



Equality Objectives 2020-24

Applicable to:	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Pupil Support Committee	

Status:

Statutory policy or document	Yes
Review frequency	Objectives every four years; annual progress reviews
Approval by	Governing Body to determine

Publication:

Statutory requirement to publish on school website	Yes
Agreed to publish on school website	Yes

Review:

Frequency	Next Review Due
Annually	September 2022

Version Control:

Author	Creation Date	Version	Status
Business Manager (BW)	3 December 2020	0.1	Initial draft based on 2016-20 objectives (May 2016)
Changed by	Revision Date		
Business Manager (BW)	15 December 2020	1.0	Final approved version for publication
Assistant Headteacher SEND & Disadvantaged ACHS/WMS (KL) Assistant Headteacher SSMS (JE)	8 March 2022	1.1	Annual review
Business Director (BW)	21 March 2022	2.0	Final approved version for publication

1 Introduction

- 1.1 Schools are required to publish information to demonstrate how they are complying with the Public Sector Equality Duty (PSED).
- 1.2 The PSED was introduced by the Equality Act 2010 and applies to all schools, including maintained and independent schools (including academies), maintained nursery schools, and maintained and non-maintained special schools.
- 1.3 Schools are required to publish information to demonstrate compliance with the PSED and must update this equality information at least every year. Our Equality Information is available on the federation's website. Schools must also prepare and publish equality objectives, and must update these objectives at least once every four years.

2 Objectives

- 2.1 The federation has agreed the following equality objectives for 2020-24, and these will be reviewed and updated where necessary:

Ensure the gap is narrowed between pupil premium pupils and other pupils in terms of achievement, attendance, persistent absence, exclusions etc.

- **Strategies**

- Further analysis to be undertaken by Data and Curriculum Services Manager based on this specific group
- Allocation of specific targets in School Development Plan and via appraisal where appropriate
- Achievement, attendance and behaviour issues to be tracked for this group and action plans identified based on data analysis
- Monitoring via Senior Leadership Team and governing body meetings

- **Success criteria**

- Achievement gap - pupil premium vs other pupils is reduced in all year groups
- Attendance of pupil premium pupils is increased and their persistent absence is decreased
- Exclusions for pupil premium pupils are in line with other groups

- **Progress since last review**

- Identified staff have undertaken training based on the EEF materials to meet the needs of pupil premium and disadvantaged students; this has provided the basis for the new Pupil Premium Statement and documentation
- Focus on improving attendance for pupil premium students, specifically with Year 11
- Additional homework sessions, focus groups and revision sessions have been implemented to narrow the gap between pupil premium pupils and other pupils in terms of achievement in Year 11
- The profile of all pupil premium children has been raised by implementing Student Spotlights which provide a profile of each student's strengths, needs and strategies for support

Narrow the gap between SEND pupils and other pupils in terms of achievement, attendance, persistent absence, exclusions etc.

- **Strategies**

- Embed the role of the Assistant Headteachers responsible for SEND
- Further analysis to be undertaken by Data and Curriculum Services Manager based on this specific group
- Develop staff training, particularly for learning support staff, on specific SEND issues through external providers
- Achievement, attendance and behaviour issues to be tracked for this group and action plans identified based on data analysis
- Monitoring via Senior Leadership Team and governing body meetings

- **Success criteria**

- Achievement gap - SEND vs other pupils is reduced in all year groups
- Attendance of SEND pupils is increased and their persistent absence is decreased
- Exclusions for SEND pupils are reduced

- **Progress since last review**

- New Assistant Headteacher SEND & Disadvantaged ACHS/WMS and new SENDCo ACHS in post
- All ACHS learning support staff have undertaken BSL Level 1 training through the organisation British Sign
- Learning support staff working directly with hearing impaired students are undertaking Level 1 OCN training under the tutelage and mentoring of specialist teachers for the deaf from the local authority's LINT team
- SEND behaviour issues are addressed in collaboration with the pastoral team to reduce exclusions
- Counsellors appointed to work across the federation to support the pastoral needs of pupils

Embedding of Education Health and Care Plans (EHCPs) and increased use of Early Help Assessment (EHA) forms to support young people

- **Strategies**

- Training for key staff on EHCPs and their use within school
- Further develop teaching staff awareness and skills via sharing lessons from the training undertaken by key staff
- Awareness is raised for parents of pupils with an EHCP or EHA plan through regular home-school communication and review meetings

- **Success criteria**

- Plans are in place for appropriate pupils to ensure their needs are met
- Use of EHA is embedded with a number in place that work effectively
- SEND pupils continue to make appropriate progress

- **Progress since last review**

- All staff have received training on Quality First Teaching, autism, the Graduated Approach, and strategies to support SEND learners
- There has been an increase in the submission and acceptance of COSAs, which result in EHCPs
- Multi agency involvement and the EHA process have ensured that pupil need is being met and that attendance has improved from SEND pupils
- SEND pupils continue to make progress due to the high levels of support received
- Tiered approach to behaviour and SEND issues implemented at SSMS

Review whole federation awareness of homophobia/homophobic bullying issues with a specific focus on language used

- **Strategies**

- Assemblies held to raise awareness of the issues and to focus on positive role models with a specific emphasis on the negative implications of language used
- Lead teacher for PSHE/SMSC to organise other activities
- Staff awareness to be raised with staff requested to challenge ALL such behaviour in and out of lessons
- Peer supporters made aware of issues and able to challenge/support other young people

- **Success criteria**

- Staff and students are more aware of issues
- Fewer incidents recorded for homophobic bullying
- Whole school questionnaire shows improvements with regard to bullying

- **Progress since last review**

- All pupils have received direct teaching and participated in assemblies focused on Keeping Children Safe In Education 2021, which addresses peer on peer abuse
- All staff have had refresher safeguarding training in line with federation policies and procedures
- Visual aids and posters are prominently displayed around our schools to inform and educate students and establish expectations
- WMS Ofsted (November 2021) identified that bullying is addressed immediately and effectively and that “Leaders prioritise pupils’ personal development. Pupils are taught to be respectful of others. They learn about mental health, sexual harassment and diversity issues in an age-appropriate way.” and that “Pupils are respectful and supportive of each other. Even the most vulnerable pupils were clear with inspectors about feeling safe and valued in school.”