Equality Duty

Information and Action Plan

2021-22

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 and Gender identity
- 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:

  o 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 27.7% - this is the equivalent to about 34 pupils in each year group in the lower school.

  o The number of ethnic students is 10% almost a quarter of that seen nationally (31.8%).

    ▪ 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, White and Asian and Any Other White background

    ▪ There are no refugee and asylum seekers

    ▪ There is a small number of students with parents in prison, not always known to us.

  o Bangladeshi women are a particularly hard to reach group in the local community

  o There are 53 learners for whom English is an additional language in the lower school and 24 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 with a small number of bilingual students of European origin supported to sit GCSEs and A Levels in MFL early.

  o The number of students with statements or an Education, Health and Care Plan is 1.3% (national 1.7%). The number of students with special education needs is 8.6%, well below the national average of 10.8%.

  o There is an MLD (Moderate Learning Difficulties) unit with 10 places.

  o There are low numbers of Looked After Children (6). The number of known young carers is also low.

  o There is a number of students joining us mid-year, this has increased to now typically around ten per year group.

- o   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 are monitored at an individual level. All students are identified in the reporting system and monitored frequently by the pastoral and curriculum teams to ensure tailored support is given where necessary to meet student needs. Support is provided through a wide range of interventions and resources, for example, it may include specialised in-class support, support from the Work Related Learning team and SEN support. Interventions could also take the form of support by the school's mentors or the counsellor. Interventions and also Participation in activities within school are 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 rare – typically less 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 is used by a range of community groups for many activities including: sport, drama and creative arts.

- The school's Pride groups for LGBT students and their allies have been increasingly popular in recent years and is supported by Pride week celebrations.

- Period Equality provision is a whole school priority.

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 - 2021-2022

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	Av Scaled Score	% Low Att (Nat 2019)	% Mid Att (Nat 2019)	% High Att (Nat 2019)	Av Scaled Score (Nat 2019)
M	6%	40%	54%	106.0				
F	4%	36%	59%	106.2				
All	5%	38%	57%	106.1	10%	47%	44%	103.8

Number on Roll

	Lower School				Sixth Form			Grand
	9	10	11	Total	12	13	Total	Total
M	197	210	181	588	154	128	282	870
F	175	159	186	520	164	155	319	839
Total	372	369	367	1,108	318	283	601	1,709

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

	Lower School				Sixth Form			Grand
	9	10	11	Total	12	13	Total	Total
SEN	44	41	47	132	6	9	15	147
%SEN	12%	11%	13%	12%	2%	3%	2%	9%

BME (Black, Minority and Ethnic Groups)

	Lower School				Sixth Form			Grand
	9	10	11	Total	12	13	Total	Total
BME	44	35	40	119	31	27	58	177
% BME	12%	9%	11%	11%	10%	10%	10%	10%

EAL (English as an additional language)

	Lower School				Sixth Form			Grand
	9	10	11	Total	12	13	Total	Total
EAL	21	16	16	53	9	15	24	77
% EAL	6%	4%	4%	5%	3%	5%	4%	5%

CLA (Children Looked after)

	Lower School				Sixth Form			Grand
	9	10	11	Total	12	13	Total	Total
CLA	0	1	3	4	2	0	2	6
% CLA	0%	0%	1%	0%	1%	0%	0%	0%

Service Children

	Lower School				Sixth Form			Grand
	9	10	11	Total	12	13	Total	Total
SCE	23	14	19	56	10	10	20	76
SCE%	6%	4%	5%	5%	3%	4%	3%	4%

Pupil Premium

	Lower School			
	9	10	11	Total
PP	46	56	59	161
%PP	12%	15%	16%	15%

SEN Register

Status	Year 09			Year 10			Year 11			Year 12			Year 13		
	2020 - 2021	2019 - 2020	2018 - 2019	2020 - 2021	2019 - 2020	2018 - 2019	2020 - 2021	2019 - 2020	2018 - 2019	2020 - 2021	2019 - 2020	2018 - 2019	2020 - 2021	2019 - 2020	2018 - 2019
EHCP	7	7	10	7	10	9	12	10	8	1	1	2	1	2	0
EHCP Male	7	6	9	6	9	5	11	6	7	0	1	2	1	2	0
EHCP Female	0	1	1	1	1	4	1	4	1	1	0	0	0	0	0
SEND Support (K Students)	34	34	25	40	31	29	31	31	29	9	8	8	7	6	8
SEND Support (K Students) Male	19	20	17	23	19	22	18	23	20	6	2	4	2	2	6
SEND Support (K Students) Female	15	14	8	17	12	7	13	8	9	3	6	4	5	4	2
Total: Male	26	26	26	29	28	27	29	29	27	6	3	6	3	4	6
Total: Female	15	15	9	18	13	11	14	12	10	4	6	4	5	4	2
Total: Year Group	41	41	35	47	41	38	46	41	37	10	9	10	8	8	8

ARP Provision Students	2020 - 2021	2019 - 2020	2018 - 2019
	5	3	3

CPOMS

Filters for incidents:

- After date: Tue 01 September 2020
- Before date: Thu 15 July 2021
- Logged in any of these categories: Sensitive Incidents, Substance Use, Sexist Incident, Disability, E-Safety, Gender/Transphobic, Homophobic Incident, Racist Incident, Other

Category	Number of Incidents per Student Year Group			
	09	10	11	12
Sensitive Incidents	40	14	9	1
-- Disability	1	0	0	0
-- E-Safety	13	5	5	1
-- Gender/Transphobic	6	2	0	0
-- Homophobic Incident	8	1	3	0
-- Other	2	1	0	0
-- Racist Incident	5	3	0	0
-- Sexist Incident	2	0	0	0
Totals (unique)	40	14	9	1

EXTERNAL AGENCY INVOLVEMENT 20/21

	YEAR 9		YEAR 10		YEAR 11		SIXTH FORM		TOTAL NUMBER OF STUDENTS FOR EACH AGENCY
	F	M	F	M	F	M	F	M	
Children Services	2	2	2	3	4	4	2	1	20
Family Partner (Locality Team)	2	1	1	1	2	5	1		13
Early help Assessment (EHA)	2	1	2	1	3	5			14
Looked After Child (LAC)		2	1	1	1	1			6
*Youth Offending Team				2	1	2			5
*Young Carers	3	1	5	4	1	2	5		21
*CAMHS (Child and Adolescent Mental Health) Includes SEN students	6	4	11	5	12	10	5	2	55
Moorbridge (outreach)			1	1	2	2	n/a	n/a	6
Moorbridge Short term exclusions (was not offered owing to Covid)							n/a	n/a	0
TRAX (Outreach support SEMH/Counselling)	4	3	2		5	1			15
*St Oswald's Hospice	1				3				4
*Acorns	1		1		2				4
*Barnardos	1				2				2
Bottled up						2			2
*Streetwise					1				1
Vimce Bilcliffe (Wellbeing support)						9			9
PROPS						1		1	2

*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 2020-2021

	Number of exclusions		Number of students		Male		Female	
	2020-2021	2019-2020	**2020-2021**	2019-2020	**2020-2021**	2019-2020	**2020-2021**	2019-2020
Y9	7	(16)	6	(7)	3	(9)	3	(1)
Y10	20	(8)	12	(6)	8	(4)	4	(2)
Y11	23	(9)	15	(8)	11	(7)	4	(1)
Total	50	(33)	33	(21)	22	(17)	11	(4)

(Number in brackets for previous year)

Ethnic origin of students: White British – 29: Mixed White/Black Caribbean – 1: Bangladeshi –1: Other Mixed 1: None -1

Religion of students: No religion- 16: Christian- 3: Catholic-5: Church of England – 8; Muslim –1

17 Students had a Statement of Special Educational Needs; "K" - Student support – 12; "E" - Education, Health and Care Plan – 5.

Students removed from lessons - ' Purple card' 2020-2021

	Number of Purple Cards	Number of students	Male	Female
Y9	63	27	17	10
Y10	91	30	18	12
Y11	31	19	10	9
Total	185	76	45	31

Religion of students: No Religion – 38   Christian – 15   Church of England – 12   Catholic – 9   Muslim – 1   Methodist- 1

Ethnic origin of students: White British – 70   Mixed White/Black Caribbean – 1   Bangladeshi –1 Other Mixed 2   White/Asian 1 Other Black Background-1

SEND students: EHC Plan - 6

SEN Support – 29

Not SEN – 41

Free School Meals: **Yes –13**

                              No - 63

Students on one-day Internal Exclusions 2020/2021

	Number of exclusions		Number of students		Male		Female	
	2020-2021	2019-2020	**2020-2021**	2019-2020	**2020-2021**	2019-2020	**2020-2021**	2019-2020
Y9	**7**	5	**7**	5	**5**	4	**2**	1
Y10	**4**	7	**4**	7	**1**	5	**3**	2
Y11	**2**	6	**2**	4	**0**	4	**2**	0
Total	**13**	18	**13**	16	**6**	13	**7**	3

White British - 13

Religion of students- No religion –9; Church of England – 2; Catholic – 1; Christian -1

Statement of Special Educational Needs; K – Student support-2

EQUALITY PROFILE OF STAFF 2021-22

- In 2021-22 there are 181 (156) members of staff (excluding Exam Invigilators) in school including those on temporary contracts:
  - 123 (99) female
  - 58 (57) male

- Teaching staff
  - 74 (56) female
  - 44 (42) male

- Support staff
  - 49 (43) female
  - 14 (15) male

- Age profile of staff in 2020-21
  - 16-19 years   0 (0)
  - 20-29 years   69 (27)
  - 30-39 years   58 (58)
  - 40-49 years   42 (32)
  - 50-59 years   31 (30)
  - 60+ years   6 (9)

Figures in red are from 2019-2020

EQUAL OPPORTUNITIES MONITORING FOR JOB APPLICATIONS SEPTEMBER 2020 – AUGUST 2021

(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	20	7	13	0	0	0	2	2	0	0	0	1 - F
Business Studies (one year)	16	7	9	0	0	0	Did not shortlist/interview – offered post to current School Direct Trainee					1 - F
Health & Social Care (Rd 1)	8	1	7	0	0	0	Did not shortlist for interview or appoint					
Health & Social Care (Rd 2)	7	0	7	0	0	0	0	4	0	0	0	1-F
Computer Science/IT (Rnd 1)	16	11	4	0	0	0	2	2	0	0	0	1-F (who subsequently withdrew)
Computer Science/IT (Rnd 2)	4	1	3	0	0	0	Did not shortlist for interview or appoint					
PE/Health & Social Care	14	3	11	0	0	0	0	4	0	0	0	1-F
Maths	9	5	4	0	0	0	1	3	0	0	0	1-F
Science/Biology	14	7	6	0	0	0	2	2	0	0	0	1-F
Food/Textiles (one year)	3	1	2	0	0	0	0	2	0	0	0	1-F
Pastoral Assistant	21	2	19	0	0	0	0	4	0	0	0	1-F

Finance Assistant	5	0	5	0	0	0	0	3	0	0	0	1-F (who subsequently withdrew)
Cover Supervisor	1	1	0	0	0	0	Did not shortlist for interview or appoint					
DT Technician	1	0	1	0	0	0	0	1	0	0	0	1-F
Food/Textiles Technician	8	1	7	0	0	0	0	3	0	0	0	1-F
Student Support Assistant (one year)	4	0	3	0	0	1	0	2	0	0	1	1-F
Senior Library Assistant	15	2	12	1	0	0	2	3	0	0	0	1-F
PE Support Assistant (Rnd 1)	5	3	2	0	0	0	Did not shortlist for interview or appoint					
PE Support Assistant (Rnd 2)	5	5	0	0	0	0	3	0	0	0	0	1-M
Art Technician	5	0	5	0	0	0	0	3	0	0	0	1-F
School Counsellor/Mental Health Lead	13	2	11	0	0	0	1	4	0	0	0	1-F
Science/Chemistry (one year)	4	2	2	0	0	0	0	2	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	11	5	2	2	0	20-29
Business Studies (one year)	0	5	5	3	3	0	20-29
Health & Social Care (Rnd 1)	0	1	5	2	0	0	Did not appoint
Health & Social Care (Rnd 2)	0	1	2	2	1	0	30-39
Computer Science/IT (Rnd 1)	0	7	2	6	0	0	20-29
Computer Science/IT (Rnd 2)	0	1	1	2	0	0	Did not appoint
PE/Health & Social Care	0	13	1	0	0	0	20-29
Maths	0	2	4	2	1	0	30-39
Science/Biology	0	7	4	1	0	0	20-29
Food/Textiles (one year)	0	1	2	0	0	0	30-39
Science/Chemistry (one year)	0	2	0	2	0	0	20-29
Pastoral Assistant	1	6	4	7	3	0	40-49
Finance Assistant	0	0	3	1	1	0	30-39

Cover Supervisor	0	1	0	0	0	0	Did not appoint
DT Technician	0	0	0	1	0	0	40-49
Food/Textiles Technician	0	2	5	1	0	0	30-39
Student Support Assistant (one year)	0	2	1	1	0	0	20-29
Senior Library Assistant	1	6	2	3	3	0	20-29
PE Support Assistant (Rnd 1)	0	3	0	2	0	0	Did not appoint
PE Support Assistant (Rnd 2)	0	1	3	1	0	0	20-29
Art Technician	0	0	3	2	0	0	30-39
School Counsellor/Mental Health Lead	0	3	3	6	1	0	20-29

ADDITIONAL INFORMATION

Job Title	Marriage		Disability		Religion							
	Yes	No	Yes	No	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	None	Prefer not to say
MFL	3	17	0	20	8	0	0	0	0	0	12	0
Business Studies	12	4	0	16	12	0	0	0	0	0	4	0

Health & Social Care (Rd 1)	4	4	1	7	3	0	0	0	0	0	4	1
Health & Social Care (Rd 2)	4	2	1	5	5	0	0	0	0	0	1	0
Computer Science/IT (Rnd 1)	4	12	3	12	4	0	0	0	0	0	11	1
Computer Science/IT (Rnd 2)	2	2	0	4	1	0	1	0	0	0	2	0
PE/Health & Social Care	0	14	0	14	7	0	0	0	0	0	7	0
Maths	5	4	1	7	7	0	0	0	0	0	1	1
Science/Biology	4	9	13	0	1	0	0	0	1	0	11	0
Food/Textiles (one year)	1	2	0	3	1	0	0	0	0	0	2	0
Science/Chemistry (one year)	2	2	0	4	1	0	0	0	1	1	1	0
Pastoral Assistant	6	15	20	0	8	0	0	0	0	0	10	1
Finance Assistant	2	3	0	5	3	0	0	0	0	0	2	0
Cover Supervisor	0	1	1	0	0	0	0	0	0	0	1	0
DT Technician	1	0	0	1	0	0	0	0	0	0	1	0
Food/Textiles Technician	6	2	1	7	1	0	0	0	0	0	7	0
Student Support Assistant	2	2	0	4	2	0	0	0	0	0	1	1
Senior Library Assistant	5	10	3	12	7	1	0	0	0	0	1	6

PE Support Assistant (Rnd 1)	1	4	0	5	3	0	0	0	0	0	2	0
PE Support Assistant (Rnd 2)	1	4	0	5	0	0	0	0	0	0	5	0
Art Technician	2	0	0	5	3	0	0	0	0	0	2	0
School Counsellor/Mental Health Lead	5	8	0	13	5	0	0	0	0	0	8	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
MFL	18	1	0	1	3	16	0	0	0	0	20
Business Studies	15	0	1	0	4	11	0	0	0	1	13 (1-Other (Hispanic Latino)
Health & Social Care (Rd 1)	7	0	1	0	5	3	0	0	0	0	8
Health & Social Care (Rd 2)	6	0	0	0	5	0	0	0	0	0	6
Computer Science/IT (Rnd 1)	13	1	1	1	4	11	0	0	0	1-Latin	13 (1–White Irish)
Computer Science/IT (Rnd 2)	4	0	0	0	1	3	1	0	0	0	3
PE/Health & Social Care	13	0	0	0	0	14	0	0	0	0	13
Maths	7	1	0	0	5	4	0	1	0	0	8
Science/Biology	10	2	0	1	0	0	1	0	0	2	10
Food/Textiles (one year)	3	0	0	0	1	2	0	0	0	0	3
Chemistry (one year)	3	1	0	0	1	3	2	0	0	0	2

Pastoral Assistant	21	0	0	0	10	2	0	0	0	2	19
Finance Assistant	5	0	0	0	3	2	0	0	0	0	4
Cover Supervisor	0	0	1	0	0	1	0	0	0	0	1
DT Technician	1	0	0	0	1	0	0	0	0	0	1
Food/Textiles Technician	8	0	0	0	6	1	0	0	0	0	8
Student Support Assistant	3	0	0	1	1	3	0	0	0	0	4
Senior Library Assistant	9	0	2	4	5	10	0	0	0	1-Hispanic/ American	14
PE Support Assistant (Rnd 1)	5	0	0	0	2	3	0	0	0	0	5
PE Support Assistant (Rnd 2)	5	0	0	0	1	4	0	0	0	0	5
Art Technician	5	0	0	0	1	4	0	0	0	0	5
School Counsellor/Mental Health Lead	12	0	1	0	5	8	0	0	0	0	13

Equality Action Plan 2021 – 2022

Objective	Led by	Milestones	Resource and finance implications	Success criteria and deadlines
1. **Improve quality of curriculum development, and progress of identified vulnerable groups** • Evaluate and refine our Pupil Premium Action Plan based on impact and outcomes • Evaluate effectiveness of Carers 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 **Covid19** • Identify students at risk of being disadvantaged by Covid19 measure (such as lockdown, illness or self-isolation.	AMB/LB/ SEL/ SRF SRF SEW/ZMM SRF/AMB LB/AAS/SRF/ABK/KAS. HODs/HOYs	Pupil Premium audit complete – barriers to achievement for this group of students established • 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 Student lists complete and regularly monitored and updated. Strategies researched and in place for successful curriculum access. Use of additional funding to support findings	RLT time AEW time SEL/SRF time AEW time SEL/SRF time + additional resources depending upon recommendations SEL/ Council time Staff time and CPD Financial implications of IT access. Staff planning and training time	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. Recommendations enacted ensuring the best provision for all students generally and identified groups of students in particular Increased funding sourced and used successfully Student body is made aware of EO issues and has the opportunity to contribute and share ideas. Student identification throughout Autumn term 2021. From September 21 lockdown experience and any further absence assessed for impact on students and responses developed in light of findings.

• Put learning and support measure in place to ensure access to the full curriculum, learning and assessment opportunities.				Continual development of blended learning and online assessment and completion methods. Opportunities continually sought to share best practice.
2. The further development of the school's approach to Mental Health and Wellbeing • Identification and training of school's Mental health Leads • Continue to develop mental health support and provision for students • Develop the additional strand for staff. Initial Audit of staff referrals, absence, training in relation to mental health and wellbeing for staff.	SEL/JDM SEL/JDM SEL/ELC/Nina Livings	- Wellbeing week for both staff and students 2022 - 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.	SLT/SEL/HOYs/JDM/ZMM/ELC/MT/HD time SLT/SEL/HOYs SEL/JDM NJT/LB time SMW/NJT time Staff time and time used in PRAM	Training completed Sept 2021. All staff aware of these leads and their responsibilities. LEV, tutorial and assemblies updated Successful tutor training. Feedback from wellbeing week Include key issues in Information Evenings for Parents. Governors are aware of impact of Mental Health on staff and of solutions in place Staff are aware and are using appropriate systems (both as line managers and as

• Continue to 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. • Continue to raise the profile of positive mental health and where students can access support. Introduce Emma as the new school counsellor so students know who she is and where to go. • Increase specialist knowledge within SLT and for other key staff using MHST offer and first aid training • Achieve Mental Health	SEL/JDM/ZMM JDM/SEL/SEW/SMW/ELC SEL/ZMM/GJE/ELC/JDM/SRF LB/AAS LB/SEL/SRF/JDM/SEW/HOYs/HODs SMW/LB/ASS	• 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 • Nina to attend PRAM and triage regularly to report back and update on key students, interventions and impact. Use whole school assemblies and training as well as student council to promote provision and Emma's role. Following on from first aid and other training set up a training session for PRAT and wider SLT Work towards achieving the award using the baseline audit Students identified appropriate support accessed.	Planning time and staff time – SEL JDM ZMM ELC Training time SEL, SMW, SEW, ELC, JDM Planning time SEL, JDM, ELC PRAT session SEL, JDM, ELC plus pastoral staff LB/AAS/PJB Staff time Financial support for interventions	individuals) and the impact on absence and wellbeing. Improved attendance, better contact with families and learning progress being made. Increase in confidence of the team Student voice and monitor referrals Successful award application High staff morale and enthusiasm for teaching and professional development. Measured through annual staff questionnaire. Students in groups or individually accessing appropriate support either within school or externally. Staff morale and motivation remains high

Award status • Reduce workload for teachers with planning, assessment and use of data		• Continue to update current research good practice from DFE initiatives and for similar organisations. • Continue to work closely with the DFE on workload reduction measures Consideration given to workload in all decision making and responses to external demands (e.g. assessment).		Continue to make this a key priority through all developments and changes. Use CPD to develop and improve planning, assessment and feedback. Reduce staff workload with planning and marking.
Covid19 Identification of students who are struggling to respond positively to blended learning and are anxious. Strategies in place to support them in school. Staff wellbeing and workload considered as a key part of all Covid19 related developments and changes.				
3. **Develop the school's Counselling and wellbeing support service**	SEL/ELC/SRF/JDM/LB			Training planned and delivered as part of the Tuesday

Teaching and support staff awareness training		• Counselling audited alongside the work of the pastoral system and the learning mentors.	Staff time, training resources	programme and Sep training day 2021
Governor updates and training in Mental Health and Wellbeing	SEL/ELC/JDM	• 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 awareness and knowledge increased ensuring an effective support system for the school generally and in relation to specific issues.
Identification, referral and monitoring process in place – tweak the triage process to meet the changing needs of students	JDM/SLT/ELC	• Governors receive regular training and updates on wellbeing agenda and initiatives.	Staff time	Aim for a small waiting list for referrals
	JDM/SEL			Put in place group work where appropriate
Develop the range and impact of the role of the school counsellor. Weekly wellbeing self-care email for staff 'feelgood Friday'	ELC other staff members who want to contribute	Weekly triage process regularly evaluated and referrals tracked	Staff time including research	Review every half term Talk to students and Heads of Year
			ELC/Staff time	Staff wellbeing survey to gather views
	SEL/SRF/ELC/JDM	Fortnightly meeting with Emma as well as evaluation and feedback via PRAM	Time with the MHST	The school community feels supported and that the school understands and is responding to need.
Covid19 Increase and develop whole staff awareness of the emotional impact of isolation and illness.		Greater emphasis on CPD and support on emerging issues. Wellbeing agendas foregrounded. Research a priority. Information and support available to students, staff and parents.		Students and staff are identified, know about and access appropriate support.
Strategies in place to support student and staff wellbeing during this time.				

4. Improve awareness and access to: - **School site and buildings** - **Curriculum** - **Training opportunities**	SMW/NJT/JDM/LB	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 • 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	Meeting time to review plan after recommendations by external provider LT/JDM/RALS ZMM LB/Lead Trainers/JDM/ - time SMW/HOYS/AAS/ME HOYs/main office NJT/BDW/SMW	New site Audit completed in May 2018. This will form the site action plan for the next 3 years. All provision for SEN students reviewed annually with students and parents All new signage completed. Evaluate the existing provision and adapt / enhance resources in line with student timetables / transition with new intake. Staff demonstrate differentiation of teaching and learning materials to reflect need. Parental needs are identified and catered for. Staff are aware

		an alternative format for communication.	Meeting, planning and implementation time.	and ensure provision is made where required.
New Build As planning for the new school building continues this year accessibility, access, sensitive approaches to toilets and PE changing rooms will be a key part of our engagement with the architects. **Covid19** The risk assessment will be under constant review and follow national and local guidelines with safety approaches (i.e. the wearing of masks, movement around the school etc.)	NJT/SMW/LB/AAS NJT/RLT/SMW	• Risk Assessment followed for all aspects of equality of access to both buildings and the curriculum. A central agenda item for planning meetings	 Meeting and planning time	Successful access to a broad curriculum and equality of access to additional opportunities for all students. Students are able to access the facilities to ensure progress across the full curriculum. New build is an accessible site with equal opportunities for all students regardless of disabilities, physical or emotional need, gender or identity issues.
5. **Whole School Literacy and numeracy**	JEB/SRF/GJE/KAS	• review policy and provision to put schemes in place to support literacy and numeracy for both students and staff • Early assessment data used to inform planning • Training time allocated to developing	LT/SRF/JEB/GJE/KAS time	Literacy and numeracy Policy and training yields higher outcomes for students identified with delay on transfer. This progress will improve during their time at the

		• these initiatives.		school. Initiatives are well attended and well evaluated.
Covid19 The emphasis on Literacy and Numeracy will continue thought this period.	JEB/SRF/GJE/ LT	• Strategies will be developed to enhance the school's approach safely.		Initiatives develop a confidence and love of numbers and reading in increased numbers of students.
6. **Continue to improve the range, variety and quality of provision designed to promote diversity and tolerance**	LT/ SEL/ ZMM/PRA M/ RALS	• 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 • Wellbeing week 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. • Greater coherence between information and messages within Tutorials, assemblies, and LEV to ensure coverage of a range of relevant issues.	SEL/LT time/PRAM planning time/HOYS SEL/PRAM time SEL/PRAM time SEL/PRAM SEL/ZMM SEL/ELC and pastoral teams Time and Training	Incidents of bullying reduce throughout years 9, 10 and 11. Students report bullying and incidents are successfully resolved. Assemblies programme Sept 2021 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 Suggested developments put in place. Improved content

		• LGBT Group meeting held regularly with visiting speakers		and student understanding of issues.
		• To continue to work closely with Stonewall after successful application to become Stonewall School Champions – make appropriate use of their resources and speakers	ZMM/LB/SEL Time and training	New Personal Development Coordinator having whole school impact. Successful application
Covid19 Half-termly assessment of opportunities for students. Address how these could be achieved safely via alternative safe strategies.	LT/ELC/ZMM/ HOYs	• Rearrange opportunities using online resources alternative venues and groupings. Greater use made of tutorial programme in each year group.		Successful online, recorded and tutorial opportunities for all students.