

Radyr Comprehensive

Annual Equality Report 2019

Published April 2019

Produced with support from



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. Due to academic years running differently to standard business/financial reporting periods we are unable to report on the current academic year – to do so would mean reporting on only four months' progress. Therefore, this report contains information relating to the 2017-18 academic period. The only exception to this is the final section, a staff data report which is based on the most up to date staff data available.

We have mindful of both the General and Specific Duties of the Equality Act but have also worked with the spirit of the Act. 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 coming 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 how we have used equality data and information in planning our equality objectives and how 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 2017-18 academic year.

Section 1 – Introduction and Background

2017/18 was our review and redraft year in terms of our Strategic Equality Plan (SEP) with the majority of objectives from the previous SEP rolling over while the new SEP was produced in 2018 which now runs from 2018/19 for a period of two years. We are pleased that our objectives in both our previous SEP and the new SEP are based around analysis of data from our Self Evaluation Report and School Improvement Plan as they relate to attainment/attendance/exclusions. We used this information to identify differences in attainment etc. and develop objectives and tasks to narrow any gaps. We were also mindful of consultation carried out by Cardiff Council with diverse community groups in the production of their own SEP and local, regional and national priorities in education.

We have continued to make significant and meaningful progress in terms of collecting and using equality data on both pupils and adults within the school – all of our objectives in this regard have been fulfilled. For example, while we have always had lots of data relating to **pupils** Genders, Ethnicities and Disabilities collected through enrolment forms, there was none as it applied to **parents** and limited equality information on **staff**. This has been almost fully addressed and we are pleased to be able to report this to be the case. However, the equality demographic data on current staff was not stored in a fully analysable way so we are unable to report on it this year – this will be addressed by next year.

Our monitoring of incidents in schools had historically only been undertaken in terms of racist incidents but has now been extended to include all identity-based incidents via the County SIMs system. Further we have carried out a twilight for all staff on how to recognise and respond to identity-based incidents and our practice is developing in this area.

Section 2 – Progress of Our Objectives for 2017-18 Period



Completed



In Progress



Needs Attention



Abandoned



Amended

Tasks	Status
In-house workshops on working with girls achieving A*-B who are More Able and Talented to stretch their achievement. Ensure SIP for the rolling 3 year period has MAT girls as a focus area going forward	Completed
Implement the county Identity Based Incident and Bullying Monitoring System begin termly returns to County	Completed
Arrange the Equality Impact Assessment of three policies	Completed
Modify the county enrolment form to begin to collect Equality Information on Parents	Completed
Carry out a retrospective exercise to update the equality information held on staff for all protected characteristics	Completed
Untethered to provide Equality Themed Twilights	Completed

Head teacher to procure Equality coaching and mentoring service to further develop Equality policy and procedure across the school in line with statutory Duties in the Equality Act	
Continue the development of the Domino (pupil equality and diversity movement) alongside the pupil parliament	
Year 7 to explore issues related to race and gender through the 'thoughts for the week' and assemblies throughout the academic year.	
Year 7-9 to explore a range of themes related to race through RS studies, including Sikh Universalism and Plurality (Y7), The Parable of the Good Samaritan & Racism (Y8), the Civil Rights Movement comparing the role of Dr Martin Luther King and Malcolm X (Y9) and Segregation and Apartheid examples of USA and South Africa.	
Years 10-13 to explore ethnic identity and socialisation and ethnicity and family structure in psychology and sociology lessons.	
Year 13 pupils to explore feminism within A Level Politics.	
Pupils in all years to explore themes related to equality in history lessons, including on the Holocaust Yrs13 & 8, slavery Yr8 and the Suffragette movement Yr8.	
KS4 and KS5 pupils to discuss issues of migration such as asylum seekers and immigration including case studies on Darfur to Chad, Syria to UK, in PSE and WBQ.	
Invite guest speakers into school to address the gender balance in certain career sectors, for example staff from Network Rail to promote career opportunities in the technology sector.	
Engage with a local Leonard Cheshire Home to allow year 12 pupils to raise awareness of a range of disabilities and offer workshops to younger students.	

<p>Provide opportunities for pupils to successfully become members of focus groups outside of school e.g. Cardiff Anti-Bullying, The Sprout and Stonewall, to raise awareness and make their voice heard on a range of equality and diversity issues.</p>	
<p>Continue to maintain partnerships with schools across 21 European countries to promote international awareness, global citizenship and community links.</p>	

Section 3 – Employment Information

For the reasons outlined in section one we are unable to report on current staff however we are able to report on job applicants and appointments alongside salaries as below

Job Applicants

74 were White British/Welsh/English/Scottish/Northern Irish

1 was Bangladeshi

3 were Pakistani

3 were White European

3 preferred not to say

4 were Disabled

77 were not Disabled

3 preferred not to say

42 were Female

41 were Male

1 preferred not to say

72 were Heterosexual

3 were Gay

8 prefer not to say

25 were not Religious/No Religion

40 were Christian

4 were Muslim

14 preferred not to say

6 were 16-24

38 were 25-34

23 were 35-44

8 were 45-54

5 were 55-64

4 preferred not to say

73 were not Transgender

11 preferred not to say

Appointments

9 were White British/Welsh/English/Scottish/Northern Irish

1 was White European

9 were not Disabled

1 was Disabled

5 were Female

5 were Male

All were Heterosexual

5 were Christian

5 were Not Religious/No Religion

1 was 16-24

5 were 25-34

1 was 35-44

2 were 45-54

1 was 55-64

8 were not Transgender

2 preferred not to say

Salaries as below

Teachers Pay Scale	Male (percentage or figure)	Female (percentage or figure)
Less than £23,719	0	0
M Grade £23,720-£35,008	10	8
U Grade £36,646 - £39,406	18	41
L Grade 1 to 11 £39,965 – £51,234	0	0
L Grade 12 + £52,414 plus	3	2

Support Staff Pay Scale	Male (percentage or figure)	Female (percentage or figure)
Less than £23,865 (grade 1-4)	7	14
£23,865-£39,002 (grade 5-9)	7	13