

# Equality Duty

Information and Action Plan

November 2022



## **Equality at Whitley Bay High School**

## **Equality at Whitley Bay High School**

Under the banner statement 'All Different, All Equal', we are committed to making Whitley Bay High School an accessible and inclusive organisation that welcomes and respects the diversity of all people who work in or visit the school.

We are working hard to fulfil our duties under the Equality Act 2010 to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between people who share a characteristic and those who do not;
- Foster good relations between people who share a characteristic and those who do not.

### **The Equality Act and the Protected Characteristics**

The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment.

- The protected characteristics are:
- Age
- Disability
- Race
- Sex
- Gender reassignment and Gender identity
- Sexual orientation
- Pregnancy and maternity
- Religion or belief
- Marriage and civil partnership

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person or someone who has experienced gender reassignment. This applies both in providing services and in employment.

### **Our Equality Information**

Whitley Bay High School has a legal duty to consider the effects of its practices on equality across people of all protected characteristics. This helps us to check if the way we do things has any unintended consequences for some groups, and to make sure they will be fully effective for all target groups. It can help us to identify any practical steps to tackle any negative effects or discrimination, and to promote equality and foster good relations between different groups.

We have produced a report setting out how we are fulfilling our duties as a public body under the Equality Act showing what we believe to be the key equality issues are for different groups, what we have in place already to address these issues, and what else we believe we need to do.

We are now proposing to build on this information by setting our Equality Objectives for the future, and how we intend to achieve them.

## **Developing a Single Equality Scheme at Whitley Bay High School**

### **The context**

- Whitley Bay High School is a larger than average secondary school
- The school is popular and oversubscribed
- A number of students join the school in Y12 from other schools within the authority and wider region
- Student mobility is low and well below the national average
- The gender balance of the school is broadly average and similar to the national pattern
- The catchment area is predominantly white middle class:
  - The number of students eligible for free school meals (at any time in the past 6 years) is static at about 7.54%, much lower than that seen nationally of over 22.5% - this is the equivalent to about 34 pupils in each year group in the lower school.
  - The number of ethnic students is 10% about a third of that seen nationally (34.5%).
    - Most ethnic groups are represented within the school with the exception of any gypsy and travellers of Irish heritage
    - The largest ethnic groups are; Bangladeshi, White and Asian and Any Other White background
    - There are no refugee and asylum seekers
    - There is a small number of students with parents in prison, not always known to us.
  - There are 52 learners for whom English is an additional language in the lower school and 24 in the 6<sup>th</sup> Form, though none are at early stage of language acquisition. They all communicate in school in English but some use their first language at home. The school currently educates 11 students newly arrived (July 22) from Ukraine. We are working hard to integrate all aspects of their education and wellbeing as well as assessing and giving extra lessons for the development of their English. The most common first languages are Bengali and Chinese. Where appropriate students take external examinations in their first language with a small number of bilingual students of European origin supported to sit GCSEs and A Levels in MFL early.
  - The number of students with statements or an Education, Health and Care Plan is 1.8% (national 4%). The number of students with special education needs is 7.9%, well below the national average of 16.5%.
  - There is an MLD (Moderate Learning Difficulties) unit with 10 places.
  - There are low numbers of Looked After Children (3). The number of known young carers is 41.
  - There is a number of students joining us mid-year, this has increased to 23 in the lower school last year (2021-22) with 1 in the 6<sup>th</sup> form.

- o There is a small number of students joining us on a Fair Access or managed move, again typically fewer than five per year.
- The school implements its Equality policy rigorously – the number of racist incidents is low and incidents are effectively dealt with (appendix 5). A similar no tolerance approach is taken to other forms of discrimination, particularly sexism, homophobia and disability.
- Students come from predominantly middle class backgrounds and the school deprivation indicator reflects this and is in the lowest quintile compared to the National Average.
- The most common religious preference is Christian or no religion.
- Analysis of performance data at GCSE indicates that performance of vulnerable groups is above the overall national average and the national average for the specific groups of students. However, because in some cases the numbers are so small, pupil progress and performance are monitored at an individual level. All students are identified in the reporting system and monitored frequently by the pastoral and curriculum teams to ensure tailored support is given where necessary to meet student needs. Support is provided through a wide range of interventions and resources, for example, it may include specialised in-class support, support from the Work Related Learning team and SEN support. Interventions could also take the form of support by the school's mentors or the counsellor. Interventions and also Participation in activities within school are monitored for these groups of students to ensure they are well integrated into the school community.
- The school composition is a good reflection of the communities it serves.
- Incidence of teenage pregnancy is rare.
- There are typically only one or two children who are subject to a child protection plan.
- Last year (2021-22) 169 students have had mental health referrals signposted via the school.
- The school is used by a range of community groups for many activities including: sport, drama and creative arts.
- The school's Pride groups for LGBT students and their allies have been increasingly popular in recent years and is supported by Pride week celebrations.
- Period Equality provision is a whole school priority.
- The school's coherently mapped Personal Development Programme covers a wide range of equality agendas to encourage awareness, knowledge and inform decision making.

This analysis of the local community has been used to influence the curriculum that is offered and its delivery through teaching and learning activities which seek to broaden students understanding of their local and the wider national and international community to which they belong. It is used to support and engage those young people and their families who are vulnerable, to help them integrate fully in the school and their local community and to help the school and local community to respect and value their different contexts. It seeks to prepare students to move out into a world that will bring them into contact with other often more complex communities across Britain and beyond. In addition, in recent years we have used Pupil Premium Funding to train staff to be alert to the impact that 'disadvantage' can have on students' progress and attainment, mental health and well-being. We use contextual information to help us investigate the impact of disadvantage on success. All staff at the school model appropriate and sensitive behaviours and language and regular training on equality and associated topics ensures that staff are able to understand their responsibilities and are well prepared to support an inclusive and fair culture.

## **APPENDICES**

### **STUDENT INFORMATION**

<b>Appendix 1</b>	<b>General Profile/Achievement Figures</b>
<b>Appendix 2</b>	<b>SEN Register Figures</b>
<b>Appendix 3</b>	<b>External Agency Involvement Figures</b>
<b>Appendix 4</b>	<b>Behaviour Figures</b>
<b>Appendix 5</b>	<b>Reportable Incidents</b>

### **STAFF INFORMATION**

<b>Appendix 6</b>	<b>Equality Profile of Current Staff</b>
<b>Appendix 7</b>	<b>Job Application Equality Data</b>

## Profile of the school by groups - 2022-2023

Whitley Bay High School is a larger than average comprehensive that serves the area of North Monkseaton and beyond. It has a stable intake of pupils mainly coming from the four feeder middle schools. The school is popular and oversubscribed. The school has smaller than average numbers of SEN, FSM6, CLA, Pupil Premium and students from black minority or ethnic backgrounds. Student attainment on entry is significantly above average.

### Prior Attainment KS2 - Current Year 11

Gender	% Low Attaining	% Mid Attaining	% High Attaining	Av Scaled Score	% Low Att (Nat 2022)	% Mid Att (Nat 2022)	% High Att (Nat 2022)	Av Scaled Score (Nat 2022)
M	16%	56%	25%	104.3				
F	12%	45%	42%	107.4				
All	14%	51%	32%	105.7	26%	52%	22%	102.6

### Number on Roll

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
M	204	196	213	613	139	138	277	890
F	168	177	161	506	156	154	310	816
Total	372	373	374	1,119	295	292	587	1,706

### SEN (Special educational needs with SEN statement or EHC Plan)

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
SEN	52	56	49	157	18	6	24	181
%SEN	14%	15%	13%	14%	6%	2%	4%	11%

**BME (Black, Minority and Ethnic Groups)**

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
<b>BME</b>	30	41	40	111	35	27	62	173
<b>% BME</b>	8%	11%	11%	10%	12%	9%	11%	10%

**EAL (English as an additional language)**

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
<b>EAL</b>	20	18	21	59	16	8	24	83
<b>% EAL</b>	5%	5%	6%	5%	5%	3%	4%	5%

**CLA (Children Looked after)**

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
<b>CLA</b>	1	0	1	2	0	0	0	2
<b>% CLA</b>	0.3%	0%	0.3%	0.2%	0%	0%	0%	0%

**Service Children**

	Lower School				Sixth Form			Grand Total
	9	10	11	Total	12	13	Total	
<b>SCE</b>	0	5	2	7	2	0	2	9
<b>SCE%</b>	0%	1%	1%	1%	1%	0%	0.3%	1%

**Pupil Premium**

	Lower School			
	9	10	11	Total
<b>PP</b>	43	34	47	124
<b>%PP</b>	12%	9%	13%	11%

## SEND Information

[illegible]





Filters for incidents:

- After date: Wed 01 September 2021
- Before date: Wed 20 July 2022
- Logged in any of these categories: Sensitive Incidents, Substance Use, Sexist Incident, Disability, E-Safety, Gender/Transphobic, Homophobic Incident, Racist Incident, Other

	Number of Incidents per Student Year Group			
Category	10	11	12	13
Sensitive Incidents	20	22	4	3
-- Disability	1	2	0	0
-- Gender/Transphobic	5	2	1	0
-- Homophobic Incident	6	5	1	0
-- Other	2	7	0	2
-- Racist Incident	4	2	0	1
-- Sexist Incident	1	1	2	0
-- Substance Use	0	1	0	0
Totals (unique)	20	22	4	3

CPOMS report generated on 31 October, 2022 13:07 by Brogan Percy. [www.cpoms.co.uk](http://www.cpoms.co.uk)



### EXTERNAL AGENCY INVOLVEMENT 22/23

AGENCY	YEAR 9		YEAR 10		YEAR 11		SIXTH FORM		TOTAL
	F	M	F	M	F	M	F	M	
Children Services	4		3	1	1	1		1	11
Family Partner (Locality Team)				1	2	2			5
Early help Assessment (EHA)	4	3		1	1	1			10
Looked After Child (LAC)	1				1		1		3
*Youth Offending Team						2			2
*Young Carers	3	5	1	6	5	4	13	5	42
*CAMHS (Child & Adolescent Mental Health) Includes SEN students	2	1	9	7	5		8		32
MAEPS Early intervention – Outreach (Moorbridge)			1	2	1	3			7
MAEPS Transition Outreach (TRAX)	5	3							8
*St Oswald's Hospice	1				2				3
*Acorns	1		2						3
*Barnardos – The Base	1			1		1			3
*Bottled up					1				1
Vince Bilcliffe (Wellbeing support)		2		5		1			8
*PROPS	1								1
Helping Hands					1				1
*Private Counselling/Family Therapy	2		2	1	3		3	1	12
Foundation Futures	3				5				8
YOLO (NUFC Foundation)	1		1						2
Alternative Provision				2	5	1			8
Partnership Placement				2					2
Work Placement Provision					1	3			4

\*Numbers are only those known to the school. Referrals can also be made via outside sources (such as GP) School Nurse no longer does school drop-ins or visits unless there is agency intervention via Children's Services/EHA etc



### Fixed term Exclusions 2021-2022

	Number of exclusions		Number of students		Male		Female	
	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021
Y9	12	(7)	10	(6)	10	(3)	0	(3)
Y10	25	(20)	16	(12)	10	(8)	6	(4)
Y11	11	(23)	10	(15)	7	(11)	3	(4)
Total	48	(50)	36	(33)	27	(22)	9	(11)

(Number in brackets for previous year)

Ethnic origin of students: White British – 32: Mixed White/Black Caribbean – 2: Bangladeshi –1: White/Asian -1

Religion of students: No religion- 19: Christian- 4: Catholic-6: Church of England – 6; Muslim –1

17 Students had a Statement of Special Educational Needs; “K” - Student support – 16; “E” - Education, Health and Care Plan – 1.

**Students removed from lessons - ' Purple card' 2021-2022**

	Number of Purple Cards		Number of students		Male		Female	
	<b>2021-2022</b>	2020-2021	<b>2021-2022</b>	2020-2021	<b>2021-2022</b>	2020-2021	<b>2021-2022</b>	2020-2021
Y9	<b>97</b>	(63)	<b>27</b>	(27)	<b>22</b>	(17)	<b>5</b>	(10)
Y10	<b>128</b>	(91)	<b>31</b>	(30)	<b>23</b>	(18)	<b>8</b>	(12)
Y11	<b>117</b>	(31)	<b>28</b>	(19)	<b>18</b>	(10)	<b>10</b>	(9)
Total	<b>342</b>	(185)	<b>86</b>	(76)	<b>63</b>	(45)	<b>23</b>	(31)

**Religion of students:**      No Religion – 49    Christian – 8    Church of England – 18    Catholic – 5    Muslim – 1    Methodist- 1    Prefer not to say - 4

**Ethnic origin of students:**    White British – 77    White and Black African -1    White and Black Caribbean –2    Mixed White/Black Caribbean – 1    Bangladeshi –1    Other Mixed 2    White/Asian 1    Other mixed background-1

**SEND students:**            EHC Plan - 2

**SEN Support – 35**

**Free School Meals:        Yes –13**

**No - 63**

**Students on one-day Internal Exclusions 2020/2021**

	Number of exclusions		Number of students		Male		Female	
	<b>2021-2022</b>	2020-2021	<b>2021-2022</b>	2020-2021	<b>2021-2022</b>	2020-2021	<b>2021-2022</b>	2020-2021
Y9	<b>20</b>	(7)	<b>16</b>	(7)	<b>13</b>	(5)	<b>3</b>	(2)
Y10	<b>20</b>	(4)	<b>17</b>	(4)	<b>11</b>	(1)	<b>6</b>	(3)
Y11	<b>9</b>	(2)	<b>8</b>	(2)	<b>7</b>	(0)	<b>1</b>	(2)
Y13	<b>2</b>	(0)	<b>2</b>	(0)	<b>2</b>	(0)	<b>0</b>	(0)
Total	<b>51</b>	(13)	<b>43</b>	(13)	<b>33</b>	(6)	<b>10</b>	(7)

**White British – 42 Bangladeshi -1**

**Religion of students- No religion –29; Church of England – 9; Catholic – 2; Christian –2, Muslim -1**

**Statement of Special Educational Needs; K – Student support-15**

## EQUALITY PROFILE OF STAFF November 2022

- In 2022-23 there are 178 (181) members of staff (excluding Exam Invigilators) in school including those on temporary contracts:
  - 120 (123) female
  - 58 (58) male
- Teaching staff
  - 71 (74) female
  - 42 (44) male
- Support staff
  - 49 (49) female
  - 16 (14) male
- Age profile of staff in 2022-23
  - 16-19 years            1 (0)
  - 20-29 years           32 (44)
  - 30-39 years           59 (58)
  - 40-49 years           49 (42)
  - 50-59 years           31 (31)
  - 60+ years             6 (6)

Figures in red are from 2021-2022



**EQUAL OPPORTUNITIES MONITORING FOR JOB APPLICATIONS SEPTEMBER 2021 – AUGUST 2022**

**(Not all candidates' complete parts or any of this form hence total numbers may not add up)**

Job Title	Number of applicants	Males	Females	Non Binary	Transgender	Prefer not to say	Shortlisted Candidates					Successful candidate
							Males	Females	Non Binary	Transgender	Prefer not to say	
Finance Assistant	1	0	1	0	0	0	0	1	0	0	0	1 - F
Computer Science/IT	3	3	0	0	0	0	1	0	0	0	0	1 - M
Assistant Exam Officer	1	1	0	0	0	0	Did not shortlist for interview or appoint					
Assistant Exam Officer (Round 2)	3	1	2	0	0	0	0	1	0	0	0	Did not appoint
SEMH Practitioner	8	7	1	0	0	0	1	7	0	0	0	1-F
Admin Assistant	11	3	7	0	0	0	1	5	0	0	0	1-F
Senior Finance Administrator Round 1	3	0	2	0	0	0	0	1	0	0	0	Did not appoint candidate withdrew
Senior Finance Administrator Round 2	2	0	1	0	0	0	0	1	0	0	0	1-F
Cover Supervisor	2	1	1	0	0	0	1	1	0	0	0	1-F
Repro Tech	2	1	1	0	0	0	1	0	0	0	0	1-M

Sixth Form Administration Assistants	11	0	10	0	0	0	0	4	0	0	0	3-F
Head of DT	2	0	0	0	0	0	0	2	0	0	0	1-F
Science Maternity Cover	1	0	0	0	0	0	0	0	0	0	0	1-Appointed but did not complete the form
HR Administrator	9	3	6	0	0	0	0	2	0	0	0	1-F
Student Support Assistant Round 1	6	2	4	0	0	0	2	4	0	0	0	1-F 1-M
Geography	14	4	10	0	0	0	2	2	0	0	0	1-F
Student Support Assistant Round 2	9	3	5	0	0	0	1	2	0	0	0	1-F 1-M
Outreach Support Tutor	4	0	4	0	0	0	0	3	0	0	0	1-F
Art technician	8	2	6	0	0	0	2	2	0	0	0	1-F
Student Support Assistant Round 3	2	1	0	0	0	1	0	0	0	0	1	Did not appoint candidate withdrew
Cover Supervisor	2	0	1	0	0	1	0	1	0	0	1	1-F

**MONITORING OF AGE**

<b>Job Title</b>	<b>16-19</b>	<b>20-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>	<b>Over 60</b>	<b>Age range of successful candidate</b>
Finance Assistant	0	1	0	1	0	0	40-49
Computer Science/IT	0	1	0	2	0	0	20-29
Assistant Exam Officer	0	0	0	0	0	0	Did not appoint
Assistant Exam Officer (Round 2)	0	0	2	0	2	0	Did not appoint
SEMH Practitioner	0	2	3	2	0	0	30-39
Admin Assistant	0	2	2	3	3	0	40-49
Senior Finance Administrator Round 1	0	0	0	0	2	0	Did not appoint
Senior Finance Administrator Round 2	0	0	0	1	0	0	40-49
Cover Supervisor	0	1	1	0	0	0	30-39
Repro Tech	0	0	0	0	2	0	50-59

Sixth Form Exam Assistants	0	4	2	4	0	0	2 in 40-49 1 in 30-39
Head of DT	0	0	1	1	0	0	40-49
Science Maternity Cover	0	0	0	0	0	0	0
HR Administrator	0	3	1	5	0	0	40-49
Student Support Assistant Round 1	0	2	2	2	0	0	30-39 x2
Geography	0	11	3	0	0	0	20-29
Student Support Assistant Round 2	1	0	2	2	1	1	40-49 16-19
Outreach Support Tutor	0	2	1	1	0	0	30-39
Art technician	0	2	0	4	2	0	40-49
Student Support Assistant	0	2	0	0	0	0	Did not appoint
Cover Supervisor	0	1	1	0	0	0	30-39

### **ADDITIONAL INFORMATION**

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Computer Science/IT	1	2	0	3	2	0	0	0	0	0	1	0
Assistant Exam Officer	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Exam Officer Round 2	0	3	0	3	1	0	0	0	0	0	2	0
SEMH Practitioner	4	4	0	8	6	0	0	0	0	0	2	0
Admin Assistant	5	5	0	10	5	1	1	0	0	0	3	1
Senior Finance Administrator Round 1	2	0	0	2	0	0	0	0	0	0	1	0
Senior Finance Administrator Round 2	1	0	0	1	1	0	0	0	0	0	0	0
Cover Supervisor	0	2	0	2	1	0	0	0	0	0	1	0
Repro Tech	1	1	0	2	2	0	0	0	0	0	0	0
6 <sup>th</sup> Form Admin	3	7	1	9	2	0	0	0	0	0	7	0
Head of DT	1	1	0	2	0	0	0	0	0	0	2	0
Science Maternity Cover	0	0	0	0	0	0	0	0	0	0	0	0
HR Administrator	3	5	8	0	6	0	0	0	0	0	3	0
Science Maternity Cover	0	0	0	0	0	0	0	0	0	0	0	0
Student Support Assistant Round 1	3	3	0	6	1	0	0	0	1	0	4	0
Geography	2	12	0	14	2	0	0	0	0	0	12	0

Student Support Assistant Round 2	3	5	0	8	2	0	0	0	0	0	5	0
Outreach Support tutor	2	2	0	4	2	0	0	0	1	0	0	0
Art Technician	4	4	1	6	1	0	0	0	0	0	7	0
Student Support Assistant Round 3	1	1	1	1	0	0	0	0	0	0	2	0
Cover Supervisor	1	1	0	2	0	0	0	0	0	0	1	1

**ADDITIONAL INFORMATION**

Job Title	Sexual Orientation				Caring Responsibilities		Ethnic Origin				
	Heterosexual	Gay/Lesbian	Bisexual	Prefer not to say	Yes	No	Asian or Asian British	Black or Black British	Chinese	Mixed/Multiple Ethnic Groups	White
Finance Assistant	1	0	0	0	1	0	0	0	0	0	1
Computer Science/IT	3	0	0	0	1	2	0	0	1	0	2
Assistant Exam Officer Round 1	0	0	0	0	0	0	0	0	0	0	0
Assistant Exam Officer Round 2	2	0	0	1	1	2	0	0	0	0	3
SEMH Practitioner	6	0	0	0	2	4	0	0	0	0	6
Admin Assistant	10	0	0	0	3	7	1	0	0	0	9
Senior Finance Administrator Round 1	2	0	0	0	1	1	0	0	0	0	2
Senior Finance Administrator Round 2	1	0	0	0	0	1	0	0	0	0	1
Cover Supervisor	2	0	0	0	0	2	0	0	0	0	2
Repro technician	2	0	0	0	1	1	0	0	0	0	2
Sixth Form Administration Assistants	8	2	0	0	4	6	0	0	0	0	10
Head of DT	2	0	0	0	0	2	0	0	0	0	2
HR Administrator	8	1	0	0	4	5	0	0	0	0	9

Science Maternity Cover	0	0	0	0	0	0	0	0	0	0	0
Student Support Assistant Round 1	6	0	0	0	3	3	1	1	0	0	3
Geography	12	1	0	1	1	12	0	0	0	0	14
Student Support Assistant Round 2	8	0	0	0	4	5	1	0	0	0	8
Outreach Support Tutor	3	0	0	1	2	2	1	0	0	0	3
Art Technician	8	0	0	0	2	5	0	0	0	0	8
Student Support Assistant Round 3	2	0	0	0	0	2	0	0	0	0	2
Cover Supervisor	2	0	0	0	1	1	0	0	0	0	2

# Equality Action Plan 2022 – 2023

Objective	Led by	Milestones	Resource and finance implications	Success criteria and deadlines
<p>1. <b>Improve quality of curriculum development, and progress of identified vulnerable groups</b></p> <ul style="list-style-type: none"> <li>Evaluate and refine our Pupil Premium Action Plan based on impact and outcomes <ul style="list-style-type: none"> <li></li> </ul> </li> <li>Evaluate effectiveness of Careers Guidance for students in identified groups <ul style="list-style-type: none"> <li></li> </ul> </li> <li>Investigate alternative sources of funding for PP initiatives e.g. NT Trust.</li> </ul> <ul style="list-style-type: none"> <li>Now that the full Curriculum has been mapped to focus this year on the ways the school can enhance the cross curricular skills and knowledge</li> </ul>	<p>AMB/LB/ SEL/ SRF</p> <p>SRF</p> <p>SEW/ZMM/SST</p> <p>SRF/AMB LB/AAS/SRF/ABK/KAS. HODs/HOYs</p>	<p>Pupil Premium audit complete – barriers to achievement for this group of students established</p> <ul style="list-style-type: none"> <li>Clarify the trends regarding other vulnerable groups: EAL, LAR, LAC students on fringes of PP</li> <li>PP Action Plan evaluated annually with recommendations for improvement made to be agreed by Governors and disseminated to key staff.</li> <li>Equality issues placed regularly on School Council Agenda for discussion</li> </ul>	<p>RLT time AEW time</p> <p>SEL/SRF time AEW time</p> <p>SEL/SRF time + additional resources depending upon recommendations SEL/</p> <p>Council time</p> <p>Staff time and CPD</p> <p>Financial implications of IT access. Staff planning and training time</p> <p>Meeting and planning time CPD</p>	<p>PP Action plan updated. Barriers to learning for PP and other identified groups identified and mitigated by inclusive strategies well matched to individual need. Further narrowing of 'gaps' in GCSE Performance. Recommendations enacted ensuring the best provision for all students generally and identified groups of students in particular Increased funding sourced and used successfully Student body is made aware of EO issues and has the opportunity to contribute and share ideas. Student identification throughout Autumn term 2021.</p> <p>This is key point on the whole school SIP. The aim is to have x curricular knowledge and skills</p>

<p>for all students but particularly those with identified needs. This includes: Literacy Numeracy Careers.</p> <ul style="list-style-type: none"> <li>To regularly place EO issues on the agenda for the School Council to discuss when relevant and appropriate</li> <li>To investigate the progress of DA students in English and put a plan in place to improve this progress measure</li> </ul>	<p>GJE/JEB/ST/SEW/SRF/LB</p> <p>ZMM/HOYs</p> <p>LB/KAS/SRF/AMB/GJE</p>	<p>Student lists complete and regularly monitored and updated. Strategies researched and in place for successful curriculum access. Use of additional funding to support findings</p> <p>Last year's performance evaluated. This year's students identified. A plan in place which addresses: lesson planning, support in lessons, additional opportunities.</p>	<p>Data support</p> <p>Staff time Resourcing Possible CPD implications</p>	<p>mapped out by every department across the school by the end of this academic year. With particular attention made to vulnerable groups.</p> <p>DA students make progress at least in line with predictions in English in 2023</p>
<p><b>2. The further development of the school's approach to Mental Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Now that the school has fully</li> </ul>		<ul style="list-style-type: none"> <li>Wellbeing week for both staff and students 2023</li> </ul>		

<p>trained mental health leads to extend the impact of the school's engagement with mental health issues</p> <ul style="list-style-type: none"> <li>Continue to develop mental health support and provision for students</li> <li>Develop the additional strand for staff. Initial Audit of staff referrals, absence, training in relation to mental health and wellbeing for staff.</li> </ul>	SEL/JDM	<ul style="list-style-type: none"> <li>- Audit of issues for students and the current provisions in place. Evaluate LEV, Tutorial, assemblies for provision. Training for Tutors in their role. Continue to develop sharing information on the issues with parents and the school's approach.</li> <li>Develop the provision the school offers including staff training, improving signposting knowledge.</li> <li>Audit key data (e.g. absence and referrals) and link in to appropriate staff policies</li> <li>Nina to attend PRAM and triage regularly to report back and update on key students, interventions and impact.</li> </ul> <p>Use whole school assemblies and training as well as student council to promote provision and Emma's role.</p>	SLT/SEL/HOYs/JDM/ZM M/ELC/MT/HD time	Training completed Sept 2022. All staff aware of these leads and their responsibilities.
	SEL/JDM		SLT/SEL/HOYs	LEV, tutorial and assemblies updated Successful tutor training. Feedback from wellbeing week Include key issues in Information Evenings for Parents.
	SEL/ELC/Nina Livings		SEL/JDM NJT/LB time SMW/NJT time	Governors are aware of impact of Mental Health on staff and of solutions in place Staff are aware and are using appropriate systems (both as line managers and as individuals) and the impact on absence and wellbeing. Improved attendance, better contact with families and learning progress being made.
	SEL/JDM/ZMM		Staff time and time used in PRAM	Increase in confidence of the team.
	JDM/SEL/SEW/SMW/ELC SEL/ZMM/GJE/ELC/JDM/SRF		Planning time and staff time – SEL JDM ZMM ELC	Students in groups or individually accessing appropriate support either within school or externally.
<ul style="list-style-type: none"> <li>Continue to develop the role of the Attendance Officer to support students where mental health is a barrier to coming into school or is impacting on learning.</li> </ul>	LB/AAS		Training time SEL, SMW, SEW, ELC, JDM Planning time SEL, JDM, ELC PRAT session SEL, JDM, ELC plus pastoral staff	
			LB/AAS/PJB Staff time Financial support for interventions	Student voice and monitor referrals

<ul style="list-style-type: none"> <li>Continue to raise the profile of positive mental health and where students can access support. Emma's (school counsellor) role to continue to increasingly influence whole school practices.</li> <li>Achieved Mental Health Award status</li> <li>Signpost support available for staff</li> <li>Reduce workload for teachers with planning, assessment and use of data</li> </ul>	<p>LB/SEL/SRF/JDM/SEW/HOYs/HODs</p> <p>SEL/JDM</p> <p>LB/NJT</p> <p>SLT</p>	<p>Following on from first aid and other training set up a training session for PRAT and wider SLT</p> <p>Now that Mental health Award achieved to continue to work closely within school and with the use of external providers to update the education of all students and staff on how to manage their own wellbeing and where to access support when at risk. Counselling services and physio available for staff</p> <ul style="list-style-type: none"> <li>Continue to update current research good practice from DFE initiatives and for similar organisations.</li> <li>Continue to work closely with the DFE on workload reduction measures</li> </ul>	<p>Time and training for ELC</p> <p>Planning time CPD</p> <p>Meeting time</p> <p>Placed on SLT agendas. Evaluation and response to staff questionnaires.</p>	<p>Successful award application ELC to have increasing impact on the whole school response to mental health provision.</p> <p>Make it clear er to staff the support available and its discreet nature</p> <p>High staff morale and enthusiasm for teaching and professional development. Measured through annual staff questionnaire.</p> <p>Staff morale and motivation remains high</p>
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		Consideration given to workload in all decision making and responses to external demands (e.g. assessment).		Continue to make this a key priority through all developments and changes. Use CPD to develop and improve planning, assessment and feedback. Reduce staff workload with planning and marking.
<p><b>3. Develop the school's Counselling and wellbeing support service</b></p> <p>Annual teaching and support staff awareness training</p> <p>Governor updates and training in Mental Health and Wellbeing</p> <p>Identification, referral and monitoring process in place – tweak the triage process to meet the changing needs of students</p>	<p>SEL/ELC/SRF/JDM/LB</p> <p>SEL/ELC/JDM</p> <p>JDM/SLT/ELC</p> <p>JDM/SEL</p> <p>ELC other staff members who want to contribute</p>	<ul style="list-style-type: none"> <li>Counselling audited alongside the work of the pastoral system and the learning mentors.</li> <li>Develop an appropriate awareness training programme initially for key leaders/managers in relation to supporting staff with Mental Health issues. Roll out to staff more generally via training programme</li> <li>Governors receive regular training and updates on wellbeing agenda and initiatives.</li> </ul>	<p>Staff time, training resources</p> <p>Staff time</p> <p>Staff time including research</p> <p>SEL/ELC/Staff time</p> <p>Staff time</p>	<p>Training planned and delivered as part of the Tuesday programme and Sep training day 2022</p> <p>Governors awareness and knowledge increased ensuring an effective support system for the school generally and in relation to specific issues. Aim for a small waiting list for referrals Put in place group work where appropriate Review every half term Talk to students and Heads of Year</p>

<p>Develop the range and impact of the role of the school counsellor including Weekly wellbeing self-care email for staff 'feelgood Friday'</p>	<p>SEL/SRF/ELC/JDM</p>	<p>Weekly triage process regularly evaluated and referrals tracked</p> <p>Fortnightly meeting with Emma as well as evaluation and feedback via PRAM</p> <p>Greater emphasis on CPD and support on emerging issues. Wellbeing agendas foregrounded. Research a priority. Information and support available to students, staff and parents.</p>		<p>Staff wellbeing survey to gather views</p> <p>The school community feels supported and that the school understands and is responding to need.</p> <p>Students and staff are identified, know about and access appropriate support.</p>
<p>Continue to work with the Mental Health Support Hub</p>	<p>SEL/ELC</p>	<p>To improve links with external providers.</p>	<p>Meeting and planning time</p>	<p>To provide opportunities for staff training and student workshops with expert input</p>



<p><b>New Build</b> As the new school building continues this year opportunities will be available for a wide group of students to consider the ways the new build has been designed to cater for all students and staff.</p>	NJT/LB/ZMM	Work closely with BAM and Ryder to ensure opportunities for students across a wide a variety of interests including potential careers in Construction, the media and the environment. This includes equality issues such as girls into construction and engineering, design for equality of access and other planning considerations for an equal and safe education environment.	Meeting, planning and implementation time.	New build is an accessible site with equal opportunities for all students regardless of disabilities, physical or emotional need, gender or identity issues. Groups of students have the ability to identify their interest and access knowledge and opportunities to learn from this unique moment in the school's history.
	NJT/BW	Risk Assessment followed for all aspects of equality of access to both buildings and the curriculum.	Meeting and planning time	
	SLT	Keep student progress, teaching and learning and staff CPD at the forefront of	Time  Time, CPD	The new building meets the needs of all groups of learners  The move to the new building is managed with little impact on student progress, behaviour or enjoyment in learning.
Communication and plans continue on accessibility, disability, SEND and identity.				
Smooth transition to the new build does not negatively impact on the learning of any students particularly the most vulnerable groups.				

		all decision making during this period of change.		
<b>5. Whole School Literacy and numeracy</b>	JEB/SRF/GJE/KAS	<ul style="list-style-type: none"> <li>review programme and provision to put schemes in place to support literacy and numeracy for both students and staff</li> <li>Early assessment data used to inform planning</li> <li>Training time allocated to developing these initiatives.</li> <li>Principles of Literacy and Maths on Tour to be adopted across the curriculum and embedded via planning and training</li> </ul>	LT/SRF/JEB/GJE/KAS time	<p>Literacy and numeracy programme and training yields higher outcomes for students identified with delay on transfer.</p> <p>This progress will improve during their time at the school. Initiatives are well attended and well evaluated.</p> <p>Initiatives develop a confidence and love of numbers and reading in increased numbers of students.</p>
<b>6. Continue to improve the range, variety and quality of provision designed to promote diversity and tolerance</b>	LT/ SEL/ ZMM/PRAM/ RALS	<ul style="list-style-type: none"> <li>Year 9 Bullying Questionnaire analysis reported to LT &amp; Governors</li> <li>Diversity of year group assemblies programme continues to expand to include</li> </ul>	<p>SEL/LT time/PRAM planning time/HOYS SEL/PRAM time</p> <p>SEL/PRAM time</p> <p>SEL/PRAM</p>	<p>Incidents of bullying reduce throughout years 9, 10 and 11. Students report bullying and incidents are successfully resolved.</p> <p>Assemblies programme Sept 2021 promotes</p>

	LT/ELC/ZMM/ HOYS	<p>more wide ranging local, regional, national &amp; global issues</p> <ul style="list-style-type: none"> <li>Wellbeing week to include workshops on Consent and pornography, drop in sessions for advice on sexual health as well as a focus on stress management and emotional well-being.</li> <li>Greater coherence between information and messages within Tutorials, assemblies, and LEV to ensure coverage of a range of relevant issues.</li> <li>LGBT Group meeting held regularly with visiting speakers</li> <li>To continue to work closely with Stonewall and other leading organisations</li> </ul>	<p>SEL/ZMM</p> <p>SEL/ELC and pastoral teams</p> <p>Time and Training</p> <p>ZMM/LB/SEL</p> <p>Time and training</p> <p>Time and training</p>	<p>greater awareness of diversity. New specifications &amp; resources identified to promote positive role models for minority groups and raise awareness of sensitive issues/ cultures/values &amp; beliefs. Increased awareness and support for students and staff</p> <p>Suggested developments put in place. Improved content and student understanding of issues.</p> <p>New Personal Development Coordinator having whole school impact.</p> <p>Successful application</p> <p>Successful online, recorded and tutorial opportunities for all students.</p>
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		<p>for guidance on how best to support our LGBT community</p> <ul style="list-style-type: none"> <li>Rearrange opportunities using online resources alternative venues and groupings. Greater use made of tutorial programme in each year group.</li> </ul>		Successfully keep up to date with our support for students
<b>7. Extra-Curricular and additional Opportunities.</b>	ZMM/SEL	<p>To monitor the nature and variety of additional learning and wellbeing opportunities available for students.</p> <p>To analyse the attendance data to help to encourage a wider cohort of students to maximise their attendance. (e.g. PP students). This is to include clubs and also revision sessions and additional support</p> <p>To consider student and parent voice in the monitoring and evaluation of this additional support provision</p>	<p>Staff time.</p> <p>Data support</p> <p>Working with SLT to evaluate the offer and the uptake and the impact</p>	<p>Annual evaluation of attendance at additional out of class sessions.</p> <p>Involvement of parents through information evenings and other communications.</p> <p>Encouragement and understanding of the benefits of these additional opportunities through the Personal Development programme and assemblies for all students.</p>

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