Equality Objectives 2024-28

Applicable to:	✓	Seaton Valley 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 2027

Version Control:

Author	Creation Date	Version	Status
Assistant Headteacher Inclusion (KL)	27 September 2024	0.1	Initial draft based on 2020-24 objectives and progress (October 2023)
Changed by	**Revision Date**		
Business Director (BW)	14 October 2024	1.0	Final approved version for publication
Assistant Headteacher Inclusion (KL)	10 December 2025	1.1	Annual progress review; replaced references to ACHS with SVHS
Business Director (BW)	18 December 2025	2.0	Final approved version for publication
Assistant Headteacher Inclusion (KL)	16 October 2026	2.1	Annual progress review
Business Director (BW)	5 November 2026	2.2	Formatting and sense check
Business Director (BW)	16 November 2026	3.0	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 2024-28, and these will be reviewed and updated where necessary:

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

- **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
    - School trips to be subsidised to ensure all pupils have the opportunities to take part
    - Each schools to complete a pupil premium strategy, with identified areas for support and development

- **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
    - Pupil premium students are proportionately represented in all school activities

- **Progress**
    - Attendance for pupil premium pupils increased by 5.72% from 2023-24 to 2024-25
    - GCSE exam results 2025:

	All	Pupil Premium
Cohort	144	47
Key Stage 2 prior attainment	101.5	99.5
P8	87 (68%)	18 (50%)
A8	43	35
English/Maths grade 9-5	49 (34%)	8 (17%)
English/Maths grade 9-4	84 (58.3%)	18 (38.3%)

- GCSE exam results 2026:

	All	Pupil Premium
Cohort	144	48
Key Stage 2 prior attainment	101	100.5
P8	0.55	-1.18
A8	3.89	3.17
English/Maths grade 9-5	9.7%	22.9%

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

- **Strategies**
  - 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**
  - Targeted work has been done to raise attendance for SEND and pupil premium pupils; whilst suspensions for SEND pupils remained the same, the key pupils were those who were on managed moves or were awaiting change of placement

- Pupil premium SEND Pupils attainment is targeted with bespoke interventions, positive behaviour reports and pastoral and SEMH interventions, such as ELSA and access to the school counsellors
- There is a new pupil premium attendance strategy in place to track and monitor, as well as offer early intervention for low attending pupil premium 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**
    - There has been an increase in parental Consideration Of Statutory Assessment (COSA) requests
    - There has been an increase in requests for SEND placement for pupils who have been unsuccessful in their previous settings
    - The local authority's SEND team has been rigorous in adhering to criteria and the number of EHCPs awarded
    - An SEMH Specialist Support Base (SSB) has been created in the federation as there is a higher than average need in Northumberland for specialist places; unfortunately this has resulted in the ASD Additional Resourced Provision (ARP) being decommissioned by the local authority

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 teachers 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**

  - Staff and students are more aware of issues
  - Fewer incidents recorded for homophobic bullying
  - Focus in assemblies and in pastoral themed activities to raise awareness
  - Rigorous recording systems allow for patterns to emerge and early intervention to take place, for both behaviour challenges and restorative and awareness raising