



# Stowupland High School

## A Single Equality Scheme (SES)



History:

<b>Adoption / Review</b>	<b>Committee</b>	<b>Lead Personnel</b>	<b>Review Date</b>
Autumn 11	Full Governors	Headteacher	Autumn 14
Autumn 14	Full Governors	Headteacher	Autumn 17
Autumn 17	Full Governors	Headteacher	Autumn 20

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## Foreword

This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – students, staff, governors, parents and carers and all those within our extended school community.

We regard this Scheme as being essential for achieving the five outcomes of the Every Child Matters framework and the objectives of Suffolk's Children and Young People's Plan. In addition, the school's vision is for: "Outstanding Progress for All" and this means that all young people have an equal right to learn and progress, both academically and socially.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.

Headteacher, Chair of Governors

Learning is not just about acquiring knowledge. It's about being open-minded, tolerant and appreciative of the many differences around us. Everyone can and should succeed at Stowupland. We want to ensure that this is a school where there is nothing to hold you back.

**Stowupland School Council**

## **1 What is the Single Equality Scheme and Action Plan?**

The Single Equality Scheme (SES) and Action Plan covers a two-year period from **2014 to 2016**. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, students and people using the services of the school such as parents and the local community.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all equality strands and ensures that we meet our responsibilities in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and Action Plan. This will be reviewed by the Governing Body and will cover activity undertaken in relation to the identified equality strands and promoting community cohesion.

## **2 Meeting our duties**

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

### **2.1 Race Equality**

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

The procedure for dealing with Racist Incidents is produced as Appendix A

### **2.2 Disability Equality**

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability- related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people

### **2.2.1 Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum;
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

It must be ensured that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

### **2.3 Gender Equality**

#### *2.3.1: The General Duty*

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Suffolk County Council unified conditions and pay for school teachers.

#### *2.3.2: Transgender*

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

### **2.4 Community Cohesion**

The school has a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups. Policy, practice and priorities have been incorporated into our Single Equality Scheme and Action Plan to make it easier to monitor progress and performance in meeting our objectives.

### **2.5 Age, Sexual Orientation, Religion and Belief**

The school will ensure that it does not discriminate on these grounds. This Scheme includes our priorities and actions to ensure that discrimination in these equality areas.

## **3 Our School Values and Vision**

In meeting the duties described above, all our actions will embody our school's vision, aims and values

**Vision:** Outstanding Progress for All

**Aims:**

- Creating an innovative and personalized curriculum so that all can secure high standards of achievement and progress
- Offering a range of activities – curricular and extra-curricular – in order to develop the knowledge, skills and attributes essential for life in the 21<sup>st</sup> century
- Ensuring a caring, happy and safe environment where expectations, responsibilities and opportunities are embraced
- Broadening our students’ horizons and nurturing an understanding an understanding and appreciation of the interdependence of individuals, groups, communities and nations
- Fostering a professional learning community where research, reflection and training ensure high quality practice
- Communicating and collaborating to enhance the partnership between school, home and the wider community – local and global

**Values:** Rights, Responsibilities, Respect

Everyone in our community has **rights**;  
 Everyone in our community has **responsibilities**;  
 Everyone and everything deserves to be treated with **respect**.

#### **4 Stowupland within Suffolk’s Profile**

Suffolk is a rural county with a diverse population of approximately 715,700.

The county has an ageing population – higher than the national average. There are pockets of deprivation across the county.

There are **322 schools in Suffolk**: 252 primary **schools**; 10 middle **schools**; 44 upper/high **schools**; 14 special **schools**.

Stowupland is situated in mid-Suffolk and the village has approximately 1,900 inhabitants living in approximately 805 households.

- 79% of the population in Suffolk is in employment; unemployment is reported as 2.1%
- Suffolk has a higher rate of adults with no qualifications compared to the East of England; mid-Suffolk statistics are more favourable with 71% of the working population attaining Level 2+ and 41% of the population with Level 3+
- 94% of the population in Suffolk describes itself as white British; 6.3% of the population of Suffolk are from BME groups. Suffolk has seen a visible rise in the BME population since the 2001 although the exact number has not been identified

- The number of native languages spoken by school children in Suffolk has almost quadrupled in the last five years from around 35 to 120.
- There are 50,559 (18-64 year olds) with a physical disability in Suffolk (7.6%)
- There are 19,388 adults with a learning disability in Suffolk (2.9%)
- Stonewall estimates that between 6-7% of the population are Lesbian, Gay or Bi-sexual. This means that there are between 35,154 and 41,103 LGB people over 14 years old in Suffolk

*(Statistics are compiled from the LSC Local Needs document and the 2001 Census)*

### *Stowupland Community*

The catchment area for Stowupland High School is composed primarily of small village communities. The school has a relatively stable population and does not present as a socio-economically deprived catchment. However, there are pockets of deprivation and the disadvantages of rurality are evident in:

- Transportation
- Amenities
- Access to cultural opportunities

The ability to link with the community outside school hours or during holidays is limited and facilities which are readily available to those in an urban setting cannot be accessed. The main feeder school is a 20 minute car journey away. Broadband speeds are often less than 1 Mb in local villages, although this is gradually improving.

## **5 Collecting and Analysing Equality Information for Students at Stowupland**

Stowupland is an inclusive school. We use the curriculum to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

Historically, we have collected and analysed the following equality information for our students:

### Information gathering (students)

- Student Attainment levels
- Student Attendance levels
- Exclusions
- Complaints of Bullying and Harassment
- KS 4 Options/Exam courses

We have identified the following issues from this information-gathering exercise:

- Ethnic groups tend to be small and there is a danger , therefore, that something of significance may not register
- The needs of SEN and "vulnerable" groups of students are becoming more varied and complex
- Incidents of bullying and prejudice-related issues are small in number, but awareness needs to remain high
- EAL students in school tend to arrive at KS4. This is a new area for both staff and students and can restrict options and courses
- Historically, information relating to participation in extra-curricular activities has been less robust than other data

Actions relating to these findings are included in the Action Plan

## **6 Collecting and analysing equality information for employment and governance at Stowupland High School**

Stowupland is committed to providing a working environment free from discrimination, victimisation, and harassment.

Stowupland also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

The Employment Duty within the race legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is not included as a specific requirement in the disability and gender legislation but is covered in other aspect of the duties and therefore is deemed to be best practice in order to identify potentially discriminatory practice.

The duty applies to all staff working at the school in whatever capacity.



We have sought the following information in relation to staff and governors:

#### Information Gathering (Staff and governors)

- Applications for employment
- Staff Profile
- Governing Body Profile
- Attendance at staff training events
- Performance Management (Appraisal)

We have identified the following issues from this information-gathering exercise:

- Staff data is not currently separated or analysed into race, disability and gender
- The Governing Body profile has not been collated or analysed to date
- Appraisal and training records are not analysed by race, disability, age, gender or other equality strands

Actions to address the issues identified have been included in our Action Plan.

## 7 Achievement to Date

In relation to equality duties, the school has already responded by:

- Improving the Physical Environment
  - moving specialist facilities to the ground floor (food technology)
  - creating a purpose-built dining room
  - improving disabled toilets
  - hearing loops
  - introducing stair strips
  - fitting door controls for wheelchair users
  - increasing the number of disabled parking spaces
  - on-going improvements to spaces through repair and decoration
  - providing "green" solutions and developments wherever possible (bio-mass boiler and solar panels for example)
- Ensuring both the School Council and Year Councils reflect a gender balance
- Ensuring that initiatives such as mentoring and Able, Gifted and Talented are open to all irrespective of age, gender etc
- Promoting equal responsibility through sex education and health programmes
- Recognising and embedding the responsibility of all staff members in ensuring the achievement of specific groups of students
- Providing equal opportunities in PE, irrespective of gender

- Giving equal access to extra-curricular opportunities including girls football and cricket
- Promoting and celebrating different cultures, traditions and religions
- Ensuring that SMSC has a high profile in subject areas and in the wider life of the school eg through lesson delivery, assemblies, schemes of work

We have decided that the areas of priority to develop these strands further should include:

- Increased use of data evaluation as a means of tracking the progress of different groups of students across all year groups
- A documented programme of support and integration for students from ethnic minorities (and their parent/guardians)
- Greater focus on equality strands through assemblies, core programme, tutorial activities, specific "conferences"
- Review of all school documents (booklets, guides etc) by outside agency to ensure equality
- Further resources such as electronic translators, DVDs, to assist EAL students
- Further raising of awareness, and celebration, of other cultures and traditions through MFL, Library provision, specific subjects for example
- Increased student and parent/carers awareness of policies and developments to the physical environment

These points will be included in the Action Plan.

## **8 Equality Impact Assessments**

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

There is a published time-table for the review of policies and this will be used to undertake equality impact assessments where possible.

## **9 Related School Policies**

The Single Equality Scheme has been used to rationalise the implementation, monitoring and impact of existing policies in Race, Equality, Disability and Community Cohesion. These policies have been subsumed and are now embedded within the SES although key statements and actions have been included in the Appendices. An Accessibility Plan has also been incorporated in the SES Action Plan

Discrete policies and documents which remain in place and which are linked to the SES are as follows:

- School Improvement Plan
- SEND Policy

- Building Plan (undergoing redrafting in light of SOR)
- Homework Policy
- Assessment and Marking Policy
- Learning and Teaching Policy
- Anti-Bullying Policy
- Leave of Absence Policy

## **10 Roles and Responsibilities**

- The Governing Body (through the Premises Committee and Governor Task Groups) will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this scheme, together with relevant post-holders such as the Business Manager and the Director for Inclusive Learning
- All staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues
- Students have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- All visitors to the school, including parents/carers should be aware of our values and commitment to equality and respond accordingly

## **11 Commissioning and Procurement**

Stowupland is required by law to make sure that when we commission another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

## **12 Publicising the Scheme**

The Stowupland Equality Scheme (SES) is a public document and it is made available to any interested stakeholder through the web-site.

## **13 Annual Review of Progress**

The Governors will report annually on the progress and performance in respect of this scheme covering: race, disability, gender, accessibility and community cohesion. This progress will be documented in the Headteacher's Report for the Summer Term each year.

#### **14 On-going Development of the Scheme**

The school will undertake a formal review of the Equality Scheme and the Action Plan every two years to maintain relevance and impact.

The school will maintain on-going involvement of stakeholders by:

- Discussions with School Council
  - Discussions with 6<sup>th</sup> Form Council
  - Discussion with staff
  - Documenting progress through the Headteacher's Summer Report to Governors
  - Maintaining parental awareness through the school newsletter, the web-site and Headteacher's Blog
-

## **Stowupland: Procedure for dealing with Racist Incidents**

### **1. The School's Position and Commitment**

The school and local community are both becoming increasingly diverse. Students need to be made aware that we live in a diverse society, in which appropriate, positive attitudes and behaviour need to be adopted.

The School's commitment to an anti racist stand-point and regard for diversity issues permeates the school's aims and is articulated clearly in the following:

- Providing a caring, happy and safe environment where expectations and responsibilities are clearly understood and readily accepted
- Broadening our students' horizons and nurturing an understanding and appreciation of the interdependence of individuals, groups, communities and nations

The school aims to create an environment where no one should experience racial harassment, whether directed at them or at a fellow student.

### **2. Strategies to encourage positive student behaviour**

Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure that racist assumptions, attitudes and behaviours are challenged by all members of the school community.

We will achieve this positive behaviour by:

- Promoting the core values of the school: Rights, Responsibilities and Respect
- Ensuring staff are role-models through their language, behaviour and interaction
- Ensuring that the curriculum - including Assemblies and PSHE – embraces diversity issues and promotes awareness of racism
- Selecting curriculum material and resources which avoid stereotyping
- Making expectations clear in classroom interactions – particularly the need to respect different cultures, views and ideas
- Promoting equality of opportunity and treatment, irrespective of ethnic origin, thereby
- Providing In-service training for all staff to highlight diversity issues
- Responding sensitively to cultural traditions
- Dealing quickly and firmly with any form of racism which is reported
- Ensuring that all racist incidents are reported to the Local Authority and to Governors

### **3. Identification**

A racist incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as 'minor' intimidation which are cumulative in effect.

2. Verbal harassment – name calling, ridiculing a person’s background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the ‘victim’ perceives such a motive.
4. Inadvertent disrespect, eg ignorance by any member of the school community of a pupil’s cultural practices which cause the pupils to feel harassed or uncomfortable
5. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.
6. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

#### **4. Referral**

Students will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a racial incident may be presented by the individual, groups of friends or via parents/carers and will be treated by staff in a sensitive manner.

Staff are to report any incident of suspected racism directly to a senior member of staff without delay. An investigation will be instigated by the Director for Inclusive Learning.

#### **5. Action**

- Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impact of her or his behaviour
- The incident should be referred to on-call or the senior member of staff on duty and a Racist Incident Sheet will be compiled by the Progress Leader or the senior member of staff of duty. This sheet will record the investigation of the incident
- The senior member of staff on duty will take action in accordance with the instructions on the sheet. The incident should be brought to the attention of the Director of Inclusive Learning and the Headteacher as quickly as possible and certainly within 24 hours
- Copies of the incident sheet will be placed in the files of all pupils involved; victims and perpetrators. A copy of the documentation will also be kept in the file in Inclusion Office
- In cases where physical injuries have been sustained and the First Aider is required to attend, an Incident Form should be completed in addition to the Racist Incident Sheet. The Incident Form should be returned to the Headteacher’s PA as quickly as possible
- Staff will be informed through briefings of any student involved in a racial incident or of any potential incidents and what action to take
- The Director of Inclusive Learning will be responsible for completing the Local Authority returns and for reporting any racial incidents on a termly basis through the Headteacher’s Report to Governors.

**Stowupland High School:**

**Racist Incident Sheet**

Date: \_\_\_\_\_

1.	Victim's Name:		Form:	
2.	Alleged Perpetrator(s):			
3.	Place of Incident:		Time:	
4.	Nature of Incident:			
5.	Effect on Victim:			
6.	Context: Do you believe this is a unique incident or one of a number of such incidents?			
7.	Immediate Action Taken:			
8.	Classification of Incident L/A (Returns):			

Form Completed by:		Copy on student(s) file:	
Copy to Head's PA (Date):		<i>(for PA to complete)</i> Headteacher's Report:	

Copies of the incident sheet will be placed on the files of all students involved. A further copy will be kept by the Headteacher's PA who maintains a central file.

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## APPENDIX B

## Statement on Community Cohesion

By community cohesion we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all and a society in which strong and positive relationships exist and continue to be developed in the school and the wider community.

### For us in school, the term 'community' has four dimensions;

- **The school community** - the children we serve, the parents, carers and families, the school staff and Governing body and community users of the school's facilities and services.
- **The community in which the school is located** - the school in its geographical community and the people who live and work in the area. This applies not just to the immediate neighbourhood but also to the village of Stowupland and Suffolk Local Authority.
- **The UK community** - all schools are by definition part of this community and
- **The global community** - formed by the EU and International links.

In addition, we have other communities such as the Gipping Valley Partnership, our cluster schools and our pyramid of feeder primary and middle schools.

As a school, we operate across all the above dimensions through our extended school activities and residential trips abroad and hosting exchange students here.

### How we build Community Cohesion

Our school builds community cohesion by promoting equality of opportunity and inclusion for different groups of students in our school. We also promote shared values and encourage active engagement with others to understand what we all have in common.

### Broadly, we contribute to Community Cohesion through

- **Teaching, learning and the curriculum** - helping children to learn and understand others, to value diversity whilst also promoting shared values; to promote awareness of human rights and to apply and defend them and to develop the skills of participation and responsible action. Examples of this can be found in PSHE and Citizenship, as well as subjects such as English, Geography and History.
- **Equality and Excellence** - to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups. This is evidenced through our SES, SEN policy and through our personalised learning agenda.
- **Engagement with extended services** - to provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relations. As

an extended school, our building is let in the evenings to various community groups and our charity work supports local organisations.

### **Teaching, Learning and the Curriculum**

Within our teaching and the curriculum, we promote shared values and build the students' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, religions or beliefs, ethnicities and socio-economic backgrounds; for instance the RE curriculum and PSHE. All students are encouraged to achieve their potential. There is support for students for whom English is an additional language (EAL) to remove barriers to effective learning enabling the students to be integrated and achieve the highest possible level in English. All students have access to extra-curricular provision and there is an International Group to reflect cultural diversity.

The Curriculum also strives to increase awareness of the Local Community, through the use of data and field work and this is evident in a range of subjects including History and Geography. There are also tangible examples of the school's contribution to the local community eg village web-sites.

### **Equality and Excellence**

We now have an extensive system of tracking students progress and the analysis of assessment results enables us to keep track of the relative performance of different groups and to tackle underperformance by any particular group through personalised learning. We have effective approaches to deal with bullying and harassment through our appropriate behaviour and discipline policies. The new School Admissions Code ensures that we do not promote ourselves in a way that might deter parents from particular communities.

### **Engagement and Extended Services**

Good partnerships exist with the parents and the community. We encourage working together through information evenings and through local organisations supporting the work of the school. Our School Council ensures that the student voice is heard and the students are encouraged to take responsibility with in the school community through Year Councils, Sports Council and leadership roles such as Leaders of Learning and Sports Ambassadors.

The school has strong links through its multi agency work as part of the Every Child Matters agenda.

Our building (including the Community Sports Centre) is let extensively in the evenings to community groups and is also used during the day by the University of the Third Age.

## Single Equality Scheme Action Plan 2014 – 2016

<i>(Place a tick to identify which statutory duty/equality legislation the planned action is meeting)</i> S=SEN (and other specific groups) R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion								Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by GTG = Governor Task Group
S	R	D	G	SO	A	R/B	CC					
✓	✓	✓	✓	✓	✓	✓	✓	<b>Rights, Responsibilities, Respect</b> All staff are reminded of the Single Equality Scheme and have awareness of their responsibilities	Circulate for Jan PD Day - within the context of 11-18 planning	Feb 2014	Headteacher	Deputy Headteacher
✓	✓	✓	✓	✓	✓	✓		<b>Student Progress</b> There is robust analysis of the performance of different groups of students and this information is available to staff and governors (anon)  <b>School Priority: 14/15</b>	Go4Schools established and adapted to meet the needs of the school  Matrices produced termly for each subject  Specific Group analysis produced for each subject	(Introduced 13/14)  Dec 2014 and on-going  Dec 2014 and on-going	DH (Curriculum and Assessment) supported by  TLR 3 Post (Data)	GTG - Achievement
✓	✓	✓	✓		✓			<b>Summative Performance</b> Annual end-of-year performance provides evidence relating to attainment and achievement for specific groups facilitating discussions and judgements relating to equality of opportunity	Produce subject matrices for each year group (covering specific grps of students)  Produce "Overview"	(Introduced 13/14)  Dec 2014 - overview and first matrices  July 2015 - fully established	DH (Curriculum and Assessment) supported by  TLR 3 Post (Data)	GTG Achievement

	✓					✓		<b>On-going Awareness</b> <i>There is Increased awareness (and celebration of) all the religious and racial groups represented in the school through both staff and students</i>	<ul style="list-style-type: none"> <li>• Discussion at school council</li> <li>• Enhanced library provision</li> <li>• Assembly programme - to acknowledge this</li> </ul>	By September 2015	Asst Head	Headteacher
<b>S</b>	<b>R</b>	<b>D</b>	<b>G</b>	<b>SO</b>	<b>A</b>	<b>R/B</b>	<b>CC</b>					
✓	✓	✓	✓	✓	✓	✓	✓	<b>School Documentation - content</b> <i>School publications eliminate unlawful discrimination and promote equality of opportunity for all students and parents/carers</i>	Partner College (Cambridge) to undertake review of policies and publications	Summer Term 2015	Headteacher	SEN Governors and GTG: Behaviour and Safety
✓	✓	✓	✓	✓	✓	✓		<b>School Documentation - availability and format</b> <i>The availability of school publications eliminates discrimination and promotes equality of opportunity for all parents/carers</i>  <i>All documentation available in larger font and print on request</i>	Hard and electronic copies of school publications are available  Availability statements on all school documentation (electronic and paper copies)  Any variation required is carefully documented and disseminated	Current  January 2015 - January 2016  July 2015	Business Manager/Head's PA  Progress Support Workers	GTG: Behaviour and Safety
✓	✓	✓	✓	✓	✓	✓		<b>Stakeholder involvement and Ownership</b> <i>Students and Parents are actively involved in the review of key policies and documentation</i>	Students review of reporting formats (and use of PLTS)  Review of Web-site	Autumn Term 2014  Summer Term 2014	PL - Student Leadership	GTG Leadership and Management

									<i>Review of Policies</i>				
✓	✓	✓	✓	✓	✓	✓		<b>Accessibility to the Curriculum</b> 1. EAL provision leading to positive outcomes (attainment and Achievement)	Audit from LA Specific training for staff	January 2015 April 2015	Director of Inclusive Learning	SEN Governor	
✓	✓	✓	✓		✓	✓		2. SEN Improvement Plan (both in theory and practice) enables specific groups of students (E and K) to make progress line with school targets	Write plan to include: Staff training, dyslexia strategies, 11-18 provision, SEND transition, SEBD needs, structure and roles/responsibilities of inclusion team, physical resources required	December 2014 - plan produced Review - Sept 15	Director of Inclusive Learning	SEN Governor	
✓	✓	✓	✓	✓	✓	✓		3. Key Stage 4 programme is meeting the needs of all learners within the context of national developments as demonstrated through attainment and achievement outcomes	Review curriculum model Revise Options information and documentation Review for 15-16	December 2014 January 2015 November 2015	SLT Deputy Head (Curriculum and Assessment)	GTG: Leadership and Management	
✓	✓	✓	✓	✓	✓	✓		4. Year 7/8 Curriculum meets the needs of all learners and allows them to make reliable progress	Review curriculum model Undertake planning day for Yrs 7 +8 Review Progress	December 2014 January 2014 December 2015 March 2016 July 2016	Deputy Head (Curr and Assessment)	Headteacher GTG: Achievement	
✓	✓	✓	✓	✓	✓	✓		5. Specific groups of students (PP) are receiving personalised support and resources to aid learning and achievement	Individual Letters Collation and response Review Repeated cycle in 15/16	Oct 2014 Dec 2014 July 2015 2015 - 2016	Progress Leaders Business Manager	Headteacher and Assistant Headteacher	
✓	✓	✓	✓	✓	✓	✓		<b>Extra-curricular Opportunities for Students</b>  These are being accessed by all specific groups of students including those of different gender, racial and religious	Analysis of trips and visits  Analysis of lunchtime and Wed pm activities	April 2015 and successive Headteacher Reports	Director of Learning(Systems) and X-Curricular Lead.	GTG Behaviour and Safety	

								backgrounds	for specific groups				
	✓	✓	✓	✓	✓	✓		<b>Equality of Opportunity for Staff</b> Applications for Posts are analysed in terms of race, disability and gender	Amendment to the Recruitment Policy	On-going	Headteacher's PA	Headteacher	
	✓	✓	✓	✓	✓	✓		<b>Staff Training</b> CPD and training opportunities represent equality both in theory and practice	Termly analysis Reporting to governors through HT's Report	Spring 2015 Beginning March 2015	Director of Learning (CPD)	Head teacher	
	✓	✓	✓	✓	✓	✓		<b>Staff Rights and Responsibilities</b> Current copies of all relevant policies: Staff Handbook; Health and Safety, Grievance, Bullying and Harassment, Whistleblowing are available to staff and explained as part of the induction programme	Updated copies available in paper copy and electronically (i-Learn) Induction Programme re-visited and revised	Jan 2015 September 2015	Headteacher Director of Learning (Systems)	Chair of Govs Headteacher	
<b>Disability and Accessibility: The Physical Environment</b>								<b>(Completed actions already recorded under Section 8)</b>					
<b>S</b>	<b>R</b>	<b>D</b>	<b>G</b>	<b>SO</b>	<b>A</b>	<b>R/B</b>	<b>CC</b>						
		✓					✓	Capital projects to the roof and heating systems have been completed to a good standard	Bio-mass boiler installed and operating Roofing repairs completed	Sept 2014 Dec 2014	LA Property Service	Business Manager Govs: Premises	
		✓					✓	The SOR Build and refurbishment complies with all DDA requirements including car parking facilities	Plans produced Discussion with contractors Sign-off	Dec 2014 Jan 2015 August 2015	Business Manager	Govs: Premises	
		✓					✓	The main block is DDA compliant for all students and staff	Contact and involve County Health and Safety Officer	April 2016	Business Manager	Govs: Premises	
✓	✓	✓	✓	✓	✓	✓	✓	ICT provision is increased to ensure greater and more robust access across the school site	Server changes W-fi infra structure ICT bids made Wireless hardware and provision increased	November 2014 February 2015 January 2015 September 2015			
		✓					✓	A Building Plan is produced (post SOR)	Independent Review	Sept 15 - 17	Business Manager	Govs: Premises	

								<i>which reflects the outcomes of an independent review</i>	<i>Creation of Action Plan</i>			
✓	✓	✓	✓	✓	✓	✓	✓	<i>The individual needs of staff and students are fully met in line with DDA</i>	<i>Welfare Meetings HTML referral</i>	<i>On-going</i>	<i>Business Manager</i>	<i>Govs: Premises</i>
✓	✓	✓	✓	✓	✓	✓	✓	<i>All stakeholders are aware of, involved in and updated on building plans and priorities</i>	<i>Publication of scheme Building Plans (SOR) published on web-site Revised Building Plan drawn up by governors Consultation with stakeholders Actions and developments communicated through the HT's report (summer term report)</i>	<i>October 2014 January 2015  December 2015  February 2015  April 2015 - 16</i>	<i>Headteacher Business Manager  Business Manager  Business Manager/ Headteacher Business Manager/Headteacher</i>	<i>Govs: Premises</i>
<b>All issues identified have a planned outcome – one that will make a difference.</b>												

