



Single Equality Duty Information and Action Plan

May 2018

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 policy 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. 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.
- 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 last 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

Appendix 1	General Profile/Achievement Figures
Appendix 2	SEN Register Figures
Appendix 3	External Agency Involvement Figures
Appendix 4	Behaviour Figures
Appendix 5	Reportable Incidents

STAFF INFORMATION

Appendix 6	Equality Profile of Current Staff
Appendix 7	Job Application Equality Data

Profile of the school by groups – 2017 – 2018

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, FSM6, 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 (Whole Levels)	% Low Att (Nat 2016)	% Mid Att (Nat)	% High Att (Nat)	KS2 APS (Nat)
M	10.3%	37.6%	52.1%	4.9				
F	5.1%	37.3%	57.6%	5.0				
All	8%	38%	55%	4.9	13%	45%	42%	4.8 (28.7)

Number on Roll

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
M	196	194	198	588	123	107	230	818
F	174	169	163	506	146	137	283	789
Total	370	363	361	1,094	269	244	513	1,607

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

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
SEN	9	9	10	28	0	0	0	28
%SEN	2.4%	2.5%	2.8%	2.6%	0.0%	0.0%	0.0%	1.7%

BME (Black, Minority and Ethnic Groups)

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
BME	27	29	28	84	20	18	38	122
% BME	7.3%	8.0%	7.8%	7.7%	7.4%	7.4%	7.4%	7.6%

EAL (English as an additional language)

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
EAL	16	18	17	51	8	5	13	64
% EAL	4.3%	5.0%	4.7%	4.7%	3.0%	2.0%	2.5%	4.0%

CLA (Children Looked after)

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
CLA	0	0	1	1	0	1	1	2
% CLA	0.0%	0.0%	0.3%	0.1%	0.0%	0.4%	0.2%	0.1%

Service Children

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
SCE	17	21	9	47	0	0	0	47
SCE%	4.6%	5.8%	2.5%	4.3%	0.0%	0.0%	0.0%	2.9%

Pupil Premium

	Lower School			
	9	10	11	Total
PP	45	59	56	160
%PP	12.2%	16.3%	15.5%	14.6%

2017 Key Stage 4 Achievement Summary by main Performance Indicators

This year 80% 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 0.3 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	2014	2015	2016	2017
Percentage achieving a grade 4 or above in English and maths				80%
Local authority state-funded schools				65%
England state-funded schools				64%
Percentage achieving a grade 5 or above in English and maths				61%
Local authority state-funded schools				44%
England state-funded schools				40%

A new performance measure showing the percentage of students achieving a grade 5 or above in English & maths, 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.

Percentage achieving 5+A*-C GCSEs (or equivalent) Inc. English and maths	2014	2015	2016	2017
Whitley Bay High School	74% (68% first)	79%	79%	76%
LA	55%	60%	63%	
England- All schools	55%	56%	54%	

Historically standards for 5+ A*-C including E/M are consistently above the LA and National.

This measure has now been replaced with the percentage of students achieving a grade 5 and above in English and maths.

2017 Key performance indicators

Yr 11 - 2017 results profile	All Pupils	Low Attainers	Middle Attainers	High Attainers
Number of students	351	27	136	186
Percentage of students		8%	39%	53%
Percentage of students Nationally		13%	48%	39%

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

Attainment	All Pupils	Low Attainers	Middle Attainers	High Attainers
Percentage achieving 5+ A*-C GCSEs(GCSE Only) inc.English & Maths	76% (79)	0% (21)	63% (72)	98% (96)
Percentage achieving 5+ A*-C GCSEs(or equiv) inc. English & Maths	76% (79)	0% (21)	63% (72)	98% (96)
Percentage achieving 5+ A*-C GCSEs(or equivalents)	82% (88)	15% (28)	74% (89)	98% (99)
Percentage achieving 5+ A*-G(or equivalents)	100% (100)	100% (100)	100% (100)	100% (100)
Percentage achieving a grade 4 or above in English and maths	80 N/A	0 N/A	71 N/A	98 N/A
Percentage achieving a grade 5 or above in English and maths	61 N/A	0 N/A	33 N/A	90 N/A
Percentage of pupils achieving the Ebacc at grade 4/C or above	21% (24)	0% (0)	6% (10)	34% (43)
Number entered for English Baccalaureate	86 (109)	0 (1)	14 (26)	71 (80)
Percentage entered for English Ebacc	25% (30)	0% (3)	10% (17)	38% (49)

Figures in brackets are 2016 results. The measure to show the percentage of students achieving a grade 4 / grade 5 or above in English and maths was introduced into the performance tables in 2017 due to the reforms in English and maths therefore there is no direct comparison the previous year.

KS4 Average Point Score	All Pupils	Low Attainers	Middle Attainers	High Attainers
Average grade per qualification	B- (B-)	D- (D-)	C (C+)	B+ (A-)
Average Grade per GCSE	B- (B-)	D- (D-)	C (C+)	B+ (A-)
Average GCSE entries per qualification	9 (9)	8 (8)	9 (9)	9 (10)
Average entries per pupil-GCSE only	9 (9)	8 (8)	9 (9)	9 (10)

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

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

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

Figures in brackets are 2016 figures.

Narrowing the Gap	Disadvantaged Pupils	Other Pupils
Number of pupils	27	324
Percentage of pupils	8%	92%
Percentage achieving 5+ A*-C GCSEs(or equiv) inc. English & maths	54%	78%
Percentage achieving a grade 4 or above in English and maths	52%	83%
Percentage achieving a grade 5 or above in English and maths	33%	63%
Percentage of pupils achieving the Ebacc at grade 4/C or above	7%	22%
Number entered for English Baccalaureate	2	84
Percentage entered for English Ebacc	7%	26%

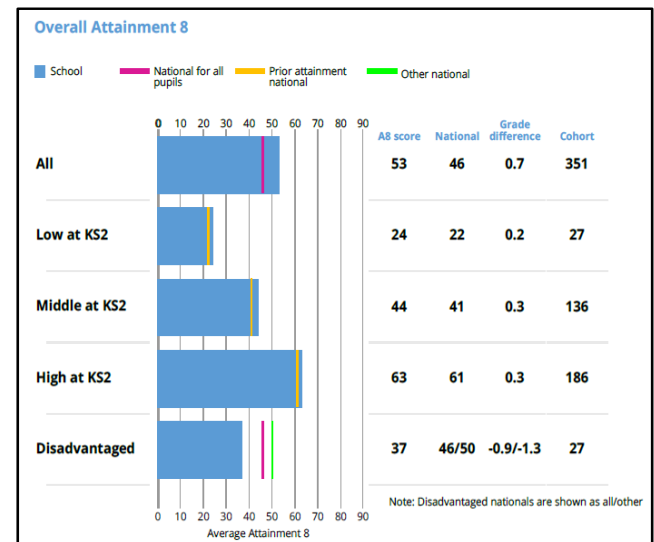
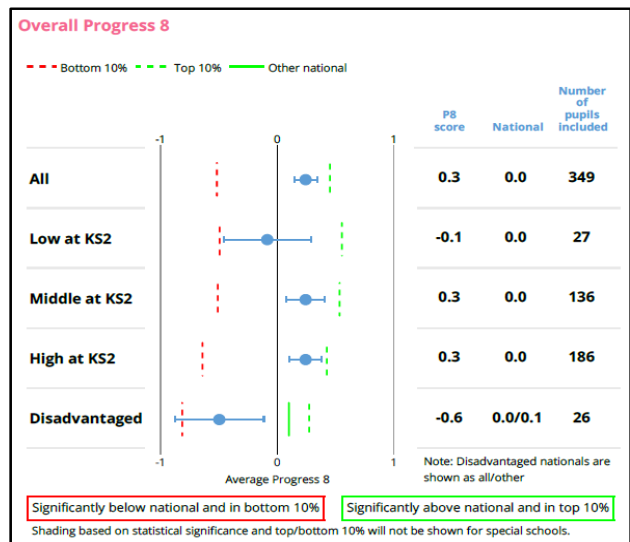
For the purposes of the table a Disadvantaged pupil is either eligible for free school meals in the last 6 years or been looked after continuously for 6 months.

2017 A* - C / 9 - 4 % Attainment thresholds

Breakdown	Cohort	% achieving grade 4 or above in English & maths by pupil group			English Baccalaureate			English Baccalaureate subject pillar														
								Percentage of cohort						Percentage of entries								
								English			Mathematics			Science			Languages			Humanities		
								No. of Entries	Sch %	Nat %	No. of Entries	Sch %	Nat %	No. of Entries	Sch %	Nat %	No. of Entries	Sch %	Nat %	No. of Entries	Sch %	Nat %
All pupils	351	351	80	64	87	21	24	348	87	75	351	83	69	316	82	62	99	87	70	302	77	63
Male	181	181	79	60	35	17	19	179	84	68	181	84	69	165	79	60	41	85	65	151	77	59
Female	170	170	82	68	52	25	29	169	91	83	170	83	70	151	85	65	58	88	74	151	76	67
Disadvantaged	27	27	52	71	2	7	28	25	56	81	27	56	76	17	82	68	3	67	73	16	69	69
Other	324	324	83	71	85	22	28	323	90	81	324	86	76	299	82	68	96	88	73	286	77	69
SEN with statement or EHC plan	13	13	15	64	0	0	24	11	38	75	13	23	69	3	33	62	0	N/A	70	8	38	63
SEN support	22	22	41	64	0	0	24	22	73	75	22	45	69	14	43	62	0	N/A	70	14	50	63
No SEN	316	316	86	70	87	23	27	315	90	82	316	89	75	299	84	66	99	87	72	280	79	66
English first language	337	337	81	64	83	20	24	334	88	75	337	85	69	304	83	62	95	86	70	292	77	63
English additional language	14	14	57	64	4	29	24	14	71	75	14	57	69	12	67	62	4	100	70	10	70	63
Low overall attainment	27	27	0	10	0	0	1	26	30	28	27	4	14	11	0	11	0	N/A	36	14	21	13
Middle overall attainment	136	136	71	55	14	6	11	135	83	74	136	77	63	118	67	48	17	71	51	116	58	49
High overall attainment	186	186	98	93	72	34	46	185	98	95	186	99	96	185	96	89	81	90	83	170	94	87

2017 Progress 8 results by pupil group

Breakdown	Cohort	Overall Progress 8	
		School	Nat
All pupils	349	0.26	-0.03
Male	181	0.07	-0.24
Female	168	0.46	0.18
Disadvantaged	26	-0.55	0.11
Other	323	0.32	0.11
SEN with statement or EHC plan	13	0.12	-0.03
SEN support	22	0.13	-0.03
No SEN	314	0.27	0.06
English first language	337	0.26	-0.03
English additional language	12	0.04	-0.03
Low overall attainment	27	-0.11	-0.17
Middle overall attainment	136	0.30	-0.02
High overall attainment	186	0.27	0.00



**SEN
REGISTER by
Year Groups
2017 - 2018**

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	4	5	8	1	9	1	0	0	0	0	21	7	28
SEND Support (K students)	13	6	20	8	17	14	5	2	10	1	65	31	96
Total: Male/Female	17	11	28	9	26	15	5	2	10	1	86	37	124
Total: Year Group	28		37		41		7		11		All Years Total: 124		

**ARP provision
students:**

Year 9	2
Year 10	4
Year 11	2
Year 12	0
Year 13	0
Total Students	8

APPENDIX 3

EXTERNAL AGENCY INVOLVEMENT*

	YEAR 9		YEAR 10		YEAR 11		SIXTH FORM		TOTAL NUMBER OF STUDENTS FOR EACH AGENCY
	F	M	F	M	F	M	F	M	
Health (Public School Nurse)	4		3		3				10
CAMHS (Child and Adolescent Mental Health Service)	6	4	9	2	21	2	3	1	48
Front Door - supporting families		1	2		1				4
Young Carers	2								2
Moorbridge (outreach)		3	2	4		2			11
CLA						1	1		2
Youth Offending Team		2							2
EHA's	2	3	4	1	1	4			15
EWO		2	1	1		2			6
Moorbridge Long term placements		2							2
PALS placements						2			2
Social Worker		1	2		2	1	1		7
Care and Connect						1			1
Acorns		1	1	1	1				4
Props				1					1
Helping Hands			1		1				2
DISC					1				1
Someone Cares			1						1

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

Equality data for Fixed Term Exclusions

	Number of exclusions	Number of students	Male	Female
Y9	1	1	1	
Y10	4	4	4	
Y11	5	4	2	2
Total	10	9	7	2

Ethnic origin of students: White British - 7; Bangladeshi – 1; Pakistani 1.

Religion of students: No religion -3; Church of England – 2; Christian – 2; Muslim –1; Other – 1.

2 students had a Statement of Special Educational Needs; each student excluded once was designated ‘K’ – Student Support.

Equality data for students removed from lessons – ‘Purple card’

	Number of purple cards	Number of students	Male	Female
Y9	45	25	17	8
Y10	49	22	10	12
Y11	35	22	9	13
Total	129	69	36	33

Religion of students: No religion – 32; Christian – 10; Church of England – 19; Catholic – 4; Other religion – 1; Muslim – 2; Jewish –1.

Ethnic origin of students: White British – 61; Bangladeshi – 2; White and Black African - 3; White and Black Caribbean – 1; Any other white background -1; Any other mixed background –1.

SEND students: EHC Plan – 4 students [2 students once; 1 student 6 times; 1 student 2 times]; SEN Support – 6 students [3 of them once; 3 of them more than once.]

Equality data for students on one-day Internal Exclusion

	Number of Internal Exclusions	Number of students	Male	Female
Y9	7	5	5	0
Y10	7	6	4	2
Y11	2	2	0	2
Total	16	13	9	4

White British – 11; Chinese – 1; Bangladeshi - 1.

Religion of students: No religion – 8; Christian – 1; Church of England – 3; Muslim - 1.

SEND status: SEN Support – 2.

Recordable ('Sensitive') Incidents Log

	Number of incidents	Number of students	Male	Female
Y9	19	17*	12	5
Y10	3	3	3	0
Y11	3	5	5	0
Y12	0	0	0	0
Y13	1	1	0	1
Total	26	26	20	6

* 1 boy x3; 3 boys x2; some incidents involve more than one student

Types of incident: Homophobic – 13; Racist – 10 of which 2 were Islamophobic; 3 – Other.

Religion: No religion – 12; Church of England – 6; Christian – 3; Methodist – 2; Muslim – 2 Catholic – 1

Ethnic origin: White British – 22; Bangladeshi – 2; White and Asian – 1; Chinese -1.

SEND status: 2 students have EHC Plans; 5 are Student Support.

Gender Summary

All People	Female	Male	All People	% Female	% Male
224	142	82	100%	63%	37%

Ethnicity Summary

All People	Asian or Asian British	Black / African / Caribbean / Black British	Mixed / multiple ethnic	White	Other Ethnic Group	Undeclared	All People	Asian or Asian British	Black / African / Caribbean / Black British	Mixed / multiple ethnic	White	Other Ethnic Group	Undeclared
224			3	213		8	100%	0.0%	0.0%	1.3%	95.1%	0.0%	3.6%

Disability Summary

All People	Disabled	Not Disabled	Undeclared	All People	Disabled	Not Disabled	Undeclared
224	4	213	7	100%	1.79%	95.09%	3.13%

Age Summary

All People	16-24	25-34	35-44	45-54	55-64	65+	All People	16-24	25-34	35-44	45-54	55-64	65+
224	11	56	47	41	54	15	100%	4.9%	25.0%	21.0%	18.3%	24.1%	6.7%

Religion Summary

All People	Christian	Buddhist	Hindu	Muslim	Sikh	Jewish	Other	No Religion or Belief	Prefer not to say	Undeclared	All People	Christian	Buddhist	Hindu	Muslim	Sikh	Jewish	Other	No Religion or Belief	Prefer not to say	Undeclared
224	137		1					72		14	100%	61.2%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	32.1%	0.0%	6.3%

Sexual Orientation Summary

All People	Bisexual	Gay / Lesbian	Heterosexual	Prefer not to say	Undeclared	All People	Bisexual	Gay / Lesbian	Heterosexual	Prefer not to say	Undeclared
224					224	100%	0.00%	0.00%	0.00%	0.00%	100.00%

Salary Bands by Gender

	Female	Male	Grand Total
Apprentice	1	2	3
E0 - E9999	1		1
E10000 - E14999	2	1	3
E15000 - E19999	48	27	75
E20000 - E24999	22	3	25
E25000 - E29999	14	6	20
E30000 - E34999	7	8	15
E35000 - E39999	44	30	74
E40000 - E44999	1		1
E45000 - E49999			0
E50000 - E54999	1		1
E55000 - E59999	1	2	3
E60000+	1	3	4

2017: Workforce Monitoring

Last updated: 01/03/2017
 Note: The data enclosed in this document is taken from the Business Management System (Oracle) and SIMS where Source: North Tyneside Council

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 Enquiries: Any enquiries regarding this information should be sent to: Human Resource, North Tyneside Council, Quadrant,

Maternity/Paternity within previous 12 months

Maternity	8
Paternity	

APPENDIX 7

EQUAL OPPORTUNITIES MONITORING FOR JOB APPLICATIONS SEPTEMBER 2016 – JULY 2017

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

Job Title	Number of expressions of interest	Total number of applicants	Number of males	Number of females	Not Known	Total number of ethnic minorities/details	Shortlisted Candidates			Successful candidate M/F
							Male	Female	Ethnic	
Science	26	19	10	9	0	17 x White - British 2 – Unknown	2	4	0	1 - Female
Head of MFL	16	6	2	4	0	4 x White - British 2 x White - French	1	2	0	1 - Male
Physics	11	6	5	1	0	3 x White British 1 x Chinese 1 x Indian 1 x Bangladeshi	Did not shortlist for interview			Did not appoint
Cover Supervisor	42	18	8	10	0	14 x White British 1 x Bangladeshi 1 x Unknown 1 x White Spanish 1 x Mixed Chinese British	2	5		2 - female
IT Apprentice	2 (via Agency)	2	2	0	0	1 x White British 1 x White Carribean	2	0	0	2 - male

MONITORING OF AGE

Job Title	16-19	20-29	30-39	40-49	50-59	Over 60	Age range of successful candidate
Science	0	10	7	2	0	0	20-29
Head of MFL	0	0	4	2	0	0	40-49
Physics	0	1	3	1	1	0	Did not appoint
Cover Supervisor	1	11	5	0	0	0	2 x 20-29
IT Apprentice	0	2	0	0	0	0	1 x 16-19 1 x 20-29

ADDITIONAL INFORMATION

Job Title	Marriage		Disability		Nationality		Religion			
	Yes	No	Yes	No	British	Other	Christian	Muslim	None	Other
Science	4	14	0	18	18	0	5	0	9	4
Head of MFL	3	2	0	5	4	2	4	0	1	1
Physics	5	1	0	6	5	1	1	0	2	3
Cover Supervisor	1	16	0	17	16	1	4	1	11	1
IT Apprentice	0	2	0	2	2	0	1		1	

AGE PROFILE OF STAFF 2016-2017

175 permanent staff in total

AGE RANGE	NUMBER OF STAFF WITHIN AGE RANGE
16-19	3
20-29	36
30-39	57
40-49	38
50-59	34
60+	7

There are 175 current members of staff in school (including those on temporary contracts)

112 Female

63 Male

Teaching Staff 65 female 49 male

Support Staff 47 female 14 male

AGE PROFILE OF STAFF 2017-2018

175 permanent staff in total

AGE RANGE	NUMBER OF STAFF WITHIN AGE RANGE
16-19	
20-29	
30-39	
40-49	
50-59	
60+	

There are 175 current members of staff in school (including those on temporary contracts)

112 Female

63 Male

Teaching Staff 65 female 49 male

Support Staff 47 female 14 male

WHITLEY BAY HIGH SCHOOL EQUALITIES ACTION PLAN 2017-2019

Key Objective	Led by	Key Milestones 2017-2019	Resource implications	Success criteria 2017-2019
<p>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 2016-19 based on impact and outcomes <ul style="list-style-type: none"> 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>SMW/LB/SEL/SRF</p> <p>SEL</p> <p>SEL</p> <p>SEL</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 placed on School Council Agenda for discussion 	<p>RLT time</p> <p>AEW time</p> <p>SEL/SRF time</p> <p>AEW time</p> <p>SEL/SRF time + additional resources depending upon recommendations</p> <p>SEL/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>Add Mental Health and Wellbeing to our school’s approach to protected characteristics.</p> <ul style="list-style-type: none"> Develop the additional strand for students and parents <ul style="list-style-type: none"> Develop the additional strand for staff. Initial Audit of staff referrals, absence, training in relation to mental health and wellbeing for staff. Reduce workload for teachers with planning and assessment 	<p>SEL/LB</p> <p>NJT/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. Develop interactions with parents on the issues. 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. <ul style="list-style-type: none"> Continue to work closely with the DFE on workload reduction measures 	<p>SEL/HOYsJFC/KH/MT/HD time</p> <p>NJT/LB time</p> <p>SMW/NJT time</p> <p>NJT time</p> <p>LB/AAS/PJB</p>	<p>LEV, tutorial and assemblies updated</p> <p>Successful tutor training.</p> <p>Include key issues in Information Evenings 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>Use CPD to develop and improve planning, assessment and feedback.</p> <p>Reduce staff workload with planning and marking.</p>

WHITLEY BAY HIGH SCHOOL EQUALITIES ACTION PLAN 2015-2018

<p>• Develop and monitor the role of the School Counselor</p> <p>Teaching and support staff awareness training</p> <p>Governor updates and training in Mental Health and Wellbeing.</p>	<p>SEL</p> <p>SMW/LB/SEL/</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 have received awareness training during academic year 2018-2019 	<p>SEL</p> <p>LB/NJT/AAS/PJB and lead trainers (teaching and support staff)</p> <p>LB/SEL</p>	<p>School counselor successfully managing a caseload of 20 students a week across yrs 9-13. Evidence of successful outcomes for these students.</p> <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>
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<p>Improve EO awareness and access to:</p> <ul style="list-style-type: none"> - School site and buildings - Curriculum - Training opportunities 	<p>SMW/ NJT/ JDM/LB</p>	<ul style="list-style-type: none"> • Disability Access Plan further revised to include ground floor access to all curriculum areas including ICT/SEN for students in wheelchairs • Devise and lead training/ refreshers for RALS on new SEN Code / accessibility to curriculum <p>New CPD whole staff re LGBT/Transgender issues and how best to support these learners – evaluate new recommendations regarding signage</p> <ul style="list-style-type: none"> • Ensure staff are aware and appropriately trained regarding the resources and infrastructure systems available to support differentiation • <p>Provision is made for parents requiring an alternative format for communication</p>	<p>Meeting time to review plan after recommendations by 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>New site Audit completed in May 2018. This will form the site action plan for the next 3 years.</p> <p>Training on SEN in September 2018 for all staff to include accessibility and the curriculum. All provision for SEN students reviewed annually with students and parents</p> <p>All new signage completed. 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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WHITLEY BAY HIGH SCHOOL EQUALITIES ACTION PLAN 2015-2018

<p>Whole School Literacy and numeracy</p>	<p>RLT/SRF/ GLE LT</p>	<ul style="list-style-type: none"> Update policy and provision to put schemes in place to support literacy for both students and staff <ul style="list-style-type: none"> Bid made to DFE SSIF aimed at improving boys' Literacy at KS4 	<p>LT/SRF/GLE/RLT time LB/AAS/GJR</p>	<p>Literacy Policy and training yields higher outcomes for students identified with delay on transfer Success with this bid will improve the progress of boys with literacy in years 10 and 11 and increase their English Language GCSE outcomes.</p>
<p>Continue to improve the range, variety and quality of provision designed to promote diversity and tolerance</p>	<p>LT/ SEL/ PRAM/ RALS</p>	<ul style="list-style-type: none"> Year 9 Bullying Questionnaire analysis reported to LT & Govs Diversity of year group assemblies programme continues to expand to include more wide ranging local, regional, national & global issues HoDs use opportunity of new specifications to promote British values alongside global citizenship <p>Year 10 Health Day to include workshops on Consent and pornography, drop in sessions for advise on sexual health as well as a focus on stress management and emotional well-being.</p> <p>LEV, assemblies and tutorials externally audited to update content and skills</p> <p>LGBT Group meeting held regularly with visiting speakers</p>	<p>SEL/LT time PRAM planning time /HOYS SEL/JFCPRAM time SEL/PRAM time SEL/PRAM SMW/SEL/JFC SEL/MT</p>	<p>Incidents of bullying reduce throughout yrs 9,10 and 11. Students report bullying and incidents are successfully resolved.</p> <p>Assemblies programme Sept 2018-19 promotes greater awareness of diversity. New specifications & resources identified to promote positive role models for minority groups and raise awareness of sensitive issues/ cultures/values & beliefs. Increased awareness and support for students and staff</p> <p>Sessions positively evaluated</p> <p>Suggested developments put in place. Improved content and student understanding of issues.</p> <p>Good attendance and meetings valued and positively evaluated</p>

