SOUTH WEST AND MID WALES AUTHORITIES’ CONSORTIUM

STRATEGIC EQUALITY PLAN FOR NEYLAND COMMUNITY SCHOOL

April 2016
Introduction and Context

This is a Strategic Equality Plan (SEP) template designed to enable schools to make a manageable start in developing their own SEPs. It should be used in conjunction with the accompanying guidance.

Schools are required to develop and publish Equality Objectives and a Strategic Equality Plan by 1st April 2016, with the purpose of the objectives and plans being to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities. SEPs must include equality objectives and demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. We will use questionnaires from all stakeholders to ensure our equality objectives are relevant to the school. We will also use internal data to ascertain areas for targeted intervention. The plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their SEPs, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and are relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide, regional or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives, occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work and to ensure questions of equality and fairness are considered in the mainstream of activities. Equality objectives should be linked to protected characteristics where appropriate.

A specific anti-bullying equality objective must be included emanating from a survey of pupils within the school as recommended by ESTYN 2014.

In addition to the above, some of the equalities objectives included in schools’ plans will emanate from issues identified as a result of consultation undertaken with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of your school’s data will form the basis of the equality objectives within your SEP for the next four years.

Should a school choose not to publish an equality objective covering each of the protected characteristics, it is required to publish robust and justifiable reasons for this choice.

Headteachers, or any other staff member given responsibility for the preparation of this work are encouraged to consider the accompanying guidance. Similarly, schools are advised to work in their clusters or Families of Schools in the preparation of their SEPs, so as to minimise burden.

The requirement to prepare Disability Access Plans remains and should be included as an Appendix to your SEP. Similarly, the requirement to record, monitor and report on all racial incidents remains the same.
Strategic Equality Plan
2016 – 2020

Strategic Equality Plan agreed by Governors:

.................................................................(Signed by Chair)

.................................................................Date

Scheme due for review: April 2017
## Contents of our Strategic Equality Plan (SEP)

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1. Our Distinctive Character, priorities and Aims

1.1 School values

Our school mission statement is “Together we achieve.”

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

1.2 Characteristics of our school

Neyland Community School serves the areas of Neyland, Llanstadwell, Hazelbeach and parts of Waterston. The school was amalgamated in 2006, existing on two separate sites until September 2011 when a new building was ready to house the whole school.

The new school building has been built to “BREEAM” excellence standards and is fully compliant with accessibility and disability needs. The school also has a strong community and adult learning focus with a purpose built community room and office part of the school and community use of school facilities after the school day.

Pupils enter part time nursery at three and leave at 11. There are 318 pupils on roll at present. Pupils come from a diverse range of backgrounds with some families experiencing difficulties financially and socially. Our percentage of Free School Meals pupils is 18% and we do have a number of vulnerable families.

The school supports a dedicated Nurture Group and Family Liaison Officer. We also have established working relationships with the school nurse, Educational Psychologist, Youth Workers, Youth Offending Team, Behavioural Support Teacher, TAC and TAF, the Police Schools Liaison Officer.

We also have a nurturing ethos within the school which is reinforced by the “Values Education” which is reflected in Collective Worship and Circle Time. We have an active School Council and listen to “pupil voice”.

1.3 Mainstreaming equality into policy and practice

Neyland Community School is committed to providing an environment where all pupils are equally valued and respected, irrespective of age, gender, social class,
ethnic origin, learning ability, disability, and in which all pupils may develop to their full potential.

Our aim is to equip pupils with an awareness of our diverse society and to appreciate the value of difference. This will be achieved by following these principles:

♦ All persons are respected for their value, attitude and beliefs.
♦ Discrimination on the basis of colour, culture, origin, gender or ability is not acceptable.
♦ All pupils have an equal entitlement to what the school can offer in order for them to reach their potential.
♦ To encourage pupils to have a ‘whole world’ view; to recognise and value the diversity of cultures, language, religions, opinions and beliefs in society.
♦ Equal opportunity practices should be an integral feature of all aspects of the life of the school.
♦ All members of the school should be aware of our Equal Opportunities Policy.
♦ Any member of the school acting in a manner contrary to the spirit of the policy should be aware of the unacceptable nature of his/her behaviour.

WHAT EQUAL OPPORTUNITIES MEANS FOR PUPILS AT NEYLAND COMMUNITY SCHOOL

Pupils Rights

♦ Pupils have the right to be treated as well as everyone else at the school.
♦ Pupils have the right to be treated with respect.
♦ Pupils have the right to have the same chance as everyone else to excellent teaching and learning.
♦ Pupils have the right to the same opportunities for learning and for developing your talents both inside and outside the classroom.
♦ Pupils have the right to access to the whole curriculum.

Pupils Responsibilities

♦ We expect pupils to treat other pupils and staff with respect at all times.
♦ We expect pupils to avoid using language, which might offend others.
♦ We expect pupils to be tolerant of the views of others with whom you do not agree.

WHAT EQUAL OPPORTUNITIES MEANS FOR STAFF AT NEYLAND COMMUNITY SCHOOL

Your Rights

♦ You can expect to be offered appropriate staff development opportunities.
♦ You can expect to be treated with respect.
♦ You can expect to be offered a proper, positive system of appraisal and review through Performance Management.
Your Responsibilities

- You are responsible for implementing the school policy for equal opportunities.
- You are responsible for organising the learning in your lessons to promote equal opportunities.
- You are responsible for taking positive action against discrimination.
- You are responsible for being aware of the use and abuse of language and for taking appropriate action where necessary.
- You are responsible for presenting a positive role model to pupils and others in relation to equal opportunities.

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 (PASS, G2);
- monitor achievement data according to the various protected characteristics and action any gaps (PASS, G2, internal tracking);
- take account of the achievement of all pupils when planning for future learning and setting challenging targets (tracking of SEN, Basic Skills, Mainstream, MAT pupils);
- ensure equality of access for all pupils and prepare them for life in a diverse society (use of outside agencies);
- 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

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; vulnerable pupils (e.g. those in receipt of Free School Meals or families in receipt of support from outside agencies)
- Issues arising as a result of our bullying survey (2016)

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;
- promote community cohesion

Our School Equality Objectives are set out in Section 5 (p.10) and Appendix 2.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the 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.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school’s SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school’s SEP and equality objectives,
- ensuring that all appointments’ panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating 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 individual duty to inclusive education with equal opportunities for all.

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 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 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.
Specific questionnaires have been distributed to pupils, parents, staff and community groups involved with the school.

- Questionnaires have also been distributed to representatives of the outside agencies with whom we liaise.
- Explanation of the “protected Characteristics” has been issued.

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

Our chosen Equality Objectives are

1. The monitoring of achievement of groups of pupils with a focus on boys’ performance compared to that of girls at Foundation Phase.
2. The monitoring of achievement of groups of pupils with a focus on girls’ performance compared to that of boys at Key Stage 2.
3. The monitoring of bullying incidents in school and protected groups.
4. Monitor attendance of groups of pupils with regular pastoral meetings to monitor follow up actions.
5. Review access to facilities and raise awareness of equality issues with pupils and staff.

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 cross referenced with the School Development 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;
- 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 prospectus includes a reference to the SEP and the values underpinning it. The SEP will also be available on our school website and all policies will make reference to it when renewed.

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 analyzing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:
- revisiting and analysing the information and data used to identify priorities for 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.
Neyland Community School

Strategic Equality Plan 2016 – 2020

Appendices

App. 1  Regional Equality Objectives
App. 2  School Equality Objectives and Action Plan
App. 3  Current school Access Plan
Regional Equality Objectives

South West and Mid Wales Authorities Consortium (swamwac)

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
   (We will use the data from the LA anti-bullying survey)

3. Reduce gaps in levels of attendance between different protected groups as identified in local data
   (internal data held by the Family Liaison Officer will be used in setting objectives)

4. Reduce the number of 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.
# Neyland Community School

## Strategic Equality Plan 2012 – 2016

### Equality Objectives and Action Plan

### Equality Objective 1.

1. The monitoring of achievement of groups of pupils with a focus on boys’ performance compared to that of girls at Foundation Phase.

### Our Research:
- Analysis of annual data and performance
- PSD – the school performed well at Outcome 6 but there is a marked disparity of 39.5% in favour of girls achieving this outcome compared to boys.
- LLC – the school target for Outcome 6 was 37% but only 20% of pupils achieved this – again boys performed less well than girls.

### Information from Engagement:

<table>
<thead>
<tr>
<th>Questionnaires distributed to pupils and teaching/support staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which areas of learning do boys choose most often? Why is that? What styles of learning do they respond to? Are there issues with fine motor control, emotional development etc. Data to analyse during draft (consultation) period.</td>
</tr>
</tbody>
</table>

### Data Development:

Establishment of areas of learning and enhanced provision based on feedback data which will close the performance gap between boys and girls.

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

- There is a reduction in the gap between boys and girls’ performance at the end of Foundation Phase
- There is evidence that boys are engaging with learning opportunities more positively in Early Years through to Year 2.

### Actions:

<table>
<thead>
<tr>
<th>Description</th>
<th>Responsibility</th>
<th>Start date</th>
<th>End date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Family engagement (part of SDP 2016-2017) to promote the needs of boys during the Early Years of school.</td>
<td>Head Teacher and Family Liaison Officer</td>
<td>September 2016</td>
<td>July 2017</td>
</tr>
<tr>
<td>1.2 Refine the use of Read Write Inc and identify any boys who may need one-to-one provision at an earlier stage</td>
<td>Head Teacher, RWInc Leader</td>
<td>September 2016</td>
<td>July 2017</td>
</tr>
<tr>
<td>1.3 Develop areas of learning and enhanced provision to meet the needs of boys</td>
<td>Head Teacher and Foundation Phase staff</td>
<td>September 2016</td>
<td>July 2017</td>
</tr>
</tbody>
</table>
Equality Objective 2.
The monitoring of achievement of groups of pupils with a focus on girls’ performance compared to that of boys at Key Stage 2, particularly in Mathematics.

Our Research:
Analysis of annual data and performance
At Level 5+ boys generally outperform girls in Maths and Science.

Information from Engagement:
Questionnaires distributed to pupils and teaching/support staff. Maths co-ordinator to devise an action plan incorporating feedback from these questionnaires.

Data Development:
Schemes of work to be adapted to meet the needs of targeted female pupils and extra staff support put in place via the EIG

This objective will be judged to be successful if...
Interventions close the gap between girls’ and boys’ performance

**Actions:**

<table>
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<tr>
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<th>Description</th>
<th>Responsibility</th>
<th>Start date</th>
<th>End date</th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Co-ordinator to collate questionnaires and devise action plan.</td>
<td>Maths co-ordinator</td>
<td>May 2016</td>
<td>July 2016</td>
</tr>
<tr>
<td>1.2</td>
<td>Intervention groups established and progress monitored.</td>
<td>Maths co-ordinator</td>
<td>September 2016</td>
<td>March 2017</td>
</tr>
<tr>
<td>1.3</td>
<td>Performance data closely monitored.</td>
<td>Head Teacher</td>
<td>September 2016</td>
<td>March 2017</td>
</tr>
</tbody>
</table>
Neyland Community School
Strategic Equality Plan 2012 – 2016
Equality Objectives and Action Plan

Equality Objective 3.
The monitoring of bullying incidents in school and protected groups.

Our Research:
Questionnaires from pupils, PASS survey results.
PASS analysis has shown that most pupils are happy in school and have a positive sense of self-worth. Cohort analysis shows a green profile for all year groups at Key Stage 2. The same is true for Years 1 and 2. Year 2 boys are in the yellow band for feelings about school and this may be linked to PSD results. This is an area which will be included in the scrutiny of Foundation Phase practice.

Information from Engagement:
Feedback to be developed into an action plan by the Pastoral Support Officer

Data Development:
Results of initial survey and need for action plan shared with all staff, pupils and governors.

This objective will be judged to be successful if…
Decrease in the percentages of incidents of bullying.

Actions:

<table>
<thead>
<tr>
<th>Description</th>
<th>Responsibility</th>
<th>Start date</th>
<th>End date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Questionnaire, PASS survey, LA electronic anti-bullying survey to be initiated.</td>
<td>Head Teacher</td>
<td>May 16</td>
<td>June 16</td>
</tr>
<tr>
<td>1.2 Action Plan devised</td>
<td>Pastoral Support Officer</td>
<td>September 16</td>
<td>October 16</td>
</tr>
<tr>
<td>1.3 Initial survey and evidence of impact from action plan shared with all stakeholders</td>
<td>Head Teacher</td>
<td>July 17</td>
<td>July 17</td>
</tr>
</tbody>
</table>
Neyland Community School
Strategic Equality Plan 2012 – 2016
Equality Objectives and Action Plan

**Equality Objective 4.**
Monitor attendance of groups of pupils with regular pastoral meetings to monitor follow up actions.

**Our Research:**
Analysis of attendance data (monthly and annually)
At Foundation Phase FSM pupils outperformed non FSM pupils in outcome 5 in LLC and MD. They matched the percentage in PSD for outcome 5. At the higher outcome 6, the difference is noticeable +38.6% in LLC, +39% in MD and +22.8 in PSD. At KS2 the opposite can be seen with non FSM pupils outperforming FSM pupils. For Level 4 English, the difference is -9.6%; Level 4 Mathematics -34.6%; Level 4 Science -12.5%. For Level 5 the difference in English was -17.9%, Mathematics -11.1% and Science -5.4%. The core subject indicator shows a difference of -32.6%.

**Information from Engagement:**
Parental feedback records from Family Liaison Officer are developed into actions by the Pastoral Support Team.

**Data Development:**
Pastoral Support Team records to show impact of interventions and actions.

**This objective will be judged to be successful if…**
- There is a reduction in the attendance gap between pupils from vulnerable backgrounds when compared with other pupils.
- Sub level progress sheets to show rate of attainment in line with other pupils.

**Actions:**

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<tr>
<th></th>
<th>Description</th>
<th>Responsibility</th>
<th>Start date</th>
<th>End date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Impact data to be collated from Pastoral Support Team meetings</td>
<td>Head Teacher</td>
<td>May 16</td>
<td>July 17</td>
</tr>
<tr>
<td>1.2</td>
<td>Teachers to be aware of vulnerable pupils and the importance of tracking sub level progress</td>
<td>Class teachers</td>
<td>September 16</td>
<td>July 17</td>
</tr>
</tbody>
</table>
Equality Objective 5.
Review access to facilities and raise awareness of equality issues with pupils and staff

Our Research:
Questionnaires from all stakeholders to highlight issues of access and equality

Information from Engagement:
Feedback from questionnaires to lead to actions in Pastoral Support Team meetings and staff meetings

Data Development:
Action plan devised by Pastoral Support Team to be monitored and evaluated on a termly basis.

This objective will be judged to be successful if…
All stakeholders have equal access to the building and all pupils have equal access to the curriculum.
All staff to have a raised awareness through staff training on issues of equality

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<tr>
<th>Actions</th>
<th>Description</th>
<th>Responsibility</th>
<th>Start date</th>
<th>End date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Distribute questionnaires to all stakeholders and access groups.</td>
<td>Head Teacher</td>
<td>May 16</td>
<td>July 16</td>
</tr>
<tr>
<td>1.2</td>
<td>Action plan devised by Pastoral Support Team</td>
<td>Pastoral Support Team</td>
<td>September 16</td>
<td>March 17</td>
</tr>
<tr>
<td>1.3</td>
<td>Action plan to be monitored termly and evaluated in March 17.</td>
<td>Pastoral Support Team</td>
<td>December 16</td>
<td>March 17</td>
</tr>
</tbody>
</table>