b>Our Research:</b> National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. A number of gender issues have been identified in recent school results e.g. boys underperformance in writing at KS3 and their underperformance compared to girls in GCSE English.				
<b>Information from Engagement:</b> <a href="#">To be updated 2017-2018</a>				
<b>Data Development:</b> Collect data as and when possible, to compare the attainment of each of the protected characteristics.				
<b>This objective will be judged to be successful if...</b>				
<ul style="list-style-type: none"> <li>• Collection of further data to compare the attainment of the various protected groups</li> <li>• Reductions in any gaps identified are reduced, so as they become insignificant.</li> </ul>				
<b>Actions:</b>				
	<b>TASK / Description / ACTION</b>	<b>Success Criteria</b>	<b>Resources</b>	<b>Completion</b>
	<i>By whom: CS, HOD, all staff</i>			
5.1	Continued literacy and numeracy support targeted at eFSM pupils.	Literacy and numeracy support in place.	Time for staff to deliver this support.	Review each September following examination results
	<i>By whom: CP, AD,</i>			
5.2	School works closely with support agencies as and when required e.g. Welsh Refugee Council. <b>Links to WG Equality Objective 6</b>	Successful integration into Porthcawl Comprehensive and the wider community.	Time Links with support agencies	Review on a regular basis
	<i>By Whom: AD, CS</i>			

5.3	School continues to use the PDG to reduce poverty Student support continues to provide a variety of equipment etc free of charge/loans. <b>Links to WG Equality Objective 7</b>	Support given to eFSM pupils etc via student support	PDG School budget	Review PDG spend March 2018
	<i>By whom: VH, student support, CS</i>			

<b>Equality Objective 6</b>				
Improve the data collected and analysed on staff. (covers all protected characteristics)				
<b>Our Research:</b>				
Collect the relevant data – record of applications for jobs, by whom and whether successful.				
<b>Information from Engagement:</b>				
<a href="#">To be updated 2017-2018</a>				
<b>Data Development:</b>				
Records mentioned above being kept. BCBC records on staff and their protected characteristics.				
<b>This objective will be judged to be successful if...</b>				
<ul style="list-style-type: none"> <li>• <b>Analysis of staff at Porthcawl completed against protected characteristics (BCBC)</b></li> <li>• <b>Records of applications made by Porthcawl Staff for internal and external posts and whether the candidate was successful are kept and analysed.</b></li> </ul>				
<b>Actions:</b>				
	<b>TASK / Description / ACTION</b>	<b>Success Criteria</b>	<b>Resources</b>	<b>Completion</b>
6.1	Continue to have contact with Paul Williams at BCBC	Contact continues		Reviewed each year
	<i>By whom: VH</i>			
6.2	Continue to produce a record of all applications made by staff for internal and external posts and whether they were successful.	Records kept and analysed.	Time	Analysis at end of year
	VH, DS, Office Manager			



6.3	Analyse applications to Porthcawl and the outcomes by gender.	Records kept and analysed	Time	Analysis for school year 2016-17
	VH, DS, Office Manager			
6.4	Records by BCBC on any pay differences.	BCBC records		
	VH, DS, Office Manager			

**Appendix 4**

**The current Access Plan is a separate document. It is housed with the paper copy of the current SEP and is available on request from the school office.**