

# Strategic Equality Action Plan

2022 - 2023

<b>Priority One:</b> 1. Ensure equality of opportunity and access for pupils and other stakeholders from protected groups				
<b>Targets:</b>				
<ol style="list-style-type: none"> <li>1. To allow access to school facilities for all protected groups.</li> <li>2. To improve attendance of targeted protected groups.</li> <li>3. To provide access to curriculum for all protected groups.</li> </ol>				
<b>Success Criteria</b>				
<ol style="list-style-type: none"> <li>1. Raised attainment for all protected groups.</li> <li>2. Increased attendance for all protected groups</li> <li>3. Reduce the number of days lost to exclusion for protected groups</li> </ol>				
Ref	Strategically Planned Tasks:		On Track	Time Scale
1a	Gather end of Key Stage results for Year 9 and Year 11. Order end of Key Stage results by ethnicity to highlight highest and lowest attaining groups.	MLC	✓	Autumn Term
1b	Create tracking system to enable trends to be identified.	MLC	✓	Autumn Term
1c	Add ethnicity tracking onto SMID to ease analysis.	MLC		
1d	Family Engagement team to support the families who have been identified in the tracking system.	SWA	✓	Autumn Term
1e	Repeat end of KS analysis annually to identify trends.	MLC	✓	Autumn Term
1f	Link ethnicity with pupil tracking system to enable early identification of issues.	MLC	✓	Autumn Term
1g	Work with outside agencies to support appropriate ethnic groups.	ST	✓	Autumn Term

<b>2a</b>	Analyse current data of attendance by ethnic groups. Share data with Attendance Officer Team.	AS		Autumn Term
<b>2b</b>	Target group (of an appropriate size) with lowest attendance for support from Attendance officer Team team.	KWI		Autumn Term
<b>2c</b>	Liaise with Attendance Officers for appropriate information and ideas, e.g. multilingual letters.	AS		Autumn Term
<b>2d</b>	Review impact of Attendance interventions.	MLC		Spring Term
<b>2e</b>	Review impact of focused attendance support for protected groups. Repeat analysis of attendance data by ethnicity. Target further groups as identified.	MLC		Spring Term
<b>3a</b>	Identify groups of boys whose behaviour puts them at risk of exclusion.	MLC	✓	Autumn Term
<b>3b</b>	Update the Behaviour Policy, flow chart and disseminate to all staff.	MLC	✓	Autumn Term
<b>3c</b>	Update Graduated Response (for behaviour) which is manageable for senior staff.	MLC	✓	Autumn Term
<b>3d</b>	Continue to develop Welfare Support Team to develop links with the targeted boys.	MLC	✓	Autumn Term

				Aut 2018
				Aut 2019
				Aut 2020
<b>3e</b>	Review impact of Behaviour Support Team	ST		Aut 2018
				Aut 2019
				Aut 2020
				Aut 2021
<b>3f</b>	Investigate new strategies to support disruptive behaviour.	ST	✓	Aut 2017
				Aut 2018
				Aut 2019
				Aut 2020
<b>3g</b>	Repeat identification process annually for children at risk of being excluded.	ST	✓	Aut 2017
				Aut 2018
				Aut 2019
				Aut 2020
<b>Monitoring Commentary (Bullet Points)</b>		<b>Evaluation Commentary (Bullet Points)</b>		

**Priority Two:** Develop the quality and use of our Equality Information

**Targets:**

1. To gather equalities data on parents and staff.
2. To expand our monitoring of race related incidents to record and report a wider range of bullying including anti-disabled, homophobic and transphobic, sexist and bullying based on religion or belief.
3. Equality Impact Assess all policies due for review during 2018-2019.
4. Analysis of pupils voice to identify specific trends and concerns amongst protected groups.

**Success Criteria**

1. Data has been collected and analysed on the protected characteristics of parents and staff to inform the strategic direction of the school.
2. Incidents are recorded against the protected characteristics.
3. All policies are in line with the Equalities Impact Assessments.
4. Data has been reviewed and targeted pupils/ groups identified for support.

Ref	Strategically Planned Tasks:	Lead Person(s) Involved	On Track	Time Scale
1a	Amend the admission form to gather information about parents based on the protected characteristics.	MLC		Autumn Term
1b	Annually record parental information on `Protected Characteristics of Parents` spreadsheet. Information shared appropriately with teachers.	MLC		Autumn Term
1c	Staff audit to be completed/updated to gather information based on the protected characteristics.	MLC		Autumn Term
1d	Use the information gathered from staff audit to feed into the school management, policies and procedures where appropriate, e.g. disability ramps and signage.	MLC		Autumn Term

<b>2a</b>	Organise whole staff Inset on equalities to raise awareness of protected characteristics.	MLC		Spring Term
<b>2b</b>	Create a new tracking sheet, which is manageable for senior staff, to record incidents against the protected characteristics.	MLC		Autumn Term
<b>2c</b>	Update behaviour files to include records of all incidents in line with Equalities Policy.	MLC		Autumn Term
<b>2d</b>	Monitor trends on the tracking sheet. Make appropriate changes to policy and procedures.	CN		Autumn Term
				Spring Term
				Summer Term
<b>3a</b>	Member of SLT to attend training on Equality Impact Assessment.	ST		Autumn Term
<b>3b</b>	Amend school policies in line with Equality Impact Assessment on an annual cycle.	ST		Autumn Term
<b>4a</b>	Review effective methods of collecting pupil voice data representative of all groups	ST	✓	Autumn Term
<b>4b</b>	Review Student voice data by Ethnic Group and other protected groups	ST		Autumn Term
<b>4c</b>	Review and amend PSE Scheme of work to include reference to identified protected groups.	KMB	✓	Autumn Term
<b>Monitoring Commentary (Bullet Points)</b>		<b>Evaluation Commentary (Bullet Points)</b>		
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**Priority Three:** Raise awareness of equality and diversity issues among pupils, staff and governors

**Targets:**

1. To strive towards the whole school community being committed to the ideal of equality for all.
2. To ensure staff and governors are aware of their statutory obligations under the Equality Act.
3. To provide appropriate training for staff and governors on emerging equality issues or trends.
4. To ensure curriculum plans for every year group include teaching of equality and diversity.
5. To support and raise the aspirations of girls

**Success Criteria**

1. The school ethos challenges discrimination in all its forms.
2. Staff and governors are aware of their statutory obligations under the Equality Act.
3. Emerging issues and trends have been identified and training put in place for the appropriate personnel.
4. Curriculum map highlights evidence of equality and diversity teaching in all year groups.
5. Girls have specific support strategies in place and aspirations are raised

Ref	Strategically Planned Tasks:	On Track	Lead Person(s) Involved	Time Scale
1a	Staff continue to challenge any form of discrimination and pupils will be confident to report any incidents of discrimination.		All staff	Ongoing
2a	Organise ongoing training for staff so that they are aware of their statutory obligations under the Equality Act	✓	KMB	Autumn Term
2b	Organise training for governors so that they are aware of their statutory obligations under the Equality Act.		ST	Spring Term
3a	Organise staff training when deemed necessary to respond to issues identified from on-going monitoring e.g. <ul style="list-style-type: none"> <li>• Family Diversity training</li> <li>• ASD Training</li> <li>• PDA (Pathological Demand Avoidance Syndrome) Training</li> <li>• Makaton Training</li> <li>• PECS Training</li> </ul>	✓ ✓	KMB	Ongoing

	<ul style="list-style-type: none"> <li>• Dyslexia Training</li> <li>• Braille Training</li> </ul>			
3b	Staff to arrange talks for children on emerging equality issues e.g. Visually Impaired Team to talk to peers of Visually Impaired children.		ST	Autumn Term
4a	Audit provision to see where Equalities is currently being taught.	✓	All teachers	Spring Term
4b	Identify 'gaps' and work with staff to provide a new range of opportunities for full coverage.		All teachers	Spring Term
4c	Look at ways of introducing Equality issues into assemblies and special weeks etc. e.g. Black History Month, LGBT History Month, Martin Luther King Day.		MLC	Autumn Term
4d	Review resources for Equalities teaching and purchase more if deemed necessary e.g. story-books that break down barriers and develop awareness of family diversity.		KMB	Ongoing review and resources purchased when necessary.
5a	Continue to try to get more female role models from other occupations to work with the children and promote career choices for women e.g. Female engineers in our after school Engineering Club.	✓	ST	Ongoing
5b	Raise confidence levels of targeted groups girls (identified from safeguarding meetings).		DMC	Ongoing
5c	Encourage girls to participate in sport. Devise a questionnaire to see what sports activities would interest our girls. e.g. after school fun sports clubs just for girls.		SM	Ongoing
<b>Monitoring Commentary (Bullet Points)</b>		<b>Evaluation Commentary (Bullet Points)</b>		
		<ul style="list-style-type: none"> <li>•</li> </ul>		



