



# Longridge High School

## SINGLE EQUALITY POLICY

Date Document Created	Date approved by Governing Body	Date of next Policy Review
August 2018 Updated August 2020	November 2020	November 2022

### 1. Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of Longridge High School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Pupils and students on placement
- Contractors and suppliers

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Longridge High School, equality is a key principle for treating all people fairly and creating a community which puts 'Excellence and Ambition from all, for all' at its heart, irrespective of a person's gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Ofsted stated that: *"Pupils enjoy school and show pride in it. They behave well in lessons and around the school, contributing to the school's orderly environment. The school promotes harmonious relationships between pupils and with staff. Opportunities for pupils' spiritual, moral, social and cultural development are woven strongly across the school's curriculum."*

At Longridge High School we have shared beliefs and values which reflect our school's ethos and culture. We aim to create a supportive and challenging environment in which every individual can aspire, enjoy and achieve. Within our school culture we believe that:

- Mutual respect must prevail
- A broad and balanced curriculum is necessary
- Success should be recognised and celebrated
- There should be collaboration and team work at every level

## 2. School in Context

Longridge High School is proud to celebrate the diversity of our school community with our 23 feeder primary schools whose pupils and parents choose the Longridge High School ethos. Most of the learners at LHS come from a geographical area defined by the B6243 with some rural outliers. This geographical location links areas of high and low social deprivation and this disparate social mix within the school was exacerbated by the closure of the nearest East of Preston High School. The three main local feeder schools accounted for 60% of the school intake in the early 2000's. This percentage has decreased in recent years with increasing numbers from further afield and in 2016 the three main feeder schools provided only 41% of the intake. Whilst RAISE Online shows the school deprivation index within the middle quintile this hides that, in 2015/2016, 31% of our intake came from the lower quartile of deprived areas and 43% from the upper quartile.

Currently, 91% of our pupils are White/British, the remaining 9% of our pupils have a range of ethnic backgrounds including a small number of mixed background and Asian heritage children.

The religious context is predominantly Christian with a small number of Sikh and Muslim pupils.

Our school represents a wide range of communities, brought together into this small market town with pupils who have a wide range of experiences in terms of local, national and global issues.

<b>Ethnic Category</b>	<b>Number of Pupils on roll Dec 2020</b>
Indian	10
Pakistani	3
Black - African	1
Any other mixed background	4
White and Asian	13
White and Black African	6
White and Black Caribbean	10
Any other ethnic group	1
Any other White background	22
White - British	704
Refused	9
<b>Total on role</b>	<b>783</b>

There are 30 pupils who have English as an additional language

## **How has the school's understanding of its context informed a planned set of actions to promote equality?**

The school's context is analysed on a regular basis since the rationale behind the Action Plan is to ensure an entitlement of equality for all members of the school community. Action is taken where there is deemed to be a lack of equality with clear and measurable outcomes. The plan also ensures all learners have opportunities to recognising our shared humanity and common aspirations, valuing our differences and diversity, appreciating the richness of our cultural mix and providing opportunities to celebrate and understand it better.

## **What impact are you having?**

- Learners from outside the immediate school environment (e.g. Preston) have access to a fuller range of after school activities as a result of the school negotiating an additional and exclusive bus service at 4:45pm each day.
- Subject areas, such as Humanities, have incorporated faith awareness days and events such as 'Escape to Safety' (refugee experiences) in which pupils were able to work alongside people from a diverse range of ethnic communities. The MFL Department has organised China Days and the school is working with the Confucius Centre to deliver Mandarin to a group of pupils after school. The impact is that more pupils are involved in these community based sessions and therefore have a greater understanding and empathy for other cultures.
- The school has a clear action plan to 'close the gaps' between disadvantaged pupils and their peers. All extra-curricular activities are analysed regarding numbers and disadvantaged pupils.

### **3. Ethos and Atmosphere**

- At Longridge High School 'respect' is a fundamental core value and forms the basis of our expectations which all pupils are expected to uphold. Traditional values underpin our approach and great emphasis is placed on our pastoral care, in particular our standards of behaviour. Staff are approachable and there is a caring and open atmosphere which welcomes everyone to the school. Our pupils are expected to behave in an appropriate manner conducive to successful learning, both inside and outside of the classroom and are encouraged to be ambassadors within the wider community.
- Anti-bullying remains a focus of the school and pupils are encouraged to inform staff, either in person or through our anonymous reporting system, if they feel they are being bullied or discriminated against in any way. Prompt and decisive action is taken against anyone who bullies or discriminates against others.
- Provision is made to cater for the spiritual needs of all our pupils, through planning of thought provoking assemblies, PSHE and through extra-curricular activities, including extensive opportunities for national and international educational visits.

### **4. Policy Development**

This policy applies to the whole school community. It has been drawn up in consultation with our school community.

## 5. Monitoring and Review

Longridge High School is an inclusive school, always working towards greater equality across the whole school community. We use the curriculum, teaching and school culture to enhance the self-esteem of all those we serve and to provide a positive and productive learning environment in which each individual is encouraged to fulfil their potential.

We collect and analyse a range of equality information for our pupils:

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching, learning and the school improvement plan as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information. School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, sexism, homophobia, transphobia and all forms of bullying
- Parental involvement

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements. Longridge High School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors:

1. The gap in outcomes for all groups with a focus on the gaps between boys and girls, PUP and non-PUP (including GAT PUP and non GAT PUP), SEN and non-SEN.
2. Any gaps in attendance with regard to equality
3. Any gaps in behaviour with regard to equality

Due regard is given to the promotion of equality in the Self Evaluation Form (SEF) and the School Improvement Plan (SIP). The person responsible for the monitoring and evaluation of the policy and action plan is Kieren Sutcliffe, Deputy Head Teacher, Pupil Development. His role is to:

- Lead discussions, organise training and update the relevant staff in meetings
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

## 6. Developing Best Practice

Ofsted recognised *“Leaders’ work to support the personal welfare of pupils is good. Effective partnerships with other services support vulnerable pupils.”*

### Teaching and Learning

We strive for ‘Excellence and Ambition from all, for all.’ To ensure this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping and promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour and provide opportunities for pupils to appreciate their own culture and religions as well as celebrating the diversity of other cultures
- Develop pupils’ advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the curriculum covers issues of equality and diversity;
- All D epartments promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child’s education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make the best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

### Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children’s achievements in this light.

- Teacher planning and delivery is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity

- The school places a high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs, including the more-able, by carefully assessed and administered schemes of work
- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

### **Curriculum**

At Longridge High School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas, and cross curricular themes, promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

### **Resources and Materials**

The provision of good quality resources and materials within Longridge High School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community in terms of language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem

- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case
- Extended Learning Opportunities - It is the aim of this school to provide equal access to all activities.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity.

### **Provision for Bi-lingual Pupils**

We undertake at Longridge High School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual pupils

Bilingual pupils are encouraged to use their first language effectively for learning.

### **Personal Development and Pastoral Guidance**

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support and guidance, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Admissions and Exclusions**

Our admission arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's behaviour systems. We closely monitor any exclusions or referrals to seclusion to ensure any discrepancies are identified and dealt with.

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality.
- Access to opportunities for professional development is monitored on equality grounds

### **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note: Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However, this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

### **Equality and the Law**

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.



In 2011 the Public Sector Equality Act came into force. As public sector organisations, schools have a duty to consider all individuals when carrying out their day-to-day activities – in shaping policy, in providing an education and in relation to their own employees.

It also requires that organizations have due regard to the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities

### **Disadvantaged Pupils**

The school is committed to closing the gaps between pupils who are disadvantaged through socio – economic factors and those who are not. The school will prepare and publish a plan on an annual basis, reviewing the progress of this group of pupils on a regular basis, assessing the impact of interventions put in place to close the gaps

### **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.

We therefore have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups.

Strand 1 – Teaching, learning and the curriculum – with emphasis across the curriculum on the ‘promotion of common values and valuing diversity’, promotion of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions

Strand 2 – Equity and Excellence – equality for all to succeed, removing barriers to access, eliminating variations in outcomes for different groups

Strand 3 – Engagement and extended services – enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities – locally and more widely.

We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds.

We understand that there are different types of schools in different communities and will promote the interaction of pupils with those in other schools.

We understand that we already have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups

## **Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

## **7 Roles and Responsibilities**

### **The Role of Governors**

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- 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 race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- 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 child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

### **The Role of the Headteacher (or Senior Leader Responsible for Equalities)**

- It is the Headteacher's role to implement the school's Equality Plan and s/he 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 apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments 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.

### **The Role of all Staff: Teaching and Non-Teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- 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, homophobia, or transphobia 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.

## **8 Tackling Discrimination**

Harassment on account of race, gender, disability 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.

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

### What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio- economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

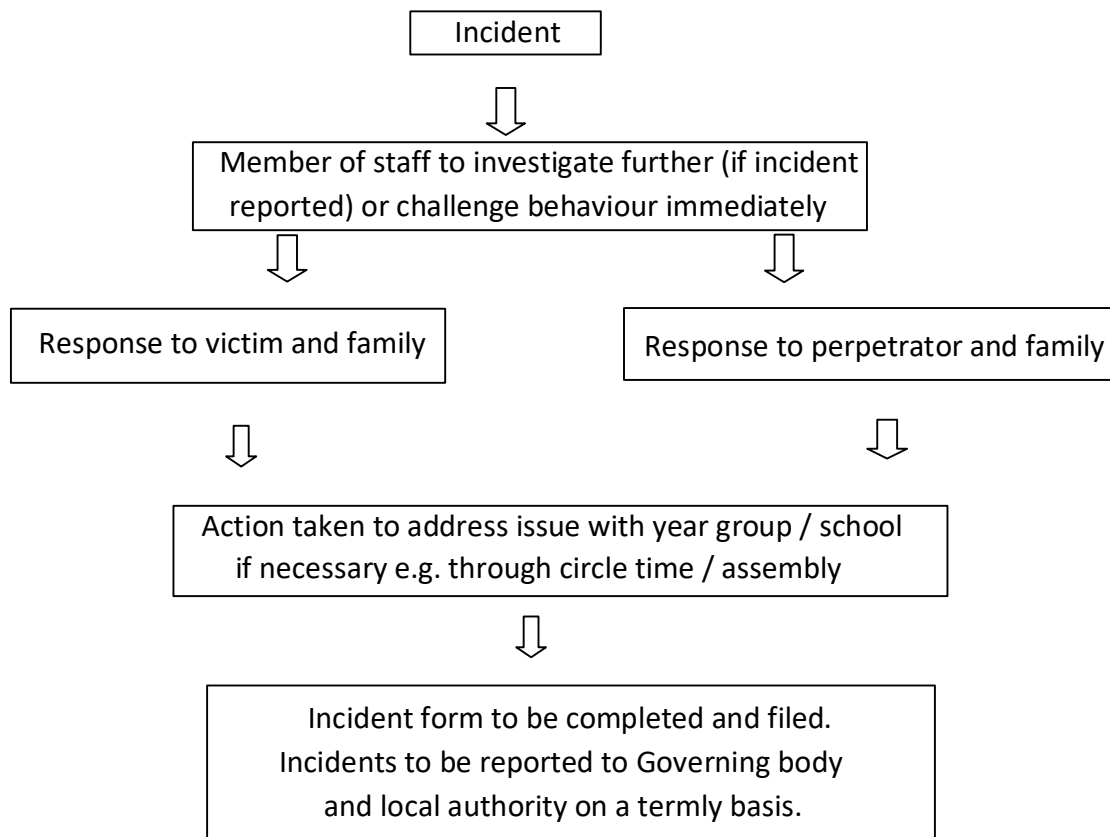
### Types of Discriminatory Incident

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, transphobic 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

### 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 well-being of the whole school.



## 8 Commissioning and Procurement

Longridge High School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

## 9 Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, Living Education lessons, whole school surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress
- Feedback at Governing Body meetings.

## **10 The Review of Progress and Impact**

The Plan has been agreed by our Governing Body. 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 Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

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, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **11 Publicising the policy/plan**

This policy and subsequent action plan are available on the school website and available to all members of school and the wider community.

## **12 Annual Review**

We are legally required to report annually on the school's progress and performance in respect of the policy covering ethnicity, disability and gender and to report annually on the progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

## **13 Impact Analysis**

We will undertake an equality impact analysis (EIAs) to predict and assess what the implications of this policy, function or strategy will have on a wide range of people.

This is to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

## **Appendix A**

### **Race**

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

### **Reporting racist incidents in schools**

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

### **Disability**

#### **What is a disability?**

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

## **Gender**

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

### **What is the difference between sex and gender?**

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

## **Sexual Orientation**

**Heterosexism** is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use. Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

**Sexual orientation** is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

## **Transgenderism and gender re-assignment**

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.



# Longridge High School

## SINGLE EQUALITY SCHEME ACTION PLAN 2020 – 2022 (Appendix B)

Statutory duty/ equality legislation addressed	Planned Outcome	Planned Actions	Success Criteria/Impact	Timescale	Person responsible
All statutory duties	All staff are aware of the Single Equality Scheme and have awareness of their responsibilities.	Continue to raise awareness of Single Equality Scheme at Induction and at Staff Team meetings	All staff aware of and familiar with SES and fully aware of their responsibilities	On-going	DHT PD
All statutory duties	Policies and practices are reviewed regularly to ensure they meet the Equalities legislation and our school's commitment to promote race, sexual orientation, disability and gender equality.	Undertake Equality impact assessments of all new policies and policies due for review.	Policies meet the required legislation and reflect the school's commitment to promoting equal opportunities	On-going	HT DHT PD Governing Body
All statutory duties	All pupils have a greater awareness of the role they play in respecting equality.	Ensure assemblies continue to develop awareness.  Ensure curriculum allows for greater awareness to be developed in all pupils.	Pupils show increased awareness of equality in lessons and learner reviews.	On-going	Senior Leadership Team/SMSC co-ordinator
DDA	Needs of disabled pupils will be fully considered when structuring the curriculum.	Continue to make 'reasonable adjustments' to the school site to further improve access.	The concerns of disabled pupils and their families will be reflected in the SDP	On-going	School Business Manager SENCO

All statutory duties	1. Continue to work to close the gap in progress between disadvantaged and non-disadvantaged, including GAT disadvantaged.	<p>All Disadvantaged/vulnerable groups to be tracked in terms of progress and attainment in Literacy/Numeracy reading and overall progress.</p> <p>Where progress is less than good, appropriate strategies/interventions will continue to be put in place with clear impact measures to ensure positive outcomes.</p>	Disadvantaged/vulnerable groups of pupils are making at least good/better progress with gaps between their progress and that of other children closing.	Ongoing	Headteacher, Deputy Heads
	2. To Monitor the inclusiveness of extra-curricular activities.	Vulnerable groups are not under represented at extra-curricular activities	Extra-curricular club attendance will be monitored to ensure that vulnerable groups are not under represented.	Ongoing	Senior Pastoral Leader
	3. To close the gap between SEN and non-SEN across the school	All staff are tracking the progress of SEN and non-SEN pupils with inclusive and impact assessed interventions in place for any SEN pupils who are not making good progress	Gap between SEN and non-SEN is reduced across the school		SENCO DHT QE



CC	4. Sustained involvement by pupils in charity work and in political campaigning.	School council has a focus on charity work, and groups such as Global Citizenship continue to develop to support this.	Global Citizenship Group continues to develop its membership	On-going	SPL
All statutory duties	To improve access to information, to inform and engage hard to reach parents/carers.	Talk to parents/carers who don't respond to letters/reports./ attend Parents' Evenings and find a mechanism for engagement.	All parents will be able to access their child's school report and school letters. Full access to Parents' Evenings.	On - going	DHT PD SPL PD