



Adopted by Full Governors on 28.01.2021 Item 34c

Single Equality Duty Information and Action Plan

November
2020

Equality at Whitley Bay High School

We are committed to making Whitley Bay High School an accessible and inclusive organisation that welcomes and respects the diversity of all people who work in or visit the school.

We are working hard to fulfil our duties under the Equality Act 2010 to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between people who share a characteristic and those who do not;
- Foster good relations between people who share a characteristic and those who do not.

The Equality Act and the Protected Characteristics

The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment.

The protected characteristics are:

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

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person or someone who has experienced gender reassignment. This applies both in providing services and in employment.

Our Equality Information

Whitley Bay High School has a legal duty to consider the effects of its practices on equality across people of all protected characteristics. This helps us to check if the way we do things has any unintended consequences for some groups, and to make sure they will be fully effective for all target groups. It can help us to identify any practical steps to tackle any negative effects or discrimination, and to promote equality and foster good relations between different groups.

We have produced a report setting out how we are fulfilling our duties as a public body under the Equality Act showing what we believe to be the key equality issues are for different groups, what we have in place already to address these issues, and what else we believe we need to do.

We are now proposing to build on this information by setting our Equality Objectives for the future, and how we intend to achieve them.

Developing a Single Equality Scheme at Whitley Bay High School

The context

- Whitley Bay High School is a larger than average secondary school
- The school is popular and oversubscribed
- A number of students join the school in Y12 from other schools within the authority and wider region
- Student mobility is low and well below the national average
- The gender balance of the school is broadly average and similar to the national pattern
- The catchment area is predominantly white middle class:
 - The number of students eligible for free school meals (at any time in the past 6 years) is static at about 9%, much lower than that seen nationally of over 28.5% - this is the equivalent to about 33 pupils in each year group in the lower school.
 - The number of ethnic students is 7.6% almost a quarter of that seen nationally (29.5%).
 - § Most ethnic groups are represented within the school with the exception of any gypsy and travellers of Irish heritage
 - § The largest ethnic groups are; Bangladeshi, Any Other Asian background and Any Other Mixed background
 - § There are no refugee and asylum seekers
 - § There is a small number of students with parents in prison, not always known to us.
 - Bangladeshi women are a particularly hard to reach group in the local community
 - There are 51 learners for whom English is an additional language in the lower school and 13 in the 6th Form, though none are at early stage of language acquisition. They all communicate in school in English but some use their first language at home. The most common first languages are Bengali and Chinese. Where appropriate students take external examinations in their first language and this year 1 student in Year 10 will be taking an exam in GCSE Japanese. Each year a small number of bilingual students of European origin are supported to sit GCSEs and A Levels in MFL early.
 - The number of students with statements or an Education, Health and Care Plan is 1.7% (national 1.7%). The number of students with special education needs is 6.1%, well below the national average of 10.7%.
 - There is an MLD (Moderate Learning Difficulties) unit with 10 places.
 - There are low numbers of Looked After Children (2). The number of known young carers is also low.
 - There is a number of students joining us mid-year, this has increased to now typically around ten per year group.
 - There is a small number of students joining us on a Fair Access or managed move, again typically fewer than five per year.

- The school implements its Equality policy rigorously – the number of racist incidents is low and incidents are effectively dealt with (appendix 5). A similar no tolerance approach is taken to other forms of discrimination, particularly sexism, homophobia and disability.
- Students come from predominantly middle class backgrounds and the school deprivation indicator reflects this and is in the lowest quintile compared to the National Average.
- The most common religious preference is Christian or no religion.
- Analysis of performance data at GCSE would indicate that performance of vulnerable groups is above the overall national average and the national average for the specific groups of students. However, because in some cases the numbers are so small, pupil progress and performance is monitored at the individual level. All students are identified in the reporting system and monitored every six weeks to ensure tailored support is given where necessary to meet student needs. Support is provided through a wide range of resources, for example, it may include specialised in-class support, support from the Work Related Learning team and SEN support. Participation in activities within school is monitored for these groups of students to ensure they are well integrated into the school community.
- The school composition is a good reflection of the communities it serves.
- Incidence of teenage pregnancy is low – typically fewer than one per year.
- There are typically only one or two children who are subject to a child protection plan.
- In recent years there have been approximately forty children each year who have had mental health referrals signposted via the school. The school has, this year appointed a trained school counselor who receives referral from within the school. She works with approximately 20 Students at any one time.
- The school is used by a range of community groups for many activities including: sport, drama and creative arts.

This analysis of the local community has been used to influence the curriculum that is offered and its delivery through teaching and learning activities which seek to broaden students understanding of their local and the wider national and international community to which they belong. It is used to support and engage those young people and their families who are vulnerable, to help them integrate fully in the school and their local community and to help the school and local community to respect and value their different contexts. It seeks to prepare students to move out into a world that will bring them into contact with other often more complex communities across Britain and beyond. In addition in recent years we have used Pupil Premium Funding to train staff to be alert to the impact that 'disadvantage' can have on students' progress and attainment, mental health and well-being. We use contextual information to help us investigate the impact of disadvantage on success.

Through our ongoing work with parents and the community there has been a conscious effort to engage parents and other family members in their children's learning, this has been particularly successful with the Bangladeshi families; Special Needs students and disadvantaged children.

APPENDICES

STUDENT INFORMATION

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STAFF INFORMATION

- | | |
|-------------------|--|
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Profile of the school by groups - 2019-2020

Whitley Bay High School is a larger than average comprehensive that serves the area of North Monkseaton and beyond. It has a stable intake of pupils mainly coming from the four feeder middle schools. The school is popular and oversubscribed. The school has smaller than average numbers of SEN, FSM, CLA, Pupil Premium and students from black minority or ethnic backgrounds. Student attainment on entry is significantly above average.

Prior Attainment KS2 - Current Year 11

Gender	% Low Attaining	% Mid Attaining	% High Attaining	KS2 APS	% Low Att (Nat 2019)	% Mid Att (Nat 2019)	% High Att (Nat 2019)	KS2 APS (Nat 2019)
M	9%	45%	46%	29.1				
F	7%	45%	48%	29.2				
All	8%	45%	47%	29.2	10%	47%	44%	29.1

Number on Roll

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
M	185	185	198	568	133	117	250	818
F	188	186	173	545	152	136	288	833
Total	371	371	371	1,113	285	253	538	1,651

SEN (Special educational needs with SEN statement or EHC Plan)

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
SEN	44	44	41	129	9	8	17	146
%SEN	12%	12%	11%	12%	3%	3%	3%	9%

BME (Black, Minority and Ethnic Groups)

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
BME	42	20	28	90	16	17	33	123
% BME	11%	5%	8%	8%	6%	7%	6%	7%

EAL (English as an additional language)

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
EAL	18	5	17	40	9	7	16	56
% EAL	5%	1%	5%	4%	3%	3%	3%	3%

CLA (Children Looked after)

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
CLA	3	2	0	5	0	0	0	5
% CLA	1%	1%	0%	0%	0%	0%	0%	0.3%

Service Children

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
SCE	20	25	17	62	15	3	18	80
SCE%	5%	7%	5%	6%	5%	1%	3%	5%

Pupil Premium

	Lower School			
	9	10	11	Total
PP	47	62	54	163
%PP	13%	17%	15%	15%

2019 Key Stage 4 Achievement Summary by main Performance Indicators

This year 82% of students at Whitley Bay High School achieved a grade 4 or above in English and Maths (national 64%). All departments have contributed significantly to the headline performance measures as well as the overall Progress 8 figure of 0.39 which is considered above average. It is also worth noting that the curriculum offer at WBHS is nearly entirely made up of GCSE courses and includes very few BTEC equivalents.

Year on Year comparisons

Percentage achieving 4 or above / 5 or above in English & maths	2016	2017	2018	2019
Percentage achieving a grade 4 or above in English and maths		80%	80%	82%
Local authority state-funded schools		65%	65%	64%
England state-funded schools		64%	64%	65%
Percentage achieving a grade 5 or above in English and maths		61%	57%	62%
Local authority state-funded schools		44%	41%	41%
England state-funded schools		43%	43%	43%

A new performance measure showing the percentage of students achieving a grade 5 or above in English & maths (basics), replaces the previous measure of the percentage of students achieving 5+ A*-C including English and maths due to reforms in GCSE English & maths qualifications, now graded 9-1.

The measure is also calculated based on students achieving a grade 4 or above.

2019 Key Performance Indicators

Year 11 - 2019 results profile	All Pupils	Low Attainers	Middle Attainers	High Attainers
Number of students	360	23	148	186
Percentage of students		6%	41%	53%
Percentage of students Nationally		10%	45%	45%

Students enter the school with a higher than average Key Stage 2 profile.

Attainment	All Pupils	Low Attainers	Middle Attainers	High Attainers
Attainment 8	54.62 (53.88)	30.01 (29.38)	44.71 (42.78)	65.35 (65.23)
Percentage achieving a grade 4 or above in English and maths	82% (80)	22% (18)	71% (69)	98% (97)
Percentage achieving a grade 5 or above in English and maths	62% (57)	9% (0)	37% (25)	88% (89)
Percentage of pupils achieving the Ebacc at grade 4/C or above	28% (32)	0% (0)	7% (12)	47% (51)
Number entered for English Baccalaureate	134 (136)	0 (1)	25 (23)	107 (110)
Percentage entered for English Ebacc	37% (38)	0% (4)	17% (17)	58% (57)

Figures in brackets are 2018 results.

KS4 Average Point Score	All Pupils	Low Attainers	Middle Attainers	High Attainers
Average grade per qualification	5 (6)	3 (4-)	4 (5)	6 (7)
Average Grade per GCSE	5 (6)	3 (4-)	4 (5)	6 (7)
Average GCSE entries per qualification	8 (9)	7 (8)	8 (9)	9 (9)
Average entries per pupil-GCSE only	8 (8)	7 (7)	7 (8)	8 (8)

High attaining students are expected to achieve 5/B or above grades.

Middle attaining students are expected to achieve 4/C and above grades.

Lower attaining students are expected to achieve 3/D and above grades.

Figures in brackets are 2018 figures.

Narrowing the Gap	Disadvantaged Pupils	Other Pupils
Number of pupils	32	328
Percentage of pupils	9%	91%
Attainment 8	44.33	55.63
Percentage achieving a grade 4 or above in English and maths	59%	84%
Percentage achieving a grade 5 or above in English and maths	34%	64%
Percentage of pupils achieving the Ebacc at grade 4/C or above	22%	28%
Number entered for English Baccalaureate	7	127
Percentage entered for English Ebacc	22%	39%

For the purposes of the table a Disadvantaged pupil is either eligible for free school meals in the last 6 years or been looked after continuously for 6 months.

2019 Key Stage 4 Achievement Summary by main Performance Indicators

Percentage achieving grade 4 or above in English and maths by pupil group				Percentage achieving Ebacc at grade 4/C or above by pupil group																		Progress 8 by pupil group			
Breakdown	Cohort	Percentage achieving grade 4 or above in English & maths		English Baccalaureate		English Baccalaureate subject pillar															Cohort	Progress 8 Score			
		No. Ent	Sch %	Nat %	Percentage of cohort									Percentage of entries						School		National			
					English			Mathematics			Science			Languages			Humanities								
No. Ach	Sch %	Nat %	No. Ach	Sch %	Nat %	No. Ach	Sch %	Nat %	No. Ach	Sch %	Nat %	No. Ach	Sch %	Nat %	No. Ach	Sch %	Nat %	No. Ach	Sch %	Nat %					
All pupils	360	359	82	65	99	28	25	317	88	76	314	87	70	297	83	65	110	72	70	251	80	63	357	0.39	-0.03
Male	190	190	77	61	41	22	20	158	83	69	162	85	69	148	78	64	46	61	65	121	74	59	189	0.11	-0.27
Female	170	169	87	68	58	34	30	159	94	83	152	89	71	149	88	67	64	83	75	130	86	66	168	0.71	0.22
Disadvantaged	32	32	59	72	7	22	29	23	72	82	24	75	71	19	59	71	7	64	73	14	61	69	32	-0.06	0.13
Other	328	327	84	72	92	28	29	294	90	82	290	88	77	278	85	71	103	73	73	237	81	69	325	0.44	0.13
SEN EHCP	8	8	25	65	0	0	25	3	38	76	2	25	70	1	13	65	0	0	70	2	67	63	8	0.10	-0.03
SEN support	28	28	43	65	0	0	25	19	68	76	17	61	70	12	43	65	0	0	70	10	59	63	28	0.16	-0.03
No SEN	324	323	87	71	99	31	28	295	91	82	295	91	76	284	88	69	110	73	71	239	81	66	321	0.42	0.07
English first language	342	342	84	65	95	28	25	306	89	76	303	89	70	285	83	65	105	71	70	244	81	63	339	0.40	-0.03
English additional language	16	16	56	65	4	25	25	11	69	76	11	69	70	12	75	65	5	100	70	7	47	63	16	0.62	-0.03
Low overall attainment	23	23	22	8	0	0	1	9	39	27	8	35	12	6	27	11	0	N/A	35	6	40	12	23	0.63	-0.22
Middle overall attainment	148	147	71	53	10	7	11	123	83	72	117	79	61	102	69	51	14	44	50	73	59	47	148	0.35	-0.02
High overall attainment	186	186	98	93	87	47	46	182	98	95	186	100	96	186	100	92	94	80	82	170	98	87	186	0.40	0.01

SEN REGISTER by Year Groups 2019-2020

Status	Year 9		Year 10		Year 11		Year 12		Year 13		Total Male	Total Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
EHCP	7	0	6	1	10	1	0	1	1	1	24	3	27
SEND Support (K students)	19	9	20	15	20	11	7	3	2	5	68	43	111
Total: Male/Female	26	9	26	16	30	12	7	4	3	5	92	46	138
Total: Year Group	35		42		42		11		8		All Years Total: 138		

ARP provision
students:

Year 9	3
Year 10	0
Year 11	2
Year 12	0
Year 13	0
Total Students	5

APPENDIX 3

EXTERNAL AGENCY INVOLVEMENT 2019-2020

	YEAR 9		YEAR 10		YEAR 11		SIXTH FORM		TOTAL NUMBER OF STUDENTS FOR EACH AGENCY
	F	M	F	M	F	M	F	M	
CAMHS (Child and Adolescent Mental Health Service)	6	4	11	5	12	10	5	2	54
Children Services	4	2	2	3	2	2	1	1	17
Front Door - supporting families			2			1			3
Moorbridge (outreach)			1	1	2	2	n/a	n/a	6
CLA		1	1	2	1	1			6
Youth Offending Team						1			1
Young Carers	3		3	3	8	2	5		24
EHA's		1	1	1	3	6			12
EWO					1	1			2
Moorbridge Short term exclusions (not currently providing)	0	0	0	0	0	0	n/a	n/a	0
Barnardos					2				2
Health (Public School Nurse)	0	0	2	0	2	0			4
St Oswald's Hospice					2				2
PROPS						2	1		3
Acorns	1		1		2				4

*Numbers are only those known to the school. Referrals can also be made via outside sources (such as GP)

School Nurse no longer does school drop-ins or visits unless there is agency intervention via Children's Services/EHA etc

Fixed Term Exclusions 2019-2020

	Number of exclusions	Number of students	Male	Female
Y9	16 (13)	7 (8)	6 (7)	1 (1)
Y10	8 (17)	6 (12)	4 (10)	2 (2)
Y11	9 (5)	8 (4)	7 (4)	1 (0)
Total	33 (35)	21 (24)	17 (21)	4 (3)

(Number in brackets for previous year)

Ethnic origin of students: White British – 20; Mixed White/Black Caribbean - 1

Religion of students: No religion - 11 ; Christian – 6; Catholic 4

9 students had a Statement of Special Educational Needs; 'K' – Student support – 5 ; 'E' - Education, Health and Care Plan – 4;

Students removed from lessons – ‘Purple card’ 2019-2020

	Number of purple cards	Number of students	Male	Female
Y9	34	15	10	5
Y10	67	23	17	6
Y11	27	17	13	4
Total	128	55	40	15

Religion of students:

No religion – 28
 Christian – 7
 Church of England – 12
 Catholic – 4
 Muslim – 1
 Buddhist – 1

Ethnic origin of students:

White British – 52
 Indian – 1
 White/Asian – 1
 Any Other Background – 1

SEND students:

EHC Plan – 11
 SEN Support – 17
 Not SEN – 27

Free School Meals:

Yes – 44
 No - 11

Students on one-day Internal Exclusion 2019/2020

	Number of Internal Exclusions	Number of students	Male	Female
Y9	5 (9)	5 (9)	4 (8)	1 (1)
Y10	7 (14)	7 (11)	5 (10)	2 (1)
Y11	6 (6)	4 (6)	4 (5)	0 (1)
Total	18 (29)	16 (26)	13 (23)	3 (3)

(Number in brackets for previous year)

White British – 16

Religion of students: No religion – 10; Church of England – 5; Catholic - 1

Statement of Special Educational Needs; 'K' – Student support – 6

Recordable ('Sensitive') Incidents Log 2019 - 2020

	Number of Incidents	Number of Students	Male	Female
Year 9	13 (13)	13 (12)	10 (11)	3 (1)
Year 10	11 (13)	11 (12)	10 (12)	1 (0)
Year 11	16 (12)	13 (11)	16 (10)	0 (1)
Year 12	1 (0)	1 (0)	1 (0)	0 (0)
Year 13	0 (1)	0 (1)	0 (1)	0 (0)
Total	41 (39)	38 (36)	37 (34)	4 (2)

Types of Incident: Homophobic - 5; Racist -12; Disability - 4; Sexism - 4; E-safety - 14; Substance Abuse - 2;

EQUALITY PROFILE OF STAFF 2019-2020

- In 2019-2020 there were 156 members of staff (excluding Exam Invigilators) in school including those on temporary contracts:
 - 99 female
 - 57 male
- Teaching staff:
 - 56 female
 - 42 male
- Support Staff
 - 43 female
 - 15 male

- Age profile of staff 2019-2020:

Age Range	Number of staff within this range
16-19	0
20-29	27
30-39	58
40-49	32
50-59	30
60+	9

APPENDIX 7

EQUAL OPPORTUNITIES MONITORING FOR JOB APPLICATIONS SEPTEMBER 2019 – JULY 2020

(Not all candidates complete parts or any of this form hence total numbers may not add up)

Job Title	Number of applicants	Males	Females	Non Binary	Transgender	Prefer not to say	Shortlisted Candidates					Successful candidate
							Males	Females	Non Binary	Transgender	Prefer not to say	
MFL	30	5	25	0	0	0	0	5	0	0	0	1 - F
Computer Science	4	4	0	0	0	0	2	0	0	0	0	1-M
Geography	27	10	15	0	0	0	1	5	0	0	0	1-F
English	23	9	14	0	0	0	No interview process took place. Appointment made was current School Direct trainee					1-F
Science	39	15	24	0	0	0	3	4	0	0	0	1-F 1-M
History	43	21	21	0	0	0	3	2	0	0	0	1-M

Job Title	Number of applicants	Males	Females	Non Binary	Transgender	Prefer not to say	Shortlisted Candidates					Successful candidate
							Males	Females	Non Binary	Transgender	Prefer not to say	
Art Technician	45	10	31	1	0	1	2	3	0	0	0	1 - F
Post 16 Guidance & Careers Co-ordinator	25	6	19	0	0	0	0	5	0	0	0	1 - F
Learning Support Assistant	14	3	9	1	0	0	Did not shortlist/interview/appoint					
Cover Supervisor	9	5	4	0	0	0	1	4	0	0	0	3 - F
Student Support Assistant	11	1	10	0	0	0	1	4	0	0	0	2 - F

Job Title	Number of applicants	Males	Females	Non Binary	Transgender	Prefer not to say	Shortlisted Candidates					Successful candidate
							Males	Females	Non Binary	Transgender	Prefer not to say	
Attendance Officer (1 st Round)	44	12	30	0	0	0	1	4	0	0	0	1 - F (candidate withdrew after offer made)
Attendance Officer (2 nd round)	32	6	26	0	0	0	0	5	0	0	0	1 - F
PE Support Assistant	53	39	13	0	0	0	0	5	0	0	0	1 - F

MONITORING OF AGE

Job Title	16-19	20-29	30-39	40-49	50-59	Over 60	Age range of successful candidate
MFL	0	13	9	3	5	0	20-29
Computer Science	0	4	0	0	0	0	20-29
Geography	0	17	5	1	3	0	20-29
English	0	14	5	2	2	0	20-29
Science	0	21	12	4	2	0	2 x 20-29
History	-	26	20	1	1	0	30-39
Art Technician	0	29	6	2	3	0	20-29
Post 16 Guidance & Careers Co-ordinator	0	17	5	2	1	0	20-29
Learning Support Assistant	0	6	2	3	1	0	Did not appoint
Cover Supervisor	0	7	1	0	0	1	3 x 20-29

Job Title	16-19	20-29	30-39	40-49	50-59	Over 60	Age range of successful candidate
Student Support Assistant	1	5	4	1	0	0	1 x 20-29 1 x 30-39
Attendance Officer (1 st Round)	0	15	11	9	7	0	40-49 but withdrew after offer made
Attendance Officer (2 nd Round)	0	15	9	3	4	0	40-49
PE Support Assistant	3	38	10	0	1	0	1 – 20-29

ADDITIONAL INFORMATION

Job Title	Marriage		Disability		Religion								
	Yes	No	Yes	No	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	None	Prefer not to say	Other
MFL	8	22	1	29	10	0	0	0	2	0	15	3	0
Computer Science	0	4	0	4	1	0	0	0	0	0	3	0	0
Geography	3	23	1	25	8	0	0	0	0	0	15	1	0
English	5	18	0	23	6	0	0	0	0	0	16	1	0
Science	14	24	0	39	15	0	1	0	3	0	18	1	1-Agnostic
History	9	32	2	40	10	0	0	1	0	0	28	2	1-Agnostic
Art Technician	6	35	3	41	7	0	1	0	0	0	26	3	1-Athetist 1-Agnostic 1-Spiritualist

Job Title	Marriage		Disability		Religion								
	Yes	No	Yes	No	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	None	Prefer not to say	Other
Post 16 Guidance & Careers Co-ordinator	3	22	2	23	5	0	0	0	1	0	15	3	0
Learning Support Assistant	5	8	0	13	5	0	0	0	0	0	6	2	0
Cover Supervisor	1	8	1	8	4	0	0	0	0	0	4	1	0
Student Support Assistant	2	9	0	10	4	0	0	0	0	0	7	0	0
Attendance Officer (1 st Round)	16	26	3	38	18	0	0	0	1	0	15	1	0
Attendance Officer (2 nd Round)	11	21	3	29	13	0	0	0	0	0	18	0	0
PE Support Assistant	3	50	2	50	21	0	0	0	0	0	29	3	0

ADDITIONAL INFORMATION

Job Title	Sexual Orientation				Caring Responsibilities		Ethnic Origin					
	Heterosexual	Gay/Lesbian	Bisexual	Prefer not to say	Yes	No	Asian or Asian British	Black or Black British	Chinese	Mixed/Multiple Ethnic Groups	White	Other
MFL	27	0	1	2	5	24	0	0	0	0	21	1-North African 1-Arab 3-French 1-Swiss/Italian 1-White European
Computer Science	4	0	0	0	0	4	0	0	0	0	4	0
Geography	24	0	0	1	3	23	0	0	0	0	26	0
English	21	1	0	0	4	19	0	0	0	1	22	0
Science	34	3	0	1	9	22	5	0	0	0	34	0

Job Title	Sexual Orientation				Caring Responsibilities		Ethnic Origin					
	Heterosexual	Gay/Lesbian	Bisexual	Prefer not to say	Yes	No	Asian or Asian British	Black or Black British	Chinese	Mixed/Multiple Ethnic Groups	White	Other
History	31	5	2	2	5	36	0	0	0	0	41	2-non-disclosure
Art Technician	33	3	4	4	5	37	0	0	0	0	39	1-non-disclosure 1-White American
Post 16 Guidance & Careers Co-ordinator	20	2	1	2	3	21	0	0	0	0	24	0
Learning Support Assistant	10	1	1	1	3	10	1	0	0	0	11	0
Cover Supervisor	8	0	0	1	0	9	0	0	0	0	9	0
Student Support Assistant	11	0	0	0	3	7	0	0	0	0	11	0

Job Title	Sexual Orientation				Caring Responsibilities		Ethnic Origin					
	Heterosexual	Gay/Lesbian	Bisexual	Prefer not to say	Yes	No	Asian or Asian British	Black or Black British	Chinese	Mixed/Multiple Ethnic Groups	White	Other
Attendance Officer (1 st Round)	39	1	1	1	11	28	0	0	0	0	40	0
Attendance Officer (2 nd Round)	30	2	0	0	7	25	0	0	0	0	31	0
PE Support Assistant	48	2	1	2	2	49	0	0	0	0	52	0

Equality Action Plan 2020 – 2021

Objective	Led by	Milestones	Resource and finance implications	Success criteria and deadlines
<p>1. Improve quality of curriculum development, and progress of identified vulnerable groups</p> <ul style="list-style-type: none"> Evaluate and refine our Pupil Premium Action Plan based on impact and outcomes Evaluate effectiveness of Careers Guidance for students in identified groups Investigate alternative sources of funding for PP initiatives e.g. NT Trust. Place EO issues on the agenda for the School Council to discuss when relevant and appropriate <p>Covid19</p> <ul style="list-style-type: none"> Identify students at risk of being disadvantaged by Covid19 measure 	<p>AMB/LB/ SEL/ SRF</p> <p>SRF</p> <p>SEW/ZMM</p> <p>SRF/AMB</p> <p>LB/AAS/ABK/KAS. HODs/HOYs</p>	<p>Pupil Premium audit complete – barriers to achievement for this group of students established</p> <ul style="list-style-type: none"> Clarify the trends regarding other vulnerable groups: EAL, LAR, LAC students on fringes of PP PP Action Plan evaluated annually with recommendations for improvement made to be agreed by Governors and disseminated to key staff. Equality issues placed regularly on School Council Agenda for discussion 	<p>RLT time AEW time</p> <p>SEL/SRF time AEW time</p> <p>SEL/SRF time + additional resources depending upon recommendations</p> <p>SEL/</p> <p>Council time</p>	<p>PP Action plan updated. Barriers to learning for PP and other identified groups identified and mitigated by inclusive strategies well matched to individual need. Further narrowing of 'gaps' in GCSE Performance.</p> <p>Recommendations enacted ensuring the best provision for all students generally and identified groups of students in particular</p> <p>Increased funding sourced and used successfully</p> <p>Student body is made aware of EO issues and has the opportunity to contribute and share ideas.</p>

<p>(such as lockdown, illness or self-isolation.</p> <ul style="list-style-type: none"> Put learning and support measure in place to ensure full access to the full curriculum, learning and assessment opportunities. 		<p>Student lists complete and regularly monitored and updated.</p> <p>Strategies researched and in place for successful curriculum access.</p>	<p>Staff time and CPD</p> <p>Financial implications of IT access.</p> <p>Staff planning and training time</p>	<p>Student identification throughout Autumn term 2020.</p> <p>From September 20 lockdown experience assessed and improved.</p> <p>Continual development of blended learning and online assessment and completion methods.</p> <p>Opportunities continually sought to share best practice.</p>
<p>2. The further development of the school's approach to Mental Health and Wellbeing</p> <ul style="list-style-type: none"> Develop the additional strand for students and parents Develop the additional strand for staff. Initial Audit of staff referrals, absence, training in relation to mental health 	<p>SEL/LB</p>	<ul style="list-style-type: none"> Audit of issues for students and the current provisions in place. Evaluate LEV, Tutorial, assemblies for provision. Training for Tutors in their role. <p>Develop interactions</p>	<p>SEL/HOys/ZMM/KH/MT/HD time</p>	<p>LEV, tutorial and assemblies updated</p> <p>Successful tutor training.</p> <p>Include key issues in Information Evenings</p>

<p>a n d wellbeing for staff.</p> <ul style="list-style-type: none"> • Reduce workload for teachers with planning and assessment <p>Develop the role of the Attendance Officer to support students where mental health is a barrier to coming into school or is impacting on learning.</p> <p>Covid19</p> <p>Identification of students who are struggling to</p>	<p>NJT/LB</p> <p>LB/AAS</p> <p>SEL/KH/Nina Livings</p>	<p>with parents on the issues.</p> <ul style="list-style-type: none"> • Develop the provision the school offers including staff training, improving signposting knowledge. • Audit key data (e.g. absence and referrals) and link in to appropriate staff policies • Research good practice from DFE initiatives and for similar organisations. • Continue to work closely with the DFE on workload reduction measures • Nina to attend PRAM and triage regularly to report back and update on key students, interventions and impact. 	<p>NJT/LB time</p> <p>SMW/NJT time</p> <p>NJT time</p> <p>LB/AAS/PJB</p>	<p>for Parents.</p> <p>Governors are aware of impact of Mental Health on staff and of solutions in place</p> <p>Staff are aware and are using appropriate systems (both as line managers and as individuals) and this is affecting absence and wellbeing positively 2017-19</p> <p>Continue to make this a key priority through all developments and changes. Use CPD to develop and improve planning, assessment and feedback.</p> <p>Reduce staff workload with planning and marking.</p> <p>Improved attendance, better</p>
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<p>respond positively to blended learning and are anxious. Strategies in place to support them in school.</p> <p>Staff wellbeing and workload considered as a key part of all Covid19 related developments and changes.</p>	SLT		Staff time	contact with families and learning progress being made.
<p>3. Develop the school's Counselling and wellbeing support service</p> <p>Teaching and support staff awareness training</p> <p>Governor updates and training in Mental Health and Wellbeing</p> <p>Identification, referral and monitoring process in place.</p> <p>Develop the range and impact of the role of the</p>	<p>SEL/KH/SRF/JDM/LB</p> <p>SEL/KH</p>	<ul style="list-style-type: none"> • Counselling audited alongside the work of the pastoral system and the learning mentors. • Develop an appropriate awareness training programme initially for key leaders/managers in relation to supporting staff with Mental Health issues. Roll out to staff more generally via training programme • Governors receive regular training and updates on wellbeing 	Staff time, training resources.	<p>Training planned and delivered as part of the Tuesday programme 2018-19</p> <p>Governors awareness and knowledge increased ensuring an effective support system for the school generally and in relation to specific issues.</p>

<p>school counsellor.</p> <p>Weekly wellbeing information and research for both students and staff.</p> <p>Covid19</p> <p>Increase and develop whole staff awareness of the emotional impact of isolation and illness.</p> <p>Strategies in place to support student and staff wellbeing during this time.</p>	<p>SEL/LT/KH</p> <p>KH</p> <p>SEL/SRF/KH/JDM</p>	<p>agenda and initiatives.</p> <p>Greater emphasis on CPD and support on emerging issues.</p> <p>Wellbeing agendas foregrounded. Research a priority.</p> <p>Information and support available to students, staff and parents.</p>		<p>The school community feels supported and that the school understands and is responding to need.</p>
<p>4. Improve awareness and access to:</p>	<p>SMW/NJT/JDM/LB</p>	<p>Disability Access Plan further revised to include ground floor access to all curriculum</p>	<p>Meeting time to review plan after recommendations by</p>	<p>New site Audit completed in May 2018. This will form the site action plan</p>

<ul style="list-style-type: none"> - School site and buildings - Curriculum - Training opportunities 		<p>areas including ICT/SEN for students in wheelchairs</p> <ul style="list-style-type: none"> • Devise and lead training/ refreshers for RALS on new SEN Code / accessibility to curriculum • New CPD whole staff re LGBT/Transgender issues and how best to support these learners – evaluate new recommendations regarding signage • Ensure staff are aware and appropriately trained regarding the resources and infrastructure systems available to support differentiation • Provision is made for parents requiring an alternative format for communication. 	<p>external provider</p> <p>LT/JDM/RALS</p> <p>SEL/LB/AAS/Trainers</p> <p>LB/Lead Trainers/JDM/ - time</p> <p>SMW/HOYS/AAS/ME</p>	<p>for the next 3 years.</p> <p>All provision for SEN students reviewed annually with students and parents</p> <p>All new signage completed.</p> <p>Evaluate the existing provision and adapt / enhance resources in line with student timetables / transition with new intake.</p> <p>Staff demonstrate differentiation of teaching and learning materials to reflect need.</p> <p>Parental needs are identified and catered for. Staff are aware and ensure provision is made where required.</p>
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<p>Covid19</p> <p>The year group 'bubble' approach to keeping students and staff safe will be under constant assessment re: accessibility to both the buildings and the curriculum.</p>	<p>NJT/RLT/SMW</p>	<ul style="list-style-type: none"> Risk Assessment followed for all aspects of equality of access to both buildings and the curriculum. 	<p>NJT/BDW/SMW</p> <p>Meeting, planning and implementation time.</p>	<p>Successful access to a broad curriculum and equality of access to additional opportunities for all students.</p> <p>Students are able to access the facilities to ensure progress across the full curriculum.</p>
<p>5. Whole School Literacy and numeracy</p>	<p>JEB/SRF/GJE/LT</p>	<ul style="list-style-type: none"> Update policy and provision to put schemes in place to support literacy and numeracy for both 	<p>LT/SRF/JEB/GJE/RLT time</p>	<p>Literacy and numeracy Policy and training yields higher outcomes for students identified with delay on transfer.</p>

<p>Covid19</p> <p>The emphasis on Literacy and Numeracy will continue through this period.</p>		<p>students and staff</p> <ul style="list-style-type: none"> • Training time allocated to developing these initiatives. • Strategies will be developed to enhance the school's approach safely. 		<p>This progress will improve during their time at the school. Initiatives are well attended and well evaluated.</p> <p>Initiatives develop a confidence and love of numbers and reading in increased numbers of students.</p>
<p>6. Continue to improve the range, variety and quality of provision designed to promote diversity and tolerance</p>	<p>LT/ SEL/ ZMM/PRAM/ RALS</p>	<ul style="list-style-type: none"> • Year 9 Bullying Questionnaire analysis reported to LT & Governors • Diversity of year group assemblies programme continues to expand to include more wide ranging local, regional, national & global issues • Year 10 Health Day to include workshops on 	<p>SEL/LT time/PRAM planning time/HOYS SEL/PRAM time</p> <p>SEL/PRAM time</p> <p>SEL/PRAM</p>	<p>Incidents of bullying reduce throughout years 9, 10 and 11. Students report bullying and incidents are successfully resolved.</p> <p>Assemblies programme Sept 2018-19 promotes greater awareness of diversity.</p> <p>New specifications & resources identified to promote positive role models for minority groups and raise</p>

		<p>Consent and pornography, drop in sessions for advise on sexual health as well as a focus on stress management and emotional well-being.</p> <ul style="list-style-type: none"> • Greater coherence between information and messages within Tutorials, assemblies, and LEV to ensure coverage of a range of relevant issues. • LGBT Group meeting held regularly with visiting speakers • To apply to become Stonewall School Champions • Rearrange opportunities using online resources alternative venues and groupings. Greater use made of tutorial programme in each year group. 	<p>SMW/SEL/ZMM</p> <p>SEL/KH and pastoral teams</p> <p>ZMM/LB/SEL</p> <p>Time and training</p>	<p>awareness of sensitive issues/ cultures/values & beliefs.</p> <p>Increased awareness and support for students and staff</p> <p>Suggested developments put in place. Improved content and student understanding of issues.</p> <p>New Personal Development Coordinator having whole school impact.</p> <p>Successful application</p> <p>Successful online, recorded and tutorial opportunities for all students.</p>
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Covid19

Half-termly assessment of opportunities for students.

Address how these could be achieved safely via alternative safe strategies.

LT/KH/ZMM/

HOYs

<p>Covid19</p> <p>Half-termly assessment of opportunities for students.</p> <p>Address how these could be achieved safely via alternative safe strategies.</p>	<p>LT/KH/ZMM/</p> <p>HOYs</p>			
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