

## **EQUALITY & DIVERSITY AT STRATFORD UPON AVON SCHOOL**

### Equalities Duties and Action

#### **Our Commitment**

Stratford upon Avon School (SUAS) is committed to promoting equality and diversity. This is promoted across all aspects of school life including:

- the education of our students
- the employment of our staff and avoiding unlawful discrimination in employment
- interactions with our other customers and local community

As a school providing a public sector service we are required to follow specific duties to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

Over the last year the school has aimed to address these specific duties in the following ways;

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.**

All school policies, whether they apply to staff or students are checked to make sure that they do not impact less favourably on those who have a protected characteristic.

Incidents of misconduct are checked to see if they are in any way motivated by direct or indirect discrimination. If misconduct is found to be in any way discriminatory then it is dealt with using the school's discipline procedures for pupils and staff. Logs of any such incidents are kept and are reviewed by the schools senior staff and Governors.

We take a proactive stance on anti-bullying and have a clear policy on Anti-Harassment and Bullying. We have a student leadership group who offer support, including homework clubs and peer support service to benefit, assist or help vulnerable or younger students.

Our Behaviour and Inclusion policies are founded on a principle of inclusion and focus on students who sometimes struggle to cope with the demands of mainstream schooling; to help support and encourage them to progress within school.

#### **Action:**

- Establish an Equalities Working Group to support the school community in creating a culture that embraces diversity, challenges unfair treatment and champions equality of opportunity.
- From September 2016 all discrimination related incidents will be reviewed by the Equalities Working Group who will monitor whole school performance in this area and make recommendations to SLT on appropriate school action.
- Raise staff awareness of key equalities issues, particularly around appropriate language, sexual orientation and transgender issues through a programme of staff training during 2016 -17 INSET training.

- Develop or promote more widely aspects of student welfare structures including the peer support service.
- **Advance equality of opportunity between people who share, what is called *protected characteristic* and those who do not.**

The relative performance of the various groups that make up our pupil body is checked and monitored and, where differences are found, they are considered and where necessary we take action to address the problem. This progress data is available through RAISE online.

- The school has a Pupil Premium Development Plan which maps the progress of those students identified as Pupil Premium. Progress updates are reported to Governors at half termly intervals.
- The School SEN provision map identifies students with special educational needs and outlines the strategies and resources to support these needs and monitors their ongoing progress
- Staff across the school use 'Known Known' plans which describes agreed strategies or approaches for the teaching and learning of specific students with identified educational or behavioural needs
- Strong links developed with our local primary schools has helped with the effective transition of students from primary to secondary schools but is particularly useful for those with specific needs.
- The school also run transition days during the summer term for all students and additional transition days/summer schools for identified students with specific needs to support them through to the next stage of their education.

We have a wide curriculum to make sure our students experience a breadth of learning that will ensure a successful transition into the next stage of their lives.

- All key stage 4 students are given the opportunity to access the English Baccalaureate.
- Life Skills and Life Space Programme run for students who are vulnerable or in danger of falling out of education.
- We also offer a range of alternative accreditation programmes to meet the needs of all our learners, including the DofE, STAR programme and vocational and technical awards which results in qualifications for all.
- The Inclusion and Achievement Centre (IAC) provides a range of intervention for students whose SEN (SEMH, ASD or other high behaviour characteristics) benefits from additional support.
- We have a comprehensive CIAG programme for our students and to further support students moving to the next stage of their career, the school is home to the Warwickshire 'Career Hub'. This innovation creates opportunities for students to meet industry professionals- in lessons, through careers talks and in after school master classes. This also includes an active monitoring of RONI students and other vulnerable groups to ensure they have support programmes for the next stage of their lives.

We aim to advance equality of opportunity for staff members by ensuring;

- All vacancies and recruitment follows the schools Safer Recruitment Policy and complies with our Equalities and Community Cohesion policy.
- Opportunities for staff training and CPD are offered to all relevant staff groups and where opportunities are limited through resources the school follows a fair and transparent selection process.

## Action

- Assess whole school data through internal dashboards/RAISE Online to identify any underperformance of particular groups with a protected characteristic.
- Further scrutiny of staffing, recruitment and retention data to establish if there are particular blockers to any one of the protected characteristic groups either applying for work at the school or applying for career progression.
- Consider how to track Known Knowns on the new MIS system – BromCom
- Consider developing a transition programme for new Sixth Form students to particularly identify and support those who may be vulnerable to under achievement at A level.

### • **Foster good relations between people who share a protected characteristic and those who do not.**

Through tutor time, assemblies and a comprehensive SPHERE curriculum the school stresses its values and the importance of ensuring those with a protected characteristic are treated no less favourably than those who do not have such a characteristic. Examples of this include

- Gender and sexuality laws in Sociology and SPHERE,
- Migration in Geography,
- Holocaust in History,
- Anti Bullying assemblies,
- Martin Luther King week,
- English Literature texts studied including Great Expectations, Of Mice and Men, An Inspector Calls and To Kill a Mocking Bird

Increased number of educational trips and exchange programmes help to build relations with people from other countries and raises our students cross - cultural experiences. Including World Challenge which in 2015 -16 will visit Cambodia and Vietnam.

Student Leadership Team made up of four committees (Teaching and Learning/ Student Welfare / Charity and Student Social) serve to enhance leadership development within the student body but of equal importance to provide the students with a voice that can influence change and decision making throughout the school.

The school also works hard to build strong relationships with our parents and the local community at large through;

- Establishing Parents in Partnership scheme and coffee mornings for parents of students with Special Educational Needs. These are all aimed to foster good relations and enhance the life chances of all our young people.
- Developing strong links with local primary schools in a number of areas including joint moderation work / sharing good practice, offering teaching expertise and running events aimed specifically at primary school children. This work is aimed at helping to prepare students for secondary education and also building strong relationships with our local community.

- Student work experience/ volunteer programmes in our local community including work with the local Hospice and fundraising activities including work with Guide Dogs for the Blind.

### **Action**

- Greater links with communities outside the Stratford area to broaden student cultural experiences.
- Increased profile of senior student leadership team and support service to ensure our more vulnerable students have additional support available to them.
- Broaden student experiences and foster good relations who share a protected characteristic and those who don't by encouraging greater student links with the Welcombe Hills and some primary schools in the Stratford area. This could include work experience for students including the Sports Leadership programme.