

CORPUS CHRISTI CATHOLIC HIGH SCHOOL

YSGOL UWCHRADD CORPUS CHRISTI



Annual Equality Report for
2016-17

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Report Aims

This report is to describe the work that has been undertaken in our school to promote equality and tackle discrimination over the *previous* academic year.

As a school we are committed to the principles of equality for all and the need to promote equality by planning to make equality happen over and above tackling discrimination when it arises.

This report is just a small part of demonstrating our dedication to ensuring our services to pupils and parents are equitable and that our staff are treated equally as well as working to promote equality themselves.

Over the ensuing pages we have attempted to report how we as a school have planned to

1. tackle discrimination, harassment and victimisation against people from different protected characteristics
2. Promote equality of opportunity and outcome between people of different protected characteristics
3. Foster good relations between people of different protected characteristics

Our report also describes if and where we have used equality data and information in planning our equality objectives and if and where we have used that data to assess the impact of our policies and practice. It contains progress updates for the equality objectives from our Strategic Equality Plan year relating to teaching pupils, managing the school and training staff during the 2016-17 academic year.

Section one contains an introduction and background to the development of our Strategic Equality Plan for the previous academic year. This section includes information relating how we collect equality data in school. This section describes how useful we feel our equality data and information has been in developing objectives and assessing the impact of our policies and practice.

Section two describes some of the work done to promote Equality and tackle discrimination during the 2016/17 period

Section three is a statutory report containing certain staff equality data relating to recruitment and selection, including salaries.

Section 1 – Introduction

Our Strategic Equality Plan (SEP) for the 2016/17 period was based around ensuring compliance with the Equality Act 2010 and the new ALN Reforms currently being enforced. It was based on guidance from the Local Education Authority and contains actions relating to various protected characteristics as defined in the Equality Act as they might relate to the world of education. As we have developed our practice in the years since the Act has been in force we realise that our SEP can go further to be fully mindful of both the letter and spirit of the legislation.

Therefore the objectives and tasks in our current Strategic Equality Plan are driven where possible by robust equality data. When equality data is not available we have created objectives to improve our collection and use of equality data. Additionally we have objectives relating purely to the teaching of equality within the curriculum – these are specific and measurable targets across the full range of protected characteristics.

In terms of data held within the school, our equality information was robust for some protected characteristics but we have very little data relating to other protected characteristics. For example, we have lots of data relating to **pupils** Social Deprivation, Disabilities, Genders and Ethnicities. We also collect information on pupils' language. However, we rely on ALN data of pupils rather than Disability per se and we allow parents to define their children's Religion or Belief at enrolment rather than allowing them to define it for themselves.

We have excellent trained staff who challenge all types of incidents such as bullying, homophobic and disablist incidents, and we are a truly inclusive ethos at the school. We now monitor all **known** incidents and information relating to these incidents is available on request. However, we are aware that not all incidents are recorded because some pupils find it difficult to speak out; despite running campaigns and signposting support for them. We will continue to address this issue in 2017/18 so that our data is more accurate in the future.

Although we have this equality information as it applies to pupils we found that we have very little data on **parents** relating to these protected characteristics, as we have not previously been required to collect this data for purposes of PLASC or through admissions forms. As from 2018, our admissions form will be adapted to gather more relevant and purposeful information. Additionally we have very little information relating to the protected characteristics as they apply to **staff** because equality monitoring of application forms has not historically collected this information. As from Sept 2017, Staff will have the opportunity to complete these forms.

Another challenge we have faced in terms of equality information is that we have historically shredded the application forms of unsuccessful applicants for jobs along with the equality monitoring form. However, it has been agreed this information will be collected and put onto a spreadsheet before application forms are shredded.

As a school, we believe that data should be collected in a sensitive and purposeful manner, and that we should be working alongside our feeder school to ensure that our staff, parents and learners feel confident and secure in the information they provide, throughout their child's education. We value each member of our community and respect their wishes in terms of the amount of information they choose to give to the school.

Section 2 – Progress of Our Objectives

We have reviewed and redrafted our SEP and we have addressed our targets include clear, specific targets and tasks detailing exactly how we will implement the Equality Duties in our current SEP.

For the purposes of this report all objectives have been completed or reviewed.

Although they were not detailed in our SEP there has in fact been a wealth of teaching and learning as well as management practice in regards equality and diversity in the school during 2016/17 such as:

- We invited a speaker from Whizz Kids young people's disability organisation who worked with some of your Year 7 pupils to help them to learn and understand about some of the issues, barriers and challenges facing Disabled young people and Disabled people more widely. As part of the work our pupils were supported to identify how they might be able to help support equality for Disabled people including fundraising ideas.
- The same year group also explored 'Cultural Identity and Differences' where they explored what defines a person's identity including the life experiences that shape how we come to experience our own identity and how we differ from others. As part of this the group explored how differences can be viewed as reasons for conflict or for reasons of celebration. Elsewhere in the school the theme of Race equality was explored in Year 9 who did a project around Asylum Seeking young people specifically because the school has recognised a need for pupils to be educated in this regard as our school has welcomed children who are Asylum Seekers into our community. Year 10 also looked at Racism in bite-sized PSE lessons delivered during form time.
- Year 8 looked at the United Convention on the Rights of the Child and focused on the Right to an Education, the Right to Leisure and Play and specifically the Right not to be forced into Child Labour or any work that would impact on their education.
- Year 8 also did a project on 'Bullying and Homophobia' based on the 'The B Work' by Aled Haydyn Jones. Aled is an out, Gay Welsh Radio and TV presenter who famously worked alongside Radio 1 DJ Chris Moyles who has repeatedly been accused of Homophobia. Both during his time on the Chris Moyles show and since leaving Aled has made two documentaries (one for Radio, one for TV) on bullying and Homophobia and we felt that the 'B Work' and Haydn's connections to Wales and Young People were particularly useful to approach the subject of Homophobia.
- Year 9 pupils were appointed as Buddies, to mentor Year 7 pupils during transition. This opportunity allowed younger pupils to feel safe and comfortable about transferring to high school.
- Year 7, 8 & 9 pupils were also involved in the 'Make Some Noise About Bullying' campaign during Anti Bullying week. All Year groups attended Assemblies and discussions were held during pastoral time.

- The Red Cross came in to speak to Year 10 pupils and discussed the plight of refugees and asylum seekers. Ann Richardson (SLT) also gave assemblies on the work her son did with the lifeboats in Syria.
- Year 10 pupils addressed the issues surrounding mental health and were involved in a pilot project called DEAL (Developing Emotional Awareness and Listening) which is run by the Samaritans. The theatre company, Going Public, also came into school to present a production and workshop on mental health to raise awareness throughout the school.

We look forward to reporting more fully on a wider range of equality objectives with actions relating to all of the protected characteristics defined in the Equality Act in our next Annual Equality Report a year from now.