



Llantwit  
Major  
School

*Ysgol  
Llanilltud  
Fawr*

**EQUAL  
OPPORTUNITIES  
STRATEGIC PLAN**

Responsibility:	C Burden
Review:	September 2023



Cydweithio ar gyfer dyfodol tecach

Ysgolion Llanilltud Fawr

Cynllun Cydraddoldeb Strategol 2022 – 2024

Working together for a fairer future

Llantwit Major School's

Strategic Equality Plan 2022 – 2024

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You can ask for this document in Welsh.

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Strategic Equality Plan 2022 – 2024**

<b>Contents</b>	Error! Bookmark not defined.
<b>Introduction</b>	<b>3</b>
<b>Purpose of the Strategic Equality Plan</b>	<b>6</b>
<b>Vision and values</b>	<b>7</b>
<b>Equality objectives – what we will do</b>	<b>8</b>
<b>Monitoring Progress and Publishing Results</b>	<b>11</b>
<b>For More Information</b>	<b>11</b>

## Introduction

The secondary school in Llantwit Major was originally established in 1950 in a converted YMCA building as a senior school for 98 pupils. The school became a secondary modern school in 1961 and grew over the years until, in 1965, it had 430 pupils on roll. A new school building was completed in 1966. Following the destruction of the main building in 1991 by a fire caused by an electrical fault, an extensive rebuilding and refurbishment programme took place. A new main building including a hall, gymnasium, Learning Resources Centre, classrooms and offices opened in September 1994.

During the academic year 2016/17 the school buildings were upgraded again and the new building was opened to staff and pupils in February 2017. The new building provides accommodation in one block which is connected to 'M' Block. The building is divided into four floors, the ground floor houses the canteen; the first floor houses Art, DT and Home Economics; the first floor houses the humanities subjects, Psychology, the LRC, Wellbeing Centre and Sixth Form area and the top floor houses Science, Performing Arts and Business Studies. In addition a new MUGA and '4G' pitch was completed in October 2017.

The school is also fortunate to have, within its site, Llantwit Major Leisure Centre and to have use of these facilities, including an indoor swimming pool during the school day.

The school was designated as an 11-18 mixed Comprehensive School in 1973 serving Llantwit Major and the surrounding villages and countryside. Since then, with the growth of the town and nearby villages, the school roll has grown to around 1050 including a thriving Sixth Form. The pupil admission number per year group is 180 and the overall school capacity is 1050. The students are, in the main, drawn from four associated primary schools within Llantwit Major and nearby villages.

The school serves a mixed social community and the intake is fully comprehensive. The percentage of pupils who are eligible for free school meals is 16.3% which is below the national average. 0.7% of students have English as an additional language. 10% of the schools population are from a military background and the percentage of pupils with additional learning needs is 11.4% which includes SA, SA+ and statemented pupils. Very few pupils speak Welsh at home.

The senior leadership team consists of the Headteacher, Deputy Headteacher, 2 Assistant Headteachers responsible for data, timetabling and teaching and learning, 3 Assistant Headteachers who lead the English, Maths and Science department and the Business Manager.

The Governing Body meets in September and then meets termly. It has sub-committees for Curriculum and Pupil welfare, Finance and Premises and Health and Safety and Personnel, which have delegated powers to make decisions and report back to the full Governing Body.

There are 62 classroom teachers, 7 leadership scale staff, 33 support staff and in addition cleaners and kitchen staff who are deployed by central Council.

At Llantwit Major School we believe that people are our greatest asset. We are therefore committed to:

- setting the highest expectations, to ensure that students become independent learners and attain the knowledge, skills, understanding and qualifications for success in the 21st Century;
- creating an ethos which demands high regard for self and others ensuring that each student makes a positive contribution to the community and wider society;
- providing a stimulating, challenging and supportive curriculum which meets the needs and interests of all learners and celebrates success for all; and
- developing dynamic and meaningful partnerships between the school and the wider community which have, at the core, the aim to raise attainment and promote learning as a lifelong activity. ICT and the best of modern technology plays a crucial role in all aspects of the school life and the achievement of all of our objectives.

We have tremendous ambition for everyone who attends the school and therefore place great emphasis on recognising the individuality of each student. We aim to provide a challenging curriculum, diverse opportunities and a caring, supportive ethos which promotes the academic and social development of all students.

Our primary goal is to encourage all students to reach their full potential, in order to facilitate the successful transition to employment for the future by promoting the principles of lifelong learning.

We recognise each student as an individual by:

- liaising closely with the primary schools to take account of prior attainment and individual information;
- providing regular opportunities for informal and formal assessments in all subjects in order to measure and monitor progress;
- providing an interim report to inform pupils, parents and staff of an individual's overall progress;
- an end of year report summarising your child's achievements and suggesting ways of improving further;
- operating a positive discipline system which awards points for good behaviour, effort, attainment and taking part and which deducts points for undesirable behaviour; and
- recording the reasons for awarding or losing points in order to build a detailed, individual profile leading to the presentation of certificates and prizes in recognition of excellence in achievement, endeavour or attendance.

We recognise each member of staff as an individual by:

- ensuring that every member of staff has a line manager and that there are regular meetings;
- providing individual development opportunities;
- recognising the achievements, contributions and successes of staff through letters from governors, the headteacher and in the school newsletter; and
- ensuring that there is an effective, transparent and accessible structure of pay, rewards and promotion.

It is with a great deal of pride that we are introducing the School's Strategic Equality Plan for 2022 to 2024: 'Working together for a fairer future'. Equalities is best taught in the context of UK law, where all protected characteristics of the Equality Act 2010 are included in a curriculum that accepts difference. So not only people of different sexual orientations are welcome in our school, people of different ethnicities, genders, gender identities, religions, ages and abilities are also most welcome.

Schools play an important role in ensuring an education for every child and young person, considering a range of needs. Schools support the wellbeing in their pupils and develop an ethos where learners feel everyone is included. This plan sets out the equality agenda for our school for the next two years. We must consider how our actions and decisions will affect future generations.

Under the Equality Act 2010, schools demonstrate how they are tackling homophobic bullying, teaching about different families and promoting positive values to create global citizens. Schools must deliver a curriculum that enables learners to understand the benefits that exist in society where diversity and difference is accepted. All schools aim to support the well-being in their pupils and developing an ethos where learners feel everyone is included will support this.

It is only by working together, listening and respecting each other that we can successfully meet the many challenges facing our communities and public services today. To achieve this plan and to meet the diverse needs of our communities, we will need to work in partnership.

We need to think about what and how we deliver educational provision. We must consider the diverse needs of our school population whether that be due to their protected characteristics and/ or their financial circumstances.

We are an ambitious and forward-thinking school. We are confident that pupils, parents, carers, staff, our Governing Body, the community and all those with a stake in our school can continue 'working together for a fairer future'. All people, regardless of race, religion, sex, gender assignment, sexual orientation, age must feel welcome in our school, with our clear ethos that spells out acceptance.

Name

Name: Mr C Burden

Chair of Governing Body

Headteacher

## Purpose of the Strategic Equality Plan

The [Equality Act 2010](#) makes it clear that discrimination is not to be tolerated in society. The purpose of this Strategic Equality Plan is to describe what the school is doing to fulfil our duties under the Equality Act 2010, including the [public sector Equality Duty](#) (the 'general duty') and the [specific duties for Wales](#).

The public sector equality duty covers eight protected characteristics:

Age	Race
Disability	Religion or Belief
Gender Reassignment	Sex
Pregnancy and Maternity	Sexual Orientation

The duty applies to marriage and civil partnership, but only for having due regard to the need to eliminate discrimination. The Equality Act lists schools as public authorities with certain duties. This means that when we carry out our public function, we must have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a relevant protected characteristic and those who do not.

Having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics;
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

To identify the priorities, we work in partnership with:

- Pupils
- Form Representatives
- School Council
- Parents and carers
- Headteachers of schools in the Vale of Glamorgan
- The School Governing Body
- Local Authority and Regional Consortia

We plan to use this information to help us improve the way we provide educational services and employ people.

Our School's Strategic Equality Plan 2022–2024 has been written to integrate with the Council's [Corporate Plan 2020-2025](#) and [Corporate Strategic Equality Plan 2020 – 2024](#).

The Corporate Plan sets out the Council's vision for the Vale of Glamorgan, its values and main priorities. The priorities of the Corporate Plan will help make communities in the Vale of Glamorgan more equal. The equality objectives in the Corporate Strategic Equality Plan will support this work and it is for this reason that the objectives of both plans have been aligned. Our own Strategic Equality Plan aligns with these documents where relevant and appropriate.

## Vision and values

We believe that people are our greatest asset. We are therefore, committed to consistently creating high quality learning experiences that ensure opportunities for every individual to add value to all people in a safe, supportive environment. Together we educate and support our community so that every person succeeds in school and beyond.

The ethos of the school is excellence in all things for all people. It is evident in a calm, orderly, purposeful atmosphere in classrooms, corridors, assemblies, dining and sports halls, the grounds and beyond. This ethos of community excellence should be noted almost immediately by any visitor to the school. It is important that all pupils and staff understand and behave accordingly.

Our values are consistent with the five ways of working central to the [Wellbeing of Future Generations Act](#). They are long term, they work together, and involve working with others. Our values will support a greater focus on prevention as we work to deliver our vision. Our equality priorities consider the *Wellbeing of Future Generations Act* and will help us to contribute to the Welsh Government's wellbeing goals, including creating a more equal Wales.



## Equality objectives – what we will do

### **Strategic Equality Objective**

- Improve how we involve, engage, and communicate with protected groups about our work and decisions.

### **Protected characteristics**

This benefits all protected groups, but we will focus on disabled, people from ethnic minorities, women, sexual orientation and those who are socio-economically disadvantaged.

### **Expected outcomes**

Stakeholders have information about the improvements and the opportunity for input to support progress.

### **Actions**

As a school we will:

1. Promote and facilitate termly school council meetings.
2. Take steps to ensure that school council is representative of the school's learners across protected characteristics.
3. Promote and facilitate termly staff forum meetings.
4. Use an innovative range of 'pupil voice groups' which focus on shared rights and responsibilities.
5. Develop the school curriculum.
6. Ensure communications to parents and carers are delivered in plain, easy to understand language.
7. Progress against actions identified within the school's accessibility strategy will be included within this strategy's annual report.
8. Ensure our staff and the Governing Body receive equality and diversity training, which will include Equality Impact Assessment training and awareness.

### **How we will know how we are doing**

1. Information and data on how engagement has been used to improve outcomes for protected groups and socio-economic disadvantaged groups.
2. Information and data on the number of school staff who have received equality, race, and disability training.
3. Information from the governors' quality assurance meetings with pupils, staff and parents.

## **Strategic Equality Objective**

Develop and implement plans throughout the life of this plan to address attainment gaps for children and young people and provide support to overcome barriers to them reaching their full potential.

### **Protected characteristics**

This benefits all protected groups.

'Is Wales Fairer 2018' reports that attainment gaps persist for pupils in receipt of free school meals and children with additional learning needs. (Education)

Is Wales Fairer 2018' reports that young women and girls, lesbian, gay, bisexual and transgender children and children with additional learning needs are more likely to be at risk of experiencing identity-based bullying. (Education)

Is Wales Fairer 2018' reports that poorer children, children with additional learning needs, White children and children of mixed ethnicity have higher than average exclusion rates. (Education)

Is Wales Fairer 2018' reports that subject choices remain highly gendered, with girls being much less likely to continue studying science and mathematics after school. (Education)

### **Expected outcomes**

- Reduction in attainment gaps.
- Programmes in place to tackle identity-based bullying.
- Reduced exclusion rates for children with certain protected characteristics, including disabled children and mixed ethnicity children.

### **Actions**

As a school we will:

1. Deliver and evaluate programmes and interventions aimed at addressing attainment gaps to make sure they have a positive impact on socio-economic disadvantage, disability, sex, race, other protected characteristics and young carers.

2. Seek to minimise exclusion rates for children with certain protected characteristics, including socio-economic disadvantage, ethnicity and disability.
3. Analyse bullying data gathered by schools, including racist bullying, to identify trends and review anti-bullying strategies so that there are effective solutions in place.
4. Provide opportunities to explore equality, diversity and community cohesion within a curriculum throughout the year. For example equality related stimuli, using texts which explore both historical and present day local, national, and international equality, diversity and community cohesion.
5. Use inclusive resources which are actively inclusive, including anti-racist resources and promote multilingual materials such as 'Giglets'.
6. Work with partners to deliver programmes which support people to prepare for employment.

#### **How we will know how we are doing**

1. Information and data on how programmes and interventions have affected attainment gaps on children and young people with protected characteristics and who are socio-economically disadvantaged.
2. Information and data on number of children excluded by protected characteristic and socio-economic disadvantage.
3. Analysis of school bullying data showing trends and review of anti-bullying strategies to address findings.
4. Information and data on outcomes of programmes supporting people to prepare for employment.
5. Information and data on the wellbeing of pupils and staff.

## Monitoring Progress & Publishing Results

Our School will continue to check on progress towards meeting our equality objectives and report on this each year to the Governing Body in our annual equality monitoring report. This is published on our website and includes an assessment of the effectiveness of the steps we are taking to meet the equality objectives.

This may be complemented by other equality and employment information each year that is published annually.

## For More Information

### **Visit our website**

<http://www.llantwitschool.org.uk>

### **Social Media**

Keep up to date with all the latest news, events and information from our School, follow: @LlantwitMajorSc on Twitter.

If you have a query, please contact us:

- Email: [llantwitmajorhs@valeofglamorgan.gov.uk](mailto:llantwitmajorhs@valeofglamorgan.gov.uk)
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