



## 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
<b>Advance equality of opportunity between different groups</b>	Improve outcomes for more able students predicted A*-A grades	HOD's, ST	<ul style="list-style-type: none"> <li>Monitoring and effective interventions to identify underachievement</li> <li>Differentiation to focus on extending more able students</li> <li>Stretch and challenge to be clear in all SOW</li> </ul>	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"> <li>SENDCo to monitor closely SA+ students and target interventions at students that are underachieving</li> <li>Teacher of additional support to be appointed to support students in maths and English</li> <li>Lexia and reading comprehension software to be used to support students</li> <li>HODs to track students and intervene where needed</li> <li>Assistive technology used to increase access to the curriculum.</li> </ul>	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"> <li>SB/KS to monitor and track the outcomes of DA (below L4) students as well as impact of intervention</li> <li>SENDCo to monitor and track the outcomes of SEND (below L4) students</li> <li>Interventions will be monitored and evaluated</li> </ul>	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"> <li>Staff training built into the CPD programme</li> <li>Regular “top ups” of training planned into the calendar</li> <li>Useful resources and support strategies readily available</li> </ul>	Staff will be better equipped to support students with these learning needs	

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

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