Equality Objectives and Plan 2019-2022

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Intended Audience

Intended Audience	Intended Method of Distribution
All stakeholders	Shared Google Drive, website

AMENDMENT TRACKER

Name of reviewer: Simon Garnham

Date of review: November 2020

Amendments made:

Reference to LABS has been removed from the table: "How we will deliver equality objectives across the curriculum".

Aims

The school supports the Public Sector Equality Duty and aspires to the same three aims which in summary are:

- To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.

Foster good relations between people who share a protected characteristic and those who do not by encouraging people from protected groups to participate fully.

Context

The Equality Act 2010 provides a single consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. The Act defines a number of "protected characteristics":

- Age (as an employer but not to pupils)
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

There are special provisions for disability meaning that schools are allowed to treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments. Disability is defined as: a person who has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

The Act defines four kinds of unlawful behaviour:

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

There could also be discrimination based on association.

The Act is wide ranging and could relate to many areas of school life such as:

- Admissions
- Delivery of curriculum
- Bullying (if motivated by prejudice)
- Pregnant pupils (cannot treat a pupil less favourably)
- Employment policies

The duty requires schools to have "due regard" to equality considerations, for example, when significant decisions are being made or policies are being developed. There is emphasis on transparency, i.e. making information available:

- Publish information which shows compliance with the Public Sector Equality Duty;
- Publish Equality Objectives.

A key point is that treating people equally does not necessarily involve treating them all the same. The act allows for positive action – to take proportionate action to address the disadvantage faced by particular groups.

The school should actively aim to engage and consult with all members of the community and the review of policies provides opportunities for this.

Objectives chosen will support our three main aims by:

1. Promoting equality of opportunity for members of identified groups
2. Eliminating unlawful discrimination, harassment and victimisation
3. Fostering good relations between the different groups listed above

How we chose our equality objectives:

Our equality objective-setting process has involved gathering evidence as follows:
From data on ethnicity, religion or belief, socio-economic background, gender and gender identity, disability and age.

Chosen Objectives:

1) **To reduce the progress and attendance gap between students with SEND and the wider cohort.**

2) **To continue to reduce the progress and attendance gap between students who qualify under the Pupil Premium Indicator and the wider cohort.**

How we will deliver equality objectives across the curriculum				
Objectives	**Actions**	**Who is responsible for monitoring?**	**How often**	**Impact criteria**
1. Reduce the progress and attendance gap between students with SEND and the wider cohort	Ensure 'Quality First' teaching through effective staff deployment and CPD Ensure timely commissioning of external interventions where needs are identified. Ensure appropriate curriculum pathways are provided for students with SEND including PACE and EBACC	Senior and Middle Leadership Team Heads of Year Governor with responsibility for SEND (reporting to LGB) Learning, Attendance, Behaviour and Safeguarding teams	Termly	Progress 8 gap will be closely monitored at each data drop via the extended leadership team. Key students will be highlighted for additional intervention via data drops. CPD will improve classroom practice so that 'Quality First' teaching discretely targets and ensures good progress from target groups. Data will show impact of intervention via conduct and attainment data.

					NEET figures will show 100% post 16 take-up for SEND students.
2. Reduce the progress, commitment and attendance gap between students who qualify under the pupil premium indicator and the wider cohort	Raise profile of target groups amongst teaching staff so that all are 'known'. 'Quality First' teaching enhanced by targeted use of the pupil premium plan (see separate plan on website). Discrete 'target first and target consistently' policy with regard to questioning in 'Quality First' teaching. Ensure a disciplined and meaningful learning environment with high expectations for all. Targeted use of the Pupil Premium plan budget in order to raise aspiration of Pupil Premium eligible students.	Senior and Middle Leadership Team Attendance Solutions Heads of Year Form Tutors	Termly	Progress 8 gap will be closely monitored at each data drop via the extended leadership team. Core subject EAG –FFT narrows between each report cycle inn relation to the average EAG-FFT across the relevant year group. Attendance data for all students fall between 92-95%. Less than a 2% variance will exist between Pupil Premium eligible and non-Pupil Premium eligible students. Commitment data will be in line with school averages. NEET figures will show no gap between PP eligible and non PP eligible students.

Definition: Narrowing the gap

2.1 The attainment of different groups of learners (however small) is monitored rigorously e.g. Looked After Children, Gypsy, Roma and Traveller pupils, learners with SEN, more able, high prior attaining learners, learners with English as an additional language, learners eligible for Pupil Premium.

2.2 Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups e.g. high prior attaining learners, learners with English as an additional language, new arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers, transgender etc.

2.3 Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive impact.

2.4 Attendance data is analysed by gender, ethnicity, SEN, pupil premium and disability. Where relevant, procedures are in place to reduce differences in outcome.

2.5 Exclusion data is analysed by gender, ethnicity, SEN and disability and pupil premium. Where relevant, procedures are in place to reduce differences in outcomes.

2.6 Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.

2.7 Intensive support is provided for learners who are achieving well below expected standards.

2.8 Supportive arrangements are in place for learners who might face challenges with homework.

2.9 Learners with English as an additional language have access to an appropriate level of language support (including first language assessment).