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| **Objective** | **Action(s)** | **Who is responsible for the action(s)?** | **Deadline**  **for action(s)** | **Cost(£)** | **Success Criteria** | **Who is responsible for measuring the success?** | **Deadline for evaluation** |
| Ensure effective systems to communicate the school’s equality duties are embedded. | The updated equalities plan and equalities policy are placed onto the website, and are accessible to staff, pupils and parents. | All | October 2021 | Nil | All actions completed. | DS | October 2021 |
| To ensure that all pupils make at least good progress including vulnerable groups and individuals. | Data reports and SLT meetings will include the progress and achievement of vulnerable groups, and in particular vulnerable individuals, with interventions targeted to raise their attendance and achievement. | DS, RJ, DR, CN | Termly | Nil | No significant gaps between the progress of the most vulnerable pupils and their peers in school. | DS, RJ | Termly |
| To develop a wide-range of opportunities within the school’s curriculum to address equalities issues. | A broad and balanced curriculum, including differentiated pathways at KS3 and KS4, will allow all pupils to access an appropriate curriculum and receive support where required.  The school’s personal development programme will allow opportunities for pupils to discuss equalities issues. | DS, RJ, DR, Subject Leads  DS, EL | Annually      Annually | Nil        Nil | No significant gaps between the progress of the most vulnerable pupils and their peers in school.    Reviews of provision and pupil surveys show that pupils are aware of equalities issues. | SLT  DS, DR | Annually -  Sept      Annually - July |

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| To ensure that pupils views are fully represented. | Ensure all pupils are given opportunities to apply for positions on the pupil council and pupil leadership team, and encouraged to do so.  Ensure all pupils are able to access pupil voice activities. | DS, RJ, DR | Ongoing | Nil | All vulnerable pupil groups are represented on the pupil council |  | At the point that pupils apply for  positions, and at each opportunity for pupil voice. |
| To ensure the school environment promotes diversity. | Posters around the school site promote diversity and inclusion  Appropriate steps taken to ensure that pupils, parents and visitors with disabilities are able to access the school site. | All  DS | Ongoing    Ongoing | TBC    TBC | Actions completed.    All pupils, parents and visitors are able to access as much of the school site as possible | DS | Annually - July |

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| To ensure that all pupils are encouraged to make a positive contribution to the life of the school | Teach pupils about difference and diversity and the impact of stereotyping, prejudice and discrimination throughout the curriculum but primarily in PSHE and the Form group programme.      We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.      All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through DoE, the school council, and fundraising activities | EL, Form Group , TAs  DR and Subject Leads  DR, TAs | Ongoing          Ongoing          Ongoing | Nil  Nil  Nil | The majority of staff and pupils promote and demonstrate whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.      The majority of lessons include activities that promote SMSC for pupils.        All pupils participate in some form of activity/activities which make a positive contribution to school life. | SLT  SLT through lesson visits, work scrutiny | Termly          Termly          Termly |
| To ensure we respond promptly and appropriately to all incidents of racist behaviour, sexual harassment and any other form of discrimination victimisation and harassment. | Procedures in place to deal with any such actions, with a bullying log to record them. The bullying log to be reviewed regularly to pick up on any patterns in incidents or repeat offenders. | All |  | Nil | Bullying log, pupil voice, staff voice and parent view show that incidents are dealt with appropriately and promptly | DS | Termly |

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| To ensure all children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; DoE. Being mindful of pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status. | In Form group time celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Black History Month, International Women’s  Day, Eid, and Christmas.    Ensure that the Form group programme promotes role models that young people positively identify with and which reflects diversity in terms of race, gender and  disability.    Ensure that Educational  Visits and extra- curricular activities including DofE, are offered to pupils with SEND and that they are encouraged to take part, with appropriate support where required.  Provide trips and experiences for pupils | Form group  EL, Form group  All  All | Annually          Annually        Ongoing        Ongoing | Nil          Nil        PP funding      PP funding | Regular opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures is provided.  All staff promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.    No pupil is discouraged or unable to take part in activities, as evidence through participation rates and pupil voice.      No pupil is discouraged or unable to take part in activities, as evidence through participation rates and pupil voice. | DR, DS  DR, DS  DR, DS  All | Annually - June.        Annually -  June        Annually -  June    Annually - June |
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