



EQUALITY ACTION PLAN (including accessibility plan) 2016-2020

	Targets	Who is responsible	What are the key actions to effect improvement	How will we know this action has had the intended impact	Progress 2016-2017
Advance equality of opportunity between different groups	Improve outcomes for more able students predicted A*-A grades	HOD's, ST	<ul style="list-style-type: none"> Monitoring and effective interventions to identify underachievement Differentiation to focus on extending more able students Stretch and challenge to be clear in all SOW 	A reduced number of subjects that are blue in Raise. Starting point: 4 subjects were blue in Raise Core science 1.1% D&T 3.1% Other sci 1.2% PE 6.8%	
	Improve Value Added for SEND K students in English and maths	KE	<ul style="list-style-type: none"> SENDCo to monitor closely SA+ students and target interventions at students that are underachieving Teacher of additional support to be appointed to support students in maths and English Lexia and reading comprehension software to be used to support students HODs to track students and intervene where needed Assistive technology used to increase access to the curriculum. 	Improved results against the starting point: English – 997.7 Maths – 999.4	
	Improve the outcomes for students with KS2 baseline data between L3C-4C – specific focus on SEND and DA <i>(SIP 2016/17)</i>	Whole school SB/KS/KE tracking	<ul style="list-style-type: none"> SB/KS to monitor and track the outcomes of DA (below L4) students as well as impact of intervention SENDCo to monitor and track the outcomes of SEND (below L4) students Interventions will be monitored and evaluated 	There will be an evidenced trend of closing the gap for SEND below L4 and DA below L4 students	
	To develop a CPD programme to support staff develop the skills required to support students who have Autism and ADHD <i>(SIP 2016/17)</i>	KE	<ul style="list-style-type: none"> Staff training built into the CPD programme Regular “top ups” of training planned into the calendar Useful resources and support strategies readily available 	Staff will be better equipped to support students with these learning needs	

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Eliminate unlawful discrimination, harassment and victimisation	Achieve a year on year (over three years) reduction in the % of fixed term exclusions for students with protected characteristics	HoY, LF	<ul style="list-style-type: none"> • Use the exclusion unit more effectively to reduce exclusions including holding reintegration meetings with parents • Provide CPD to all staff on behaviour management • Utilise “alternative provision” for targeted students • Review of the behaviour system • Parental engagement programme 	There will be a reduction in the % of fixed term exclusions over a 3 year period	
Foster good relations between different groups	Establish a diversity and equality committee	KS	<ul style="list-style-type: none"> • Diversity and equality 6th form prefects • Committee established and working successfully • Assemblies and theme weeks to promote diversity and equality among different groups 	The diversity committee will successfully be established and will run assemblies and plan theme weeks accordingly	
	Promote tolerance and understanding of LGBT+ relationships	KS, HoY	<ul style="list-style-type: none"> • Assembly themes and awareness weeks • LGBT support group established • Whole staff training from “Diversity Role Models” • HoY training as HBT specialists • Stonewall Champion School • Diveristy art work around school • Gender neutral toilets 	Decrease in the number of incidents of HBT bullying	

<p>Actively promote British values</p>	<p>Promote British Values and develop students' understanding of what it means to be British</p>	<p>Whole school</p>	<ul style="list-style-type: none"> • Assemblies to the whole school on British Values, extremism and radicalisation • Britishness to be included in the citizenship programme of study • British values to be displayed in student planner, staff planner, website and wall displays • All staff to receive Prevent training to educate them on how to identify vulnerable students • Art work around school to reflect British values and culture 	<ul style="list-style-type: none"> • Students show a greater understanding of what is meant by British Values • No referrals for students concerning radicalisation 	
<p>Foster better understanding around mental health and wellbeing</p> <p><i>(SIP 2016/17)</i></p>	<p>Develop a better understanding and acceptance of mental health difficulties</p>	<p>KS, HoY, Julie Laycock</p>	<ul style="list-style-type: none"> • Student wellbeing committee (staff) established • MHFA training for all pastoral staff • Self-harm training for all teaching staff • Staff wellbeing handbook to support with referrals and a directory of services (hard copy and electronic) • HoY DSPL training around mental health support • Student mental health champions established • Mental health conference for feeder primary schools • Assemblies and themes weeks • Student directory of services added to the planner 	<ul style="list-style-type: none"> • A greater understanding of support available for those with poor mental health • A decrease in the amount of unsuccessful CAMHS referrals 	