

SACRED HEART HIGH SCHOOL



EQUALITY PLAN JUNE 2019

*This Plan should be read in conjunction with
Sacred Heart High School Policies*

Contents

| | Page |
|---|---------------|
| 1 INTRODUCTION | 4 |
| 2 EQUALITY AND THE LAW | 4 |
| 2.1 Protected Characteristics & the Public Sector Equality Duty | 4 |
| 2.2 Age | 4 |
| 2.3 Sex (Gender Equality) | 5 |
| 2.4 Religion or belief | 5 |
| 2.5 Sexual orientation & Marriage & Civil Partnership | 5 |
| 2.6 Gender Reassignment | 6 |
| 2.7 Race | 6 |
| 2.8 Disability | 6 |
| 2.9 Pregnancy & Maternity | 6 |
| 2.10 Other Relevant Matters | 7 |
| 2.11 Community Cohesion | 7 |
| 3.1 Teaching and Learning | 8 |
| 3.2 Admissions and Exclusions | 8 |
| 3.3 Equal Opportunities For Staff | 8 |
| 4 ROLES AND RESPONSIBILITIES | 9 |
| 4.1 The Role of Governors | 9 |
| 4.2 The Role of the Headteacher | 9 |
| 4.3 The role of all staff: teaching and non-teaching | 10 |
| 5 TACKLING DISCRIMINATION | 10 |
| 5.1 What is a discriminatory incident? | 10 |
| 5.2 Types of discriminatory incident | 11 |
| 5.3 Responding to and reporting incidents | 11 |
| 5.4 Procedure for Responding to and Reporting Incidents | 12 |
| 6 EQUALITY OBJECTIVES & ACTION PLAN | 12 |
| 7 REVIEW OF PROGRESS AND IMPACT | 12 |
| 8 PUBLISHING THE OBJECTIVES AND DEMONSTRATING COMPLIANCE | 12 |
| 9 RATIFICATION | 13 |
| APPENDIX 1: Sacred Heart's Equality Objectives | 14 |
| APPENDIX 2: Action Plan to meet the Objectives | 17 |

1 INTRODUCTION

This plan has been prepared in consultation with staff, parents, pupils and governors. A number of comments were received, including the need to ensure that the plan recognised and responded to the context of Sacred Heart as a school; and many comments from pupils that have led to revisions and additions to the action plan in Appendix 2.

2 EQUALITY AND THE LAW

2.1 Protected Characteristics and the Public Sector Equality Duty

The Equality Act 2010 sets out various characteristics in relation to which it is unlawful to discriminate, although there are exceptions to some of these as explained later below.

The nine protected characteristics are:

- Age
- Sex
- Religion or belief
- Gender reassignment
- Race
- Disability
- Pregnancy & Maternity
- Sexual orientation
- Marriage and civil partnership

The Equality Act introduced a single **Public Sector Equality Duty (PSED)**, which applies to public bodies including Academy Schools. It covers all equality strands and rightly requires us to promote equality having regard to the need to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

Having 'due regard' in this context means that when significant decisions are being taken, thought must be given to the equality implications.

The PSED requires us to prepare and publish this Equality Plan and to review it every four years. This also covers the requirements for a Disability Equality Scheme and a Gender Equality Scheme identifying our equality goals and actions to meet them.

The Department for Education (DfE) has published non-statutory advice that sets out schools' obligations under the PSED ('The Equality Act 2010 and Schools, May 2014', hereafter referred to as the DfE guidance).

This DfE guidance clarifies exceptions that apply to all schools and to those with a religious character and single sex schools.

Each protected characteristic is addressed briefly below together with any relevant exceptions that apply to schools

2.2 Age

A person's age is a protected characteristic in relation to employment at the school but it does not apply to pupils and the school is free to arrange pupils in classes based on their age group with a curriculum appropriate to them.

2.3 Sex (Gender Equality)

DfE guidance clarifies that *'Single sex schools are able to refuse to admit pupils of the opposite sex'* but the protected gender characteristic still applies in relation to the school's role as an employer.

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between women and men and those who are transgender. This will include staff.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

2.4 Religion or belief

Faith schools may discriminate (give priority) in admissions to members of their own religion. The Admissions Code provides that this may only be done when a school is oversubscribed

These exceptions allow us to conduct ourselves in a way which is compatible with our Catholic Sacred Heart ethos but the Equality Act does not permit less favourable treatment of a pupil because they do not (or no longer) belong to the school's religion.

Being a faith school does not allow us to discriminate in relation to other protected characteristics. The DfE guidance provides an example that faith schools would be acting unlawfully if they *'refused to admit a child because she was gay – or her parents were'*.

2.5 Sexual orientation & Marriage & Civil Partnership

Discrimination in relation to sexual orientation is unlawful.

DfE Guidance makes clear that

'Schools need to make sure that all gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different and less favourable treatment For example, it would be unlawful for a school to refuse to let a gay pupil become a prefect because of her sexual orientation'.

There is a relationship between protection because of sexual orientation and protection of religious freedom. The guidance states that

'No school, or individual teacher, is under a duty to support, promote or endorse marriage of same sex couples. Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on sex and relationship education, and to meet duties under equality and human rights law.'

'Schools with a religious character, like all schools, have a responsibility for the welfare of the children in their care and to adhere to curriculum guidance. It is not the intention of the Equality Act to undermine their position as long as they continue to uphold their responsibilities in these areas. If their beliefs are explained in an appropriate way in an educational context that takes into account existing guidance on the delivery of Sex and Relationships Education

(SRE) and Religious Education (RE), then schools should not be acting unlawfully’.

2.6 Gender Reassignment

The protection against discrimination because of gender reassignment now matches the protection relating to sexual orientation in schools. That is protection from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association.

‘Schools need to make sure that all gender variant pupils, or the children of transgender parents, are not singled out for different and less favourable treatment from that given to other pupils.’

The DfE Guidance goes on to state that

‘It is relatively rare for pupils...to want to undergo gender reassignment, but when a pupil does so a number of issues will arise which need to be sensitively handled’.

2.7 Race

The definition of race includes colour, nationality and ethnic or national origins.

2.8 Disability

This section should be read in conjunction with the school’s Curriculum Access Policy and Accessibility Plan.

The Equality Act 2010 defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

2.9 Pregnancy & Maternity

The Act extends protection against discrimination on grounds of pregnancy or maternity to pupils, so it will be unlawful – as well as against education policy –

for a school to treat a pupil unfavourably because she is pregnant or a new mother.

2.10 Other Relevant Matters

Uniforms

The Equality Act does not deal specifically with school uniform or other aspects of appearance such as hair colour and style, and the wearing of jewellery and make-up, but the general requirement not to discriminate in the treatment of pupils applies. Schools themselves may decide whether there should be a school uniform and other rules relating to appearance.

Obligations under the Human Rights Act 1998 require schools to consider the implications their uniform requirements have on their pupils and the DfE guidance states that

'Schools need also to consider whether flexibility is needed in relation to uniform to meet the needs of a pupil who is undergoing gender reassignment'.

Curriculum

The content of the school curriculum is explicitly excluded from the Equality Act but the delivery of the curriculum is explicitly included.

'..schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic.'

The guidance provides an example that a challenge brought against a school on religious grounds for the school's teaching of evolution in science lessons would not be successful. See further below regarding the Sacred Heart approach.

2.11 Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

3 THE SACRED HEART APPROACH

At Sacred Heart High School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, disability and disadvantage and we will use this data to support pupils, raise standards and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Sacred Heart High School, we believe that diversity is a

strength, which should be respected and celebrated by all those who learn, teach and visit here.

As well as the specific actions set out later in this plan; the school operates equality of opportunity in its day-to-day practice in the following ways.

3.1 Teaching and Learning

We:

- Nominate a senior member of staff to coordinate child protection arrangements. The local authority maintains a list of all designated senior persons (DSPs) for child protection.
- Use pupil progress data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staff room discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

We constantly review the curriculum to ensure that it meets the needs of all our pupils.

3.2 Admissions and Exclusions

In accordance with the law, our admissions policy discriminates in relation to both gender and religion (where we are over-subscribed) but we seek to ensure that our admissions arrangements remain fair and transparent, and do not discriminate on race, disability or socio-economic factors.

Exclusions will always be based on the school's Learning and Living in a Sacred Heart Community (Behaviour) Policy and exclusion procedures. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3.3 Equal Opportunities For Staff

This section deals with aspects of equal opportunities relating to staff at Sacred Heart High School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4 ROLES AND RESPONSIBILITIES

4.1 The Role of Governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a person's socio-economic background, race, gender or disability.

The governing body ensures that the school's interactions with pupils, parents and carers, staff, applicants and others appropriately respects the protected characteristics listed in section 1.1 above.

4.2 The Role of the Headteacher (or senior leader responsible for Equality)

It is the headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.

It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers and support staff apply these guidelines fairly in all situations.

The headteacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

4.3 The role of all staff: teaching and non-teaching

All staff will ensure that all pupils; parents and carers and other staff are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan and objectives.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

5 TACKLING DISCRIMINATION

Harassment or victimisation on account of age, disability, gender reassignment, marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

5.1 What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as 'unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person'.

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done ('a

prohibited act') in connection with the Act. E.g. making an allegation of discrimination.

5.2 Types of discriminatory incident

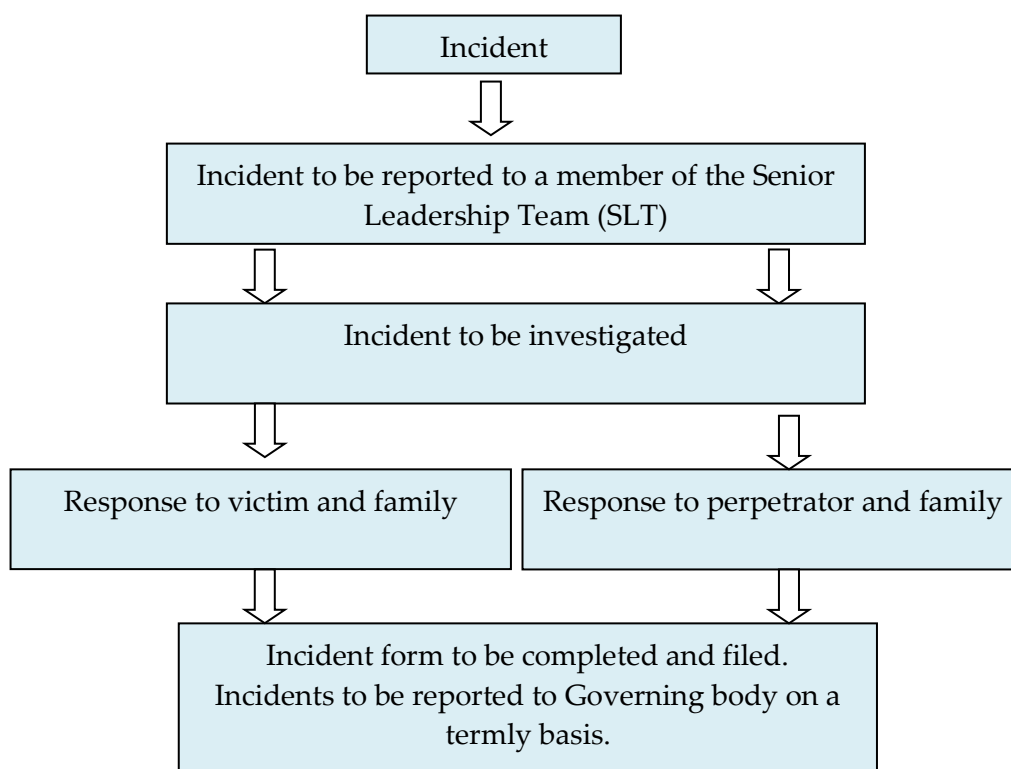
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

5.3 Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the wellbeing of the whole school.

5.4 Procedure for Responding to and Reporting Incidents.



6 EQUALITY OBJECTIVES & ACTION PLAN

Our equality objectives respond to the three key aims of the Public Sector Equality Duty and are set out in **Appendix 1**. An action plan to meet these objectives is included in **Appendix 2**.

7 REVIEW OF PROGRESS AND IMPACT

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Objectives (Appendix 1) annually and report this on our website. We will review the entire Equality Plan every four years.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

8 PUBLISHING THE OBJECTIVES AND DEMONSTRATING COMPLIANCE

In order to meet the statutory requirements to publish information to demonstrate how we are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will.

- Publish our information and objectives on the school website;
- Raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available on request.

The information that demonstrates how the school is complying will need to be published at least annually, and information on objectives at least every three years.

Publication of information in future years would include evidence of the progress made against the objectives set. The information released does not simply have to be statistical data but can for example include minutes from governing body meetings that demonstrates progress.

9 RATIFICATION

This Plan was ratified by the Headteacher and Governing Body on 25 June 2019.

Progress against the objectives will be reviewed annually and published on the school website. The plan itself with its objectives will be reviewed four yearly.



Mrs M Doyle
Headteacher



John Sills
Chair of Governors

Appendix 1: Equality Objectives

The school's 8 equality objectives are grouped in relation to the three main aims of the Public Sector Equality Duty:

- **Eliminate discrimination, harassment, victimisation** and other conduct that is prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** across all protected characteristics – between people who share a protected characteristic and people who do not share it.

The lead member of staff for all three aims is the Headteacher.

The objectives received support through the consultation process and so remain unchanged from our previous Equality Plan but students (in particular) suggested some further improvements to the action plan needed to better meet the objectives and these are newly included in Appendix 2.

AIM 1: ELIMINATE UNLAWFUL DISCRIMINATION, HARASSMENT AND VICTIMISATION

| Objective | Success Criteria | Relevant Protected Characteristics |
|---|---|--|
| 1. Increase staff understanding of 'equality' and implications for all on a daily basis, through Continuing Professional Development. <i>Links: Continuing Professional Development</i> <i>Lead: Headteacher</i> | All staff understand their role with respect to the 'Equality Act' and the implications for their practice | All of them, i.e. Age, Sex [Gender], Religion or belief, Gender Reassignment, Disability, Marriage and Civil Partnership; Race; Sexual Orientation |
| 2. Make all reasonable adjustments so that all pupils, staff, parents/carers and visitors have access to school and all activities <i>Links: Governance</i> <i>Lead: Headteacher</i> | A clear policy is in place to ensure fair access to opportunities for enrichment, leadership and personal growth and development. | Disability, Sex, Gender Reassignment |
| | The school takes account of all disability issues and does all in its power to cater for the needs of its pupils, staff and carers. | |
| 3. Continue to reduce the number of all prejudice based incidents. <i>Links: Governance</i> <i>Lead: Headteacher</i> | The number of incidents. All such incidents are dealt with swiftly and thoroughly. | All of them, i.e. Age, Sex [Gender], Religion or belief, Gender Reassignment, Disability, Marriage and Civil Partnership; Race; Sexual Orientation |

AIM 2: ADVANCE EQUALITY OF OPPORTUNITY FOR ALL

| Objective | Success Criteria | Relevant Protected Characteristics |
|---|---|---|
| 4. Ensure fair access to the curriculum offer for those with different abilities; including access to appropriate pathways, EBacc facilitating subjects; and through promoting inclusive approaches to teaching and learning and the use of specialist equipment where necessary <i>Links: School Improvement Plan</i> <i>Lead: SEND Coordinator</i> | A varied curriculum offer at all Key Stages enabling access for all pupils to ensure successful outcomes. | Disability, Sex [gender] (includes pregnancy & maternity) |
| | Use of a range of teaching pedagogies to stretch and challenge pupils of all abilities. | |
| | Pupils have access to appropriate equipment as needed e.g. wobbly cushions, dyslexic aids, enhanced hearing systems, etc. | |
| 5. Strive to ensure the attendance of all disadvantaged pupils reflects the school target of 96% <i>Links: School Improvement Plan</i> <i>Lead: Headteacher</i> | A clear policy is in place to ensure fair access to opportunities for enrichment, leadership and personal growth and development. | Disability and Race |
| | The school takes account of all disability issues and does all in its power to cater for the needs of its pupils, staff and carers. | |

AIM 3: FOSTER GOOD RELATIONS BETWEEN PEOPLE

| Objective | Success Criteria | Relevant Protected Characteristics |
|--|--|--|
| 6. Ensure opportunities exist in our school curriculum to learn about and celebrate British values including respect for all (irrespective of their culture, ethnicity, gender, disability, sexual orientation or gender reassignment). <i>Links: Curriculum Lead: Headteacher</i> | Assemblies, curriculum topics, enrichment activities visits and visitors reflect the cultural and ethnic backgrounds of our community. | All of them, i.e. Age, Sex [i.e. Gender and includes issues of pregnancy and maternity], Religion or belief, Gender Reassignment, Disability, Marriage and Civil Partnership; Race; Sexual Orientation |
| 7. Continue to provide opportunities for all parents/ carers to participate in the life of the school. <i>Links: School Improvement Plan</i> <i>Lead: Headteacher</i> | Extended range of events arranged for parents/carers and increase in numbers attending. | All of them, i.e. Age, Sex [i.e. Gender and includes issues of pregnancy and maternity], Religion or belief, Gender Reassignment, Disability, Marriage and Civil Partnership; Race; Sexual Orientation |

| | | |
|--|--|---|
| <p>8. Strengthen links between the school and the local community including businesses, charitable organisations and other schools.</p> <p><i>Links: School Improvement Plan</i> <i>Lead: Headteacher</i></p> | <p>Extensive range of external opportunities and involvement for all pupils.</p> | <p>Disability, Sex [i.e. Gender and includes issues of pregnancy and maternity]; Gender Reassignment; Race; Religion and Sexual Orientation</p> |
|--|--|---|

Appendix 2: ACTION PLAN

| STRAND | ACTION | MONITORED | RESPONSIBLE PERSON | TIME | IMPACT |
|--|--|---|--|---|---|
| All | Publish and promote the Equality Plan through the school website, newsletter, staff meeting, school council | Will be referred to in school newsletter | Headteacher | July 2019 | All school community are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays etc. Parents, Governors aware of the Equality Plan. |
| All | Monitor and analyse pupil achievement by race, disability and disadvantage and act on any trends or patterns in the data that require additional support for pupils. | Achievement data analysed by race, disability and disadvantage. | DoLs Head of School Headteacher HoDs. Governors | Termly tracking. Annual analysis of Raise Online, data dashboards, and, with a focus on sixth form, the Assessment & Learning in Practice Settings (ALPS) & Advanced Level Information System (ALIS) assessment. | All underachieving groups identified and action taken to address needs. All groups have accesses to quality teaching and learning – no significant variation between groups in terms of achievement. |
| Objective 2 Success Criteria 1 Enrichment, leadership and personal growth | Explore opportunities to establish more enrichment clubs for KS 4 & KS5 (including transferable skills for KS5) | Through club listings | Assistant Head Enrichment lead | ? Sept 2019 | Improved opportunities for enrichment and personal growth |
| | Improve communication with pupils through assemblies / form time to clarify legitimate basis for Oxbridge (and other) selection processes. | | Head of KS5 HoDs | Ongoing | Less opportunity for any unconscious bias and reduction in misconceptions. |
| | Review school groupings to encourage greater integration | Timetable /Curriculum Reviews | Head of School | Pilot Sept 2019 | Greater integration and potentially improved performance all round (ref High Performance Learning Strategy) |
| | Explore and implement if possible greater access for Sixth Form to sports facilities/clubs including during the day as elective | | Head of KS5 Head of PE | 2019-20 | Improved wellbeing and mental health |
| | Explore opportunities for Sixth Form social event links with other schools. | | Head of KS5 | 2019-20 | |

| STRAND | ACTION | MONITORED | RESPONSIBLE PERSON | TIME | IMPACT |
|---|--|-----------|--|---|---|
| | Make more effective use of Year Group and Form noticeboards to publicise available opportunities. | | Year team leaders and form tutors | Autumn Term 2019 | Improved communication of opportunities, reduced risk of pupil missing out. |
| Objective 2 Success Criterion 2 Reasonable adjustments, Disability & Mental Health | Maintain increased focus on mental health and wellbeing for pupils and staff with early intervention, student ambassadors etc. | | Assistant Head MIND/Mental Health lead | Ongoing | |
| | Be mindful of stress and pressure on students particularly at exam time, incorporating periods of silence and reflection as part of the school week and helping students with strategies for coping with pressure. | | Head of School | Ongoing but especially in the run up to exams | Reduced stress and anxiety for pupils |
| | Review the schools accessibility plan to ensure ramp access improved where possible. | | School Business Manager/Premises | 2019-20 | Improved access |
| | Explore scope to improve facilities for sixth formers through the refurbishment of Bute Hall. | | Headteacher Head of School Head of KS5 | Spring 2020 | Greater privacy and improved learning environment |
| Objective 3 Success Criterion Prejudice | Use PSHE programme to ensure a collective understanding of the school's Learning and Living policy, including in relation to prejudice based incidents. | | Head of School | Ongoing | Reduced likelihood of misconceptions |
| | Review curriculum grouping to ensure equality of access.. | | Head of School | Pilot sept 2019 | Improved integration, self-respect, confidence and outcomes for all. |
| Objective 6, British values, diversity. | Continue to use PSHE to explain and promote British Values. | | PSHE lead | Ongoing | |
| Objective 7 External community links / | Within the context of funding, supervision and curriculum constraints, try to maximise student accessibility to trips. | | HoDs | Ongoing | Greater |

| STRAND | ACTION | MONITORED | RESPONSIBLE PERSON | TIME | IMPACT |
|--------------------|--|---|--|----------|---|
| personal growth | Make extensive use of Gadsby benchmarks to promote different career pathways and the world of work. | | Careers lead | Ongoing | Reduced anxiety for students and improved life choices |
| | Explore opportunities for older students to get involved in proactive charity work outside school | | Chaplaincy team | 2019-20 | Greater awareness of community issues and personal growth |
| | Increase the number of outside speakers relevant to those studying STEM but also for those studying humanities | | Careers lead | Ongoing | Improved awareness of real life applications for subjects being studied in school, career opportunities |
| All | Ensure that the curriculum promotes role models that children positively identify with and that reflects the school's diversity in terms of race, gender and disability. | Opportunities can be tracked in planning documents. | Class teachers. | Ongoing. | Children gain a deeper understanding of British values of respect and tolerance for different cultures, faith ethnicity, gender and disability. |
| All | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. | Displays monitored through Learning Walks. | Heads of Dept, Directors of Learning & class teachers. | Ongoing | Diversity is reflected in school displays across the school |
| All | Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, class assemblies, charity events, etc. | School council represents' the views of all pupils monitored by race, gender and disability | Assistant Head, Form tutors, heads of Dept & class teachers | Ongoing | % of pupils involved in school events. |
| RACE EQUALITY DUTY | Children are aware of the school policy surrounding racist incidents. Identify, respond and report racist incidents on termly basis in the head's Report to Governors | The Head / Governing Body will use the data to assess the impact of the school's response to incidents. | Head Teacher Governing Body Deputy, Directors of Learning | Termly | Teaching staff are aware of and respond to racist incidents. Children do not tolerate racist incidents. The amount of racist incidents remains low. |

| STRAND | ACTION | MONITORED | RESPONSIBLE PERSON | TIME | IMPACT |
|--------------------------|--|--|--|---|--|
| | | | | | |
| GENDER EQUALITY DUTY | Monitor and analyse pupil achievement including micro groups and act on any trends or patterns in the data that require additional support for pupils. | Achievement data and attendance analysed and acted upon. | Head Teacher, Senior Leadership Team, Directors of Learning, Heads of Dept. | Termly | |
| DISABILITY EQUALITY DUTY | Ensure accessibility plan results in full access to the curriculum for all pupils with a disability. (see accessibility plan) | Monitoring of applications by disability to see if material was effective. | Lead governor on SEN & Disabilities Deputy / SENco Head. | Annually – or when we have an application from a child with a disability. | Disabled pupils fully access the curriculum. |
| COMMUNITY COHESION | Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities: For example cultural celebrations in other faiths. | Chaplaincy, PSHE, RE, Assemblies, visits | Director of Chaplaincy services / Chaplain, RE Dept, those organising assemblies | Planned for annually. | Children have an ever increasing knowledge and awareness of different communities. Good relationships exist. |