



Equality objective statement action plan

Dealing with prejudice					
Identified concern with evidence	Equality objective	Actions for improvement with timescales	Staff responsible	Success criteria	Review
Analysis of school data suggests that Pupil Premium (PP) students are more likely to experience internal and external suspensions, or be subject to RESET practices. This highlights the importance of proactive, individualised support to address barriers to attendance and positive behaviour.	To reduce barriers to positive behaviour and attendance for disadvantaged pupils, ensuring that PP students receive consistent, proactive and restorative support to help them engage positively with school.	Deputy Year Leaders, whose TLRs are funded through Pupil Premium, have been released from the constraints of a form group to enable them to work more consistently and directly with PP students and their families. This allows for proactive intervention around attendance and behaviour, building relationships, addressing barriers and using restorative approaches where appropriate.	Deputy Year Leaders, Disadvantaged Co-ordinator and AHTs for Inclusion & Behaviour.	PP students receive more consistent individual and family support around attendance and behaviour. Improved engagement, attendance and behaviour, alongside a reduction in internal and external suspensions and use of RESET practices among PP students.	Termly analysis of attendance, behaviour, suspension and RESET data, with particular attention to PP students and the impact of targeted support.



Celebrating diversity					
Identified concern with evidence	Equality objective	Actions for improvement with timescales	Staff responsible	Success criteria	Review
The school recognises the importance of celebrating diversity, promoting equality and developing pupils' understanding of different cultures, beliefs and experiences. A proactive programme of assemblies, pastoral sessions and charitable activities takes place throughout the year.	To promote respect, tolerance, inclusion and an appreciation of diversity, ensuring all pupils feel valued and develop an understanding of different communities and experiences.	Continue to deliver a planned programme of assemblies and pastoral sessions, including European Languages Week, Black History Month, Anti-Bullying Week, International Day for the Elimination of Violence Against Women, Human Rights Day, Holocaust Memorial Day, LGBTQ+ History Month, Refugee Week, School Diversity Week, World Fair Trade Day, Dementia Awareness and other events. Careers Week, Science Week and obesity awareness activities also broaden pupils' understanding and experiences. Continue to support charitable causes through activities such as Mental Health Awareness fundraising non-uniform days, hosting an OAP Christmas concert and collecting items for Christmas hampers, Save the Children Christmas Jumper Day and Remembrance Day poppy selling. These activities will be planned across the academic year and reviewed annually.	SLT, assembly and pastoral leads, PSHE lead, Heads of Year and relevant curriculum and event coordinators.	Pupils develop greater awareness of different cultures, identities and experiences, demonstrate respect for others and have opportunities to contribute to charitable and community activities. Assemblies and pastoral programmes reflect the diversity of the school community.	Reviewed annually through the assembly and pastoral programme, pupil feedback and participation in events and charitable activities.



Facilitating equality in the workplace

Identified concern with evidence	Equality objective	Actions for improvement with timescales	Staff responsible	Success criteria	Review
During a recent staff CPD event, Halal food was not clearly labelled, causing concern for Muslim colleagues about whether the food provided met their religious dietary requirements.	To ensure that all staff are treated fairly and respectfully, with appropriate consideration given to religious beliefs and dietary requirements at school events.	Review arrangements for catering at staff CPD events and meetings. Ensure all food is clearly labelled, including Halal and other dietary requirements, and that these needs are communicated to catering providers in advance. Seek staff feedback to ensure future arrangements are inclusive. Implement immediately and for all future events.	HR and staff organising CPD events.	All food at staff events is clearly labelled, religious and dietary requirements are considered in advance, and staff can participate in events with confidence that their needs are respected.	Review following the next CPD event and annually thereafter.

Enabling representation

Identified concern with evidence	Equality objective	Actions for improvement with timescales	Staff responsible	Success criteria	Review
The school's pupil population has become increasingly diverse in ethnicity and religion over the last ten years. It is important that the views and experiences of all pupils are heard and considered, including those whose voices may otherwise be less readily heard.	To ensure that student voice provides meaningful opportunities for pupils from all backgrounds to share their views and influence school life.	Each form group democratically elects a Form Representative to the School Council. Representatives meet fortnightly with Senior Prefects, who are interviewed to lead each council. Senior Prefects meet fortnightly with the Headteacher to communicate student views and discuss issues raised. Monitor representation data to understand which pupil groups are represented and ensure a broad range of perspectives is heard.	Headteacher, Senior Prefects, School Council leads and Heads of Year.	Pupils have regular opportunities to raise views and concerns through an established representative structure. Student feedback is communicated to senior leaders and considered in school decision-making. The School Council provides opportunities for a range of pupil backgrounds and experiences to be heard.	Annually, considering representation data, student feedback and the impact of student voice on school life.



Supporting inclusion					
Identified concern with evidence	Equality objective	Actions for improvement with timescales	Staff responsible	Success criteria	Review
The school has two wheelchair users who must be able to access all areas of the school and participate fully in lessons and wider school life without feeling different or disadvantaged.	To ensure all pupils, including wheelchair users, can access the curriculum, facilities and wider school environment inclusively and with dignity.	The school has three onsite lifts and multiple access ramps to ensure all areas of the site are accessible. Lifts are treated as a priority for maintenance and repair to minimise disruption to pupils' access. Food classrooms have been adapted with height-adjustable work surfaces and sinks to enable wheelchair users to participate fully in practical lessons alongside their peers. Accessibility arrangements will be reviewed regularly and in response to individual pupil needs.	Site Manager, Medical Office, SENCO and relevant curriculum leaders.	Wheelchair users can access all areas of the school and participate fully in lessons, practical activities and wider school life alongside their peers.	Annually and as required, including following any changes to pupil needs or accessibility requirements.

Additional equality objectives					
Identified concern with evidence	Equality objective	Actions for improvement with timescales	Staff responsible	Success criteria	Review
The school has 268 EAL pupils (approximately 23% of the school population), including 13 identified as Priority EAL. There is a need to ensure that EAL pupils, particularly those new to the school, are	To ensure EAL pupils, particularly Priority EAL and in-year admissions, are supported to integrate successfully, access the curriculum and feel a sense of belonging.	The EAL Coordinator will receive additional release time to meet with EAL pupils, prioritising those identified as Priority EAL and monitoring their individual needs. New EAL pupils, including in-year transfers, will be buddied up with an established pupil to support their transition, integration and understanding of school routines.	EAL Coordinator, with support from pastoral and teaching staff.	EAL pupils are supported through regular check-ins, Priority EAL pupils receive targeted support, and new arrivals are buddied up and settle successfully into school life.	Termly review of EAL provision, pupil feedback and the effectiveness of support.



supported to access learning and feel included in school life.		Liaise with teaching staff and pastoral teams to identify and address barriers to learning and inclusion			
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