

AIn Community Schools Federation

Applicable at Duchess's Community High School

Appendix 1 – Action Plan for Equalities 2015-18

ACTION	STRATEGIES	TIMESCALE	SUCCESS CRITERIA	REVIEW OF ACTIONS MAY 2017
<p>Raise awareness of all staff, parents and governors to the Equalities Plan and the Public Sector Equality Duty.</p>	<ul style="list-style-type: none"> . Ensure policy and related documents are placed on the school website. . Undertake training as appropriate – use of local authority to support this training. 	<p>From March 2015</p>	<ul style="list-style-type: none"> . Staff more aware of implications of the Equality Act 2010 and know there are 9 identified groups with protected characteristics (disability, age, sexual orientation, sex, religion or belief, race, pregnancy and maternity, gender re-assignment) 	<p>Update by May 16:</p> <ul style="list-style-type: none"> ● Newsletter to parents ● Policies on website ● Training by Gill Finch (LA) ● PSHE sessions in Year 9 on Race and British Values ● Posters around school
<p>Ensure further analysis of examination results, attendance, exclusions and behaviour (including bullying) in relation to equality duty.</p>	<ul style="list-style-type: none"> . Data Manager to undertake further analysis based on specific groups. Students to be denoted on data tabs across the analysis of results, attendance, exclusions, behaviour (data profile to be produced). 	<p>From March 2015</p>	<ul style="list-style-type: none"> . Patterns and issues raised by further analysis are addressed. 	<p>Update May 16:</p> <ul style="list-style-type: none"> ● Review of number of racist and homophobic incidents ● Updated Statements of Published Equality Information
<p>Review the recording, reporting and challenging of Racist and Homophobic</p>	<ul style="list-style-type: none"> . On an annual basis ask all Year 9's to complete the 'Safe and Well in School in Northumberland' Survey. Use 	<p>From March 15</p>	<ul style="list-style-type: none"> . Staff and students more aware of issues. . Questionnaires show increased awareness of how 	<p>Update May 16:</p> <ul style="list-style-type: none"> ● Completion of Year 10 Health Questionnaire in Sept 2015. Actions identified

<p>bullying incidents in order to:</p> <ul style="list-style-type: none"> * Actively challenge opinions on behaviours * To ensure ongoing low levels of these incidents * Develop further an environment where all undertake and embrace the Equalities agenda. 	<p>the findings from this to shape our ongoing PSHE Curriculum.</p> <ul style="list-style-type: none"> . All staff trained on Racist and Homophobic bullying on an annual basis. Awareness to be raised in order to challenge all such behaviours in and out of lessons. . PSHE programme in the Summer Term each year will consider the impacts of Racist behaviour. . Engage with the LA E Stars project (with Stonewall) by supporting the training of key people in school with the intention of inspecting positivity on the health outcomes of young LGBT people . Use of assemblies, website, Newsletters to raise awareness of the issues and to focus on positive role models with a specific emphasis on the negative implications of language used. . Use of Student Councils to support the regular review of 		<p>the school challenges and works to eliminate any form of discrimination to create a safe environment for all</p> <ul style="list-style-type: none"> . No incidents recorded on SIMS for racist and homophobic bullying. . Whole school questionnaire shows improvements in reduction of incidents related to bullying. 	<p>and included in Life Skills programme</p> <ul style="list-style-type: none"> ● Training calendar for staff 2015-16 and 2016-17 to include: <ul style="list-style-type: none"> - Prevent - Sexual Exploitation - FGM - Extremism - LGBT issues ● Continued development of PSHE/Life Skills programme ● Further actions: <ul style="list-style-type: none"> - Regular reminders to staff of the importance of this agenda - Engagement with LA E Stars project (with Stonewall) – training of key person - Engagement with Show Racism the Red Card - Agenda part of our assembly programme - Use of Student Council to monitor progress
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	the developments against this action.			
Continued development of the PSHE programme in raising awareness of protected characteristics and tackling prejudice.	<ul style="list-style-type: none"> Enhance PSHE programmes so it reflects the Equality Duty and the law. And addresses the concepts defined by the DfE as 'Fundamental British Values' Other curriculum areas take any opportunity to explore the issues with students. 	Ongoing	<ul style="list-style-type: none"> Guidance Programme contains activities focussing on tackling equality duty and prejudice. Students given the opportunity to explore these issues in a range of contexts. 	Update May 16; <ul style="list-style-type: none"> PSHE developments in all years on British Values Central files for PSHE resources
	<ul style="list-style-type: none"> Build upon already existing good practice identified in our Fundamental British Values Policy eg Face to Faith, PSHE, visiting speakers, video conferencing, links to schools in China, India and Sri Lanka 	Ongoing	<ul style="list-style-type: none"> Students more culturally aware and have first hand experience of different cultures, faiths and beliefs and how justice and democracy in modern Britain operates 	May 16 On going collation of good practice with in school and from other agencies and visitors
Ensure the gap is narrowed between Pupil Premium students and other students in terms of achievement, attendance, persistent absence, exclusions, etc.	<ul style="list-style-type: none"> Further analysis to be undertaken by data manager/Pupil Premium Champion based on this specific group (Pupil Premium). Students to be identified on SIMs. Staff training to be undertaken regarding this group and intervention strategies. 	From Spring Term 2015	<ul style="list-style-type: none"> Achievement gap – pupil premium v other students in reduced. Attendance of pupil premium students is increased and their persistent absence decreased. Exclusions for pupil premium students are in line with other groups. 	May 16 See AP for Disadvantaged Students

	<ul style="list-style-type: none"> . Pupil Premium tracking document to be set up showing all interventions. . Achievement, attendance and behaviour issues to be tracked for this group and action plans identified based on data analysis. 			
Departments to put in place an equalities statement with specific actions	<ul style="list-style-type: none"> . Statements to identify where departments are contributing to the equalities plan and implementing the policy. 	Summer Term 2015	<ul style="list-style-type: none"> . Department statements in place reflecting the equalities plan. For example identifying diversity in all subjects, differentiating to challenge gender bias, sharing good practice and establishing the impact of this upon the lives of students. 	May 16 Further progress needed re what each department can offer in respect of this agenda – major action for 2016/17

Revision Record			
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M.Hall	Jan 16 and May 16		
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