



## 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	Autumn 2024

**Version Control:**

<b>Author</b>	<b>Creation Date</b>	<b>Version</b>	<b>Status</b>
Business Manager (BW)	3 December 2020	0.1	Initial draft based on 2016-20 objectives (May 2016)
<b>Changed by</b>	<b>Revision Date</b>		
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
Assistant Headteacher SEND & Disadvantaged ACHS/WMS (KL) Assistant Headteacher SSMS (JE)	31 January 2023	2.1	Annual progress review
Business Director (BW)	6 February 2023	3.0	Final approved version for publication
Assistant Headteacher Inclusion (KL)	3 October 2023	3.1	Annual progress review
Business Director (BW)	23 October 2023	4.0	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 Business Manager - Data and Curriculum Support 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 between pupil premium vs other pupils is reduced in all year groups
- Attendance of pupil premium pupils is increased and their persistent absence is decreased
- Suspensions for pupil premium pupils are in line with other groups

- **Progress since last review**

- A federation priority has been staff training on Quality First Teaching strategies, Metacognition and Adaptive Teaching, which have formed the basis of the Teaching & Learning and CPD cycles, as well as School Development Plan priorities
- Staff ensure that there is proportional representation for disadvantaged pupils for extra curricular activities as well as school visits and 'in-house' events, to ensure that students get equal opportunities to engage in a range of activities
- University visits, apprenticeship and CIAG excursions, open events and focus groups have been established to raise aspirations for disadvantaged pupils

- GCSE results indicate that disadvantaged pupils attain lower than non-disadvantaged pupils; however, for 2023 Summer GCSEs, there have been improvements in attainment in Food Technology, Art, Health and Social Care, and French
- As of September 2023, there are new disadvantaged lead teachers in each school
- Persistent absence of disadvantaged pupils in ACHS has fallen from 68.4% to 65.3% and in SSMS has fallen from 33.3% to 22.2%
- Persistent absence of disadvantaged pupils in WMS has risen from 29.0% to 30.0%

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 Headteacher responsible for SEND
- Further analysis to be undertaken by Business Manager - Data and Curriculum Support 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 between SEND vs other pupils is reduced in all year groups
- Attendance of SEND pupils is increased and their persistent absence is decreased
- Suspensions for SEND pupils are reduced

### ● **Progress since last review**

- Key staff at Elsdon Avenue have had bespoke lifting, handling and hoist training in order to ensure that the needs of physically disabled pupils are met
- There have been adaptations made to the swimming pool changing areas, stairs and poolside areas, so that the pool is fully accessible
- In WMS there have been significant adaptations to the Year 5 block to establish an accessible bathroom area, complete with ceiling track hoist, specialist equipment and staff training
- All ACHS learning support staff have undertaken BSL Level 1 training
- 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 continue to work across the federation to support the pastoral needs of pupils
- Persistent absence of SEND pupils in ACHS has risen from 44.7% to 54.5% but in SSMS has fallen from 18.0% to 17.4%
- Persistent absence of SEND pupils in WMS has risen from 20.0% to 25.7%; this is attributed to multiple key pupils whose placements have failed and

parents have decided not to send their child to school until an alternative placement was sourced from NCC SEND Services - this took two terms due to NCC placement backlogs

### 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, dyslexia, literacy difficulties, the Graduated Approach, and strategies to support SEND learners
- As part of the Teaching and Learning pathway, staff have received CPD focussed on Metacognition and Adaptive teaching
- Relevant staff have received safety intervention training, including de-escalation strategies
- WMS staff have had training on the importance of relational practice and trauma informed practice, which will be a priority across the federation in 2023-24
- The federation has implemented a new strategy to address behaviour through a positive behaviour management process of Ready, Respectful Safe
- 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
- The federation has engaged a private Educational Psychology Services provider as the support offered by NCC was inconsistent

### 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, which addresses child on child abuse, protected characteristics and equality and diversity principles
  - 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
  - Trans pupils are offered the use of non-gender-specific bathrooms, and alternative venues to change for PE
  - The federation's Management Information System reflects preferred pronouns, and all staff are made aware of this via direct email