

Ashfield School



Equality information and objectives

Date of policy:

December 2019

Aims

Ashfield School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
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This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Roles and responsibilities

The governing board will:

- I. Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated annually
- II. Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

Equality objectives for 2019 to 2023

Objective A

Supporting and nurturing SEND students to improve their progress

Measures * Update December 2019

- i. Investigate English progress for Lower ability and SEND students and improve provision to ensure better progress

Literacy Intervention report evidences improved reading ages and literacy levels. GCSE English outcomes in on a 3 year upward trend for progress.

- ii. To ensure support staff are fully trained and effectively deployed to support SEND students across the school including those with SEMH through the development of the Ashfield Response Curriculum Centre (ARC).

Full programme of CPD in house and external for staff in operation and staff including those deployed in the ARC. Appraisal targets reflect the need for regular developmental CPD.

- iii. Track and monitor SEND group carefully ensuring correct students identified.

Regular tracking of students through Key workers and Line Managed by the SENCO.

- iv. Develop a range of curriculum pathways that suit the needs of SEND students.

Expanding range of courses at KS4 and Post 16 to suit the SEND profile. Options process includes personal intervention, advice and support. Faculty Review of SEND planned for January 2020 to audit the quality of provision in classrooms.

- v. To continue the commitment to literacy programs, which assist SEND students – Hackney, Sound Training.

Full programme of literacy support continuing next academic year.

- vi. Ensure whole school differentiation CPD supports progress for SEND students.

January 2020 whole school INSET to focus on meeting the needs of all learners through AFL/questioning (The Ashfield Lesson).

- vii. Students with learning needs are fully assessed for any access requirements in external exams to ensure they have a level playing field with other learners.

Rigorous system in place for exam concessions. Full arrangements trialed in Mock exams and rooms allocated for external examination.

Objective B

Improved health, well-being and self-esteem of students with protected characteristics and encourage a sense of belonging to the wider school and houses

Measures* Update December 2019

- i. To use annual student survey to benchmark the well-being and level of happiness of all students and identify trends regarding those with protected characteristics as measured by the survey.

Surveys completed annually with students, staff and parents. Use of survey monkey and School Gateway to increase numbers. Findings shared with SLT/governing body via such methods as Headteacher's Report.

- ii. Use student voice as part of faculty and pastoral review to understand barriers to good levels of health, well-being and self-esteem in students with protected characteristics.

Student voice established as part of faculty and pastoral review.

- iii. Monitor extracurricular take up by students from groups with protected characteristics and modify provision to improve inclusivity.

Increased advertising of opportunities via pastoral system and website. Numbers being collated and tracked.

- iv. Monitor bullying and prejudice incidents for trends and patterns involving students with protected characteristics.

Use of CPOMs system allows incidents to be quickly and accurately recorded. Reports allow analysis of any trends. As a result procedures/training contextualized to ensure effective safeguarding.

- v. Further develop anti-bullying within the school and the use of restorative justice to deal with perpetrators of bullying of those with protected characteristics to improve levels of empathy. Notably anti-bullying ambassadors and stonewall initiatives.

Anti-Bullying Sliver award achieved. Stonewall Champion training to be renewed Jan 2020.

- vi. To use tutor time, assembly, online modules and PSHE to promote an inclusive culture where it is recognised that we are all different, but all equal.

Introduction of 'theme of the week' and 'Do you know' have strengthened recognition of protected characteristics.