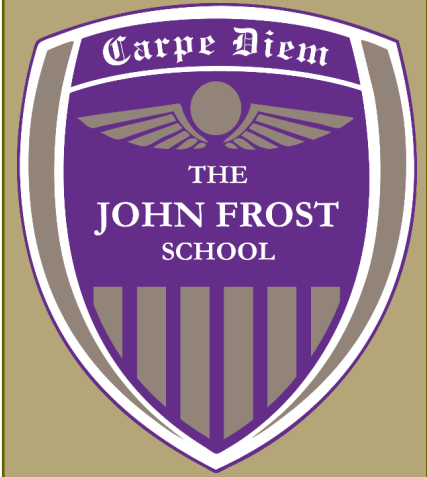


THE JOHN FROST

STRATEGIC  
EQUALITY PLAN  
2024-2028



**Adopted: 07/03/24**

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## Introduction

The John Frost School is an 11- 19 mixed comprehensive school serving the centre and west of Newport and maintained by the city and county of Newport Local Education Authority. We are a very successful school demonstrating high standards of academic achievement and excellence in the arts and sporting arenas.

Our school serves a range of students from a wide range of abilities. There are 1420 students on roll with 130 in the sixth form. Around 248 students choose to come to our school every year in Year 7.

The John Frost School benefits from a hard-working, enthusiastic and dedicated team of teachers and support staff. We are proud to be a multi-ethnic and multi-cultural school and we are fortunate to have students that are proud to be part of our success. Our ethos and commitment to succeed is supported by our community and by parents alike.

As a school we aspire to high standards of learning and respect from our students in all that they do. We aim to ensure that all students have an equal opportunity to achieve their goals. We aim to ensure that students feel happy and safe at school as they work towards their future academic and personal success.

The John Frost School is committed to providing equality of opportunity and a high standard of education in a safe environment. We aim to provide this vision in partnership with our community.

This is the school's third Strategic Equalities Plan (SEP) - it builds upon the school's previous Strategic Equality Plan and sits above the school's Inclusion Policy etc. What was previously the school's Access Policy is covered by this Plan. This policy belongs to everybody and is relevant to all students, teaching and administrative staff, parents, carers, supporters and the local community.

*The Equality Act 2010* gives us the framework for this plan. *The Human Rights Act 1998*, the *Welsh Language Act 1993* and the *Welsh Language (Wales) Measure 2011* are also relevant to this policy.

### 1 Equality vision and equality objectives

*The Equality Act 2010* requires all schools to have equality objectives in place by April 2012. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. Actions to achieve these objectives are in the action plan at the end of this document and have been included as an initiative or action in School Improvement Plan.

#### **To choose objectives for The John Frost School we:**

- Listened to equality experts and Heads of schools in Newport about their choice of equality objectives
- Discussed the Respect Agenda at school's council
- Drew up a long list with associated actions
- Approved at Governors

### **These are the equality objectives we chose.**

- To provide a happy, safe, inclusive learning environment.
- To increase the numbers of under-represented groups to participate in school life.
- Improve relationships within the school community.

The following plan sets out our equality commitments. Actions are included in the **Action Plan** and the **Strategic Equality Plan** will be evaluated through **the School Improvement Plan** and the school **Equality Self Evaluation Tool**.

## **2 School strategies and equalities**

Implementing the Strategic Equality Plan is one of the key objectives of the School Improvement Plan. Equalities implications will be identified in each school improvement objective. Progress on this plan is reported to the Governors annually and included in the School's Self Evaluation. The Plan will be reviewed within 4 years of setting the equality objectives in 2019.

## **3 The national equality agenda**

The following pieces of legislation are at the heart of the equality agenda.

### **3.1 The Equality Act 2010**

The 9 protected characteristics of the *Equality Act 2010* include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions: -

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the *Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011*, as issued by the Welsh Assembly Government.

### **3.2 The Human Rights Act 1998**

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

*Article 14 of the Human Rights Act* prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

*Article 14* can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances, the *Human Rights Act 1998* gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

### **3.3 Welsh Language Act 1993 & Welsh Language (Wales) Measure 2011**

The Welsh language has official status and belongs to all the people of Wales. *The Welsh Language Measure* puts the Welsh and English language on a basis of equality. *The Welsh Language Education Scheme* was approved by Newport City Council in 2007 and applies to all schools. The principles of the Scheme and this Plan are similar- in promoting equality of opportunity and good relations we will take the Welsh language into account alongside all the protected characteristics.

### **3.4 The Well-being of future Generations Act 2015**

When considering the school's equality objectives, the school will consider the "Five Ways of Working". These are:

- Long term: how schools must balance short-term needs with the need to safeguard the ability to also meet long-term needs
- Prevention: how schools can act now to prevent problems occurring or getting worse
- Integration: how schools consider how their own choice of objectives may impact on other objectives or the objectives of other public bodies
- Collaboration: how schools can work in collaboration with students and parents to help meet its equality objectives
- Involvement: how schools involve its students in making objectives, and how it ensures that those involved reflect the diversity of the school itself

### **3.5 Student Voice**

In making Wales the first country in the UK to embed the principles of the United Nations Convention on the Rights of the Child (UNCRC) into legislation, all maintained schools in Wales are required to have a school council. School councils provide students with opportunities to discuss matters relating to their school, and to make representations to the governing body and the Headteacher. A school council can also propose and take forward initiatives and projects on behalf of their peers and be involved in strategic planning and processes such as the school development plan, governing body meetings and staff appointments.

## **4 Students**

### **4.1 A school for everyone**

Our school is open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

We will not discriminate on the grounds of:

- disability
- gender reassignment / transgender
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- the Welsh language in Wales

Age is the ninth protected characteristic. In a school context it applies to everybody except students.

The school considers the following to be high risk categories:

- SEN
- Appearance / personal hygiene
- Cyber bullying

Opportunities in our school will be of equally high standard for everyone.

The school's duty to our students goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school has a duty to make reasonable adjustments for disabled students. The duty is anticipatory. The school will ask disabled students whether they need any support or adjustments so that we are ready for them e.g., produce the lesson notes in large print or in an electronic format before the lesson. In some cases, a disabled student may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993.

## **4.2 How we deliver equality**

We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the school's equality commitments
- Can access all the benefits of being at the school
- Know how to ask for help
- Are offered suitable support e.g., translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is reasonable

## **4.3 What support can you expect?**

The school can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However, this can only apply to particular and unforeseen circumstances.

## **4.4 Positive Action**

The school can take proportionate positive action to address disadvantages faced by students of a protected characteristic, or where it would enable or encourage participation by an under represented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

## **4.5 Communication**

The school will communicate with people in a way that is suitable for them. We will:

- Design materials that are easy to read - clear language and clear layout
- Use images that reflect the school and our local community
- Ask people of their preferred method of communication, where we can record it and use it e.g., email rather than letters to parents and carers
- Provide information in a variety of formats including large print, Braille, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication

The school recognises British Sign Language as a language in its own right. In Newport schools we also use **Signalong**. The school will promote deaf culture and identity and make use of suitable BSL interpretation and recordings. The Gwent Hearing Impaired Service supports children, young people and families in school so that they can participate fully in school life.

Where relevant, we will train staff in deaf equality and BSL skills. We will identify the staff that have relevant communication skills to make it easy for students, visitors, parents etc...

## **4.6 Curriculum, resources and involvement**

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people examine their lives and personal identity in the light of people's experiences which are both similar and different to them.

The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Newport.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

## **4.7 Buying goods and services and working in partnership**

The school will pass on its equalities duties to any person or body who:

- works for us or with us
- delivers goods for us
- whether they are paid, voluntary or partners

All school contracts will state that they have to meet the equalities standards as set out in this Plan. The impact of this is that school related activities will be fair and equal for all employees, students and parents.

## 4.8 Engagement

The school consults and involves all the school's stakeholders on matters that concern them, including this Plan and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.

The school has procedures for finding out how students think and feel about the school.

## 4.9 Training

We'll make sure that all people involved with the school know our equality commitments and their personal duty under it. We'll provide suitable training for all staff and students. Where there are issues or potential issues e.g., social tensions, we'll continue to address matters through the curriculum and where it's needed use targeted external interventions, for example **Show Racism the Red Card**.

We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

## 4.10 Complaints and comments

We like getting feedback about the school. We need people to tell us how we are doing. If you have a concern or complaint, please let us know. You can tell a teacher or school employee, telephone, write or email us. If you'd like to make an appointment with a relevant person, we'll arrange it and feel free to bring along a friend or colleague for support.

When we deal with a concern or complaint, we will do our best to keep people involved informed of what's happening and check that everyone is happy with the process. Advocacy and personal support are available for children and young people who need it.

# 5. Discrimination, victimisation and harassment

## 5.1 Discrimination

*The Equality Act 2010* protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kinds of illegal discrimination defined in the *Equality Act 2010*, they apply to service delivery and employment across the protected characteristics:

1. **Direct discrimination**– where a person treats another less favourably because of a protected characteristic e.g., refused to admit a child because they are Roma.
2. **Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics e.g., a school excludes a student because they are black and male.

**Discrimination based on association** is now illegal. Direct discrimination occurs when you treat a student less favourably because of their association with another person who has a protected characteristic e.g., their brother is a disabled person.



**Discrimination based on perception** is now illegal. Direct discrimination also occurs when you treat a student less favourably because you mistakenly think that they have a protected characteristic e.g., discrimination against a young person who is believed to be gay, even if they're not.

3. **Indirect discrimination** – when a policy or practice is apparently neutral, but the effect places a group of people at a significant disadvantage e.g., a rigid school dress code which does not account for items of clothing linked to religion.
4. **Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g., a student with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the sign.

## 5.2 Harassment including bullying

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

*The Equality Act 2010* protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect students, prospective students, former students, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and students, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes **harassment based on association** i.e., a friend of a disabled person, **or perception** i.e., mistakenly believed to be a Muslim etc.

Where there are instances of bullying in and associated with the school, we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

## 5.3 Victimisation

*The Equality Act 2010* protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

A 'protected act' are acts that include giving information or evidence under the *Equality Act 2010*, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith- that is they thought they were being honest.

## 5.4 Discrimination

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified, and it involves our employees, students or premises. Incidents 'on the bus' or 'outside school' negatively affect our students as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults are treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals' because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

## **6 Performance/ standards - how we deliver the policy**

### **6.1 Leadership and Management**

The Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. A member of the Governing Body has a watching brief for equalities matters. With assistance from the Headteacher, the Governing Body will ensure that this Plan is implemented.

The Governing Body has equalities issues as regular items on the agenda of Governing Body meetings and there is a governor with responsibility for equalities.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Mr Mark Tucker (Headteacher) and Mr James Rees (Assistant Headteacher). The school will make sure that all incidents of discrimination relating to the school, its students and staff are reported and recorded in a register. The register will be shared with the local authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

The Equality Coordinator is a senior member of staff with special responsibility for implementing and promoting equalities matters and this Plan.

### **6.2 Taking decisions and Equality Impact Assessments**

Before introducing important new policies or measures the school carefully assesses the potential impact on equalities, positive or negative. Newport City Council has an Equality Impact Assessment tool which is suitable for schools. We will publish the Equality Impact Assessments as is required by law.

An Equality Impact Assessment will include:

- The purpose of the policy or practice
- A summary of the steps taken in the assessment (engagement)
- A summary of the information gathered and used
- The result of the assessment and
- Any decision taken by the school in relation to the results.

Newport City Council's Equality Self Evaluation Tool for Schools is different and used in different circumstances. It looks at the work of the school in detail and provides a snapshot of where we are. It asks similar questions to the EIA but in respect to the whole school development.

Whenever possible, a broad range of people including staff, parents, students and others are involved in consultation on policy development. Any issues arising will be addressed and stakeholders informed of decisions and actions.

### **6.3 Performance**

The school uses Newport City Council's Equality Self Evaluation Tool to evaluate performance across most equality matters. Performance in relation to the Action Plan and Equality Objectives will be reported to Governors annually and included in the school's Self Evaluation Report.

### **6.4 Identifying and publishing equality information**

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For students and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh
- Composition broken down by types of disability and special educational needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints

We will be sensible in producing information. We realise that if the data group is very small then a breakdown of that data will not give us and useful information e.g., looking at the academic achievement of two individuals in a year group cannot tell us about the performance of Chinese students in general. No data published that will identify any individual.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account in analysing data and developing strategies to address equality differences.

## **7 Employment**

### **7.1 Employment**

The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We'll create a healthy, safe and supportive work environment where people are respected for who they are, and employees can perform at their best.

We want our workforce to reflect society in Newport. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by the school's Pay Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels. We have adopted Newport City Council's Human Resources Policies.

## **7.2 Requests in relation to a protected characteristic**

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

## **7.3 Positive action in Employment**

Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or underrepresentation exists before taking action.

If two candidates meet the job requirements and are equally good candidates, the school may choose a candidate from a less represented group in order to address demographic balance in the workforce.

## **7.4 Monitoring and publishing information on employment**

We will monitor and publish equality information on our workforce in line with Newport City Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we'll ask current and prospective employees their opinions and experiences.

## **7.5 Positive about disabled people**

The school is committed to the two ticks - 'Positive about disabled people initiative which guarantees an interview for disabled people who meet the essential job requirements. We can make changes to an employee's environment and role if they are disabled.

## **8 Equality Objectives and Action Plan**

Equality and diversity is a normal part of the school's everyday business. This action plan and equality objectives sets out the school's main equality projects. Many of these objectives and actions can also be found in the school's School Development Plan. There may be more, or different work needed as opportunities arise.

## Equality Objectives and Actions

<b>Equality Objective 1</b>			
<b>Leadership, Governance and Involvement:</b> the school will use its standing within the community in promoting equality issues and ensure that its governance processes are robust and involve all students equally.			
<b>Engagement:</b>			
<b>Actions</b>		<b>Responsibility</b>	<b>Deadline</b>
<b>1</b>	The school will promote and facilitate termly student council meetings.	SLT/Student Engagement Officer	July 2024
<b>2</b>	This school will take steps to ensure that student council is representative of the school's students across protected characteristics.	SLT	July 2024
<b>3</b>	School plans for a richly diverse curriculum celebrating its vibrant community	SLT	July 2024
<b>4</b>	School ensures its communications to parents and carers are delivered in plain, easy to understand language.	SLT	July 2024
<b>5</b>	Progress against actions identified within the school's accessibility strategy will be included within this strategy's annual report.	HT	July 2024
<b>6</b>	School governors will all receive equality and diversity training, which will include Equality Impact Assessment training and awareness	HT/CoG	July 2024
<b>Describe how this objective and its actions support wider policies, processes and legislation:</b>			
This objective and associated actions have been developed with the idea in mind that schools play an important role in their community. They can meet their statutory duties by being more visible around equality issues, and can better serve marginalised groups by having in place robust governance processes that ensure that key strategies to the equalities agenda i.e. <b>the school accessibility strategy</b> are relevant strategies to the school's future development.			
In addition, both the objective and its actions have been strongly influenced by the idea that <b>Student Voice</b> is important to the development and culture of a school's culture and the values of its students, strongly supporting many of the principles of Equality Objective 2: Community Cohesion.			
The objective also supports many of the principles within Well-being of Future Generations, including both <b>collaboration</b> (through its integration of multiple strategic priorities) and <b>involvement</b> (through its coproduction with relevant stakeholders)			

<b>Equality Objective 2</b>			
<b>Community Cohesion:</b>			
the school plays an active role in fostering communities that have shared values, where diversity is welcomed and embraced, and people feel connected to the communities in which they live.			
<b>Engagement:</b>			
<b>Actions</b>		<b>Responsibility</b>	<b>Deadline</b>
<b>1</b>	The school will develop a range of methods to detect and identify identity-based bullying, these will feed into local authority data via Bullying Incident Recording Form	SLT	July 2024
<b>2</b>	The school will explore ways in which it can embed the contributions that BAME and LGBTQ+ have made to history and wider society into lessons	SLT	September 2024
<b>3</b>	Schools should acknowledge that radicalisation and extremism are real risks to students in all schools, and ensure that staff training, policies and the curriculum suitably address these risks	SLT	July 2024

<b>4</b>	Work creatively to co-produce developmentally appropriate Relationship and Sexuality Education sessions that are rights based and inclusive, and work with students, parents and carers to shape provision	SLT	September 2024
<p><b>Describe how this objective and its actions support wider policies, processes and legislation:</b>  This objective has been developed to reflect the important role schools play in developing communities that are cohesive and share fundamental common values of respect and tolerance. It reflects the obligation the school has under the general duty of the Equality Act to foster good relations between people who share a protected characteristic and those who do not.</p> <p>The objective supports a number of intersecting policy agendas, including <b>Welsh Governments 2020 school anti-bullying guidance</b>, the <b>national community cohesion agenda</b> and the <b>RSE</b> provision. The objective also supports many of the principles within Well-being of Future Generations, including both <b>involvement</b> (through its coproduction with relevant stakeholders) and <b>prevention</b> (through its robust commitment to ensure that students are instilled with the values that will create more cohesive communities in the future)</p>			

<p><b>Equality Objective 3</b>  <b>Learn Well:</b>  The school plays an active role in maximising the opportunity that students have in schools and how it supports children and young people to thrive, progress, make positive choices, achieve and be the best they can be.</p>			
<b>Engagement:</b>			
<b>Actions</b>		<b>Responsibility</b>	<b>Deadline</b>
<b>1</b>	Work with EAS and the local authority to review exclusion data for vulnerable groups and explore ways of securing improvement.	SLT	July 2024
<b>2</b>	Increase capacity of staff to run interventions for a range of vulnerable groups of students in order to improve performance of identified students.	HT	July 2024
<b>3</b>	Review and refine ALN structures and systems	SLT	July 2024
<p><b>Describe how this objective and its actions support wider policies, processes and legislation:</b>  This objective has been developed to reflect the important role schools play in supporting and guiding young people into becoming good citizens and well-rounded individuals. It also reflects the school's important role in instilling in our students a desire to succeed and the belief that they can succeed. The objective supports a number of intersecting policy agendas, including <b>Welsh Governments 2020 school anti-bullying guidance</b>, the <b>school behaviour for learning policy</b>, the <b>national community cohesion agenda</b> and the <b>Curriculum for Wales</b> provision. The objective also supports many of the principles within Well-being of Future Generations.</p>			