

# Single Equality Scheme: Bedale High School

## Updated December 2019

Signed \_\_\_\_\_

Headteacher

Date \_\_\_\_\_

Signed \_\_\_\_\_

Chair of Governors

Date \_\_\_\_\_

Review due: Date \_\_\_\_\_

### Introduction

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age\*
- Being married or in a civil partnership

\*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The impact of this scheme is reported on annually.

### **Aims of the Single Equality Scheme**

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation

- To comply with statutory duties under equalities legislation in one document

## **Purpose of the Equality Scheme**

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

## **Planning to eliminate discrimination and promote equality of opportunity**

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2 below)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at: <http://cyps.northyorks.gov.uk/equalities-and-diversity>. Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.

## **What kind of a school are we?**

### **School Vision and Values**

At Bedale High School, we have high expectations of all students because we care passionately about enabling each and every one of them to succeed. Our code of conduct, therefore, is based on the following clear and consistent values:

- Having a positive attitude to learning – we demand that students are organised and eager to learn. In particular, we aim to support them in becoming effective independent learners through a programme of home learning
- Showing respect at all times for all other students, staff and visitors – the school actively promotes British values of tolerance and respect
- Demonstrating high levels of commitment – we recognise that, if students are to be successful, they need to be resilient and to work consistently hard to develop the knowledge, skills and experience over time
- The school's core values have been updated in September 2019 to 'Courage, Compassion and Commitment'.

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> for

developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment, for individuals and groups of pupils.

The school is committed to addressing any actions which are identified to improve our inclusive practice.

**School Context**

The nature of the school population and context to inform action planning for the equality scheme

**Factors of the geographical location of the school:-**

%minority ethnic	5%
Buddhist	0.2%
Christian	60.4%
Muslim	0.2%
No religion	31.9%
Other religion	1.0%
refused	4.0%
no answer	2.1%
% languages	
English	96.9%
Portuguese	0.0%
Hungarian	0.2%
Chinese	0.4%
Romanian	0.2%
Arabic	0.2%
Polish	0.6%
Slovak	0.4%
% FSM	8%
% SEN	
SUPPORT	17%
EHCP	2%
STATEMENT	0%
% DISABLED	0%
% Asylum Seekers	0%
%male	55%
%Female	45%
% Looked after/ previously looked after	0.6%

**The training taken to position the school well for the equality and diversity agenda.**

- Bedale High School is committed to providing quality training for all staff in matters of equality and diversity, the medical needs of pupils, and any SEND.
- Training needs are assessed annually and new intake staff are trained as part of their induction process.

- Key Stage/pastoral/safeguarding/SEND meetings are held to discuss pupils and their varying needs. This may include their medical, emotional, social, religious, language or SEND. Any identified area required to ensure equal access are 'flagged' and appropriate training is sought.
- The SLT review training delivered and needed. The training covers fair recruitment and the SEND Code of Practice

## School provision

### Examples of reasonable adjustments the school makes as a matter of course

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

- Reasonable adjustments are made in the way in which information is currently provided for all pupils/parents carers as necessary.
- Each pupil with additional needs has an IPM and/or risk assessment which is created to match individual need.
- Lessons are differentiated as staff planning is driven by key information, baseline and ongoing progress data to ensure maximum opportunities for success in learning and social and emotional development for all pupils.
- GTAs, ATAs and HLTAs are resourced to support learning in all areas.
- Screening/assessment is carried out when an identified need arises. This might be for dyslexia, or language difficulties.
- Further assessment by specialist external agencies can be requested in consultation with parents and staff. Results from these screenings are shared with staff in order for the information to be used to improve educational outcomes.
- Reference to and implementation of the NYCC Ladder of Intervention.

## Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils.

These processes form part of the school's equality impact assessment to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

### Examples

- Pupil Attainment, Attendance and Behaviour is reported and analysed at each assessment point. Analysis is made by faculty leaders by Key Stage, year group, gender, disadvantaged, SEN status and prior attainment
- Pupils took part in the Growing Up in North Yorkshire survey which identifies particular groups and provides feedback on a number of equality issues as follows:
  - o Extent to which particular groups feel

safe from incidences of bullying, racism and hate crime  
o Extent to which pupils from particular groups adopt a healthy lifestyle  
o Extent to which particular groups contribute to the life of the school and community eg participation in extra- curricular events, school trips etc.

- The Director of Access & Inclusion produces a Pupil Premium Report an annual basis
- The Director of Access & Inclusion produces annual reports.

## **Equalities objectives**

Our Equalities Objectives, based on needs analysis, for the period 2018-2022 are:

- To continue to provide a school environment that welcomes, protects and respects diverse people.
- To narrow the gap in performance of SEND pupils;
- To improve whole school attendance – school target of 95%
- To raise attainment in for boys and high prior attainers. This now also focuses on both genders and mid prior attainers too.
- To narrow the gap in performance of disadvantaged pupils

We have identified these objective based on our SEF and School Development plan.

Indicators of progress towards the objectives are reviewed annually and recoded in the action plan (see appendix 2)

## **Roles and Responsibilities in Implementing the Single Equality Scheme and Equalities Objectives**

### **The Head Teacher will:**

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- ensure staff have access to training which helps to implement the scheme;

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- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme and equality objectives has direct relevance, with assistance from relevant agencies.

### **The Governing Body will:**

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme and equalities objectives;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- publish equality objectives every four years
- evaluate the action plan annually
- publish information at least annually.

### **The Senior Leadership Team will:**

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

### **People with specific responsibilities (named):**

- Director of Access and Inclusion (Alison Knight) - the person responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- Head teacher (Tom Kelly) - the person responsible for ensuring the specific needs of staff members are addressed;
- Director of Access and Inclusion (Alison Knight) - the person responsible for gathering and analysing the information on outcomes of vulnerable pupils and (Tom Kelly) staff;
- Director of Access and Inclusion (Alison Knight) - the person responsible for recording, reporting and monitoring prejudice based and hate incidents;
- Director of Access and Inclusion (Alison Knight) is responsible for publishing the SEN information report

### **Parents/Carers will:**



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- have access to the scheme and equalities objectives;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- have the right to be informed of any incident related to this scheme which could directly affect their child.

### **School Staff will:**

- accept that this is a whole school issue and support the Single Equality Scheme and equalities objectives;
- be aware of the Single Equality Scheme and how it relates to them;
- be encouraged to express their views through a staff survey;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting prejudice based and hate incidents;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

### **Pupils will:**

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

### **Involvement Processes**

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme and the equalities objectives, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This

will ensure that the school glean insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme and equalities objectives will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People’s Plan.

### **Mechanisms for involvement**

At this school the following mechanisms will ensure the views of **pupils** inform the equality objectives and action plan:

- Interim/Annual Review Meetings
- Pupil council meetings
- Individual interviews with pupils if necessary
- PSHE and assemblies
- Growing up in North Yorkshire Pupil Survey

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme, objectives and action plan:

- Exit Interviews with staff
- PD Days
- Individual discussions with staff as part of performance management/appraisal if necessary

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme, objectives and action plan:

- Welcoming parents and the community into school so that they are critical drivers in policy development
- Text to be inserted into communication with parents; “Your support for your child’s education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, eg: letters in large print; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender”
- Feedback through Parent Forum and questionnaires.
- Progress evenings
- School website
- Governing body

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the four years (maximum) of this Scheme and the equalities objectives. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

## **Making it happen**

### **Action Planning**

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty. ( 5.27 DfE Equalities Guidance May 2014)

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment (schools could use the Inclusion Quality Mark ) has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme and progress with the equalities objectives will be evaluated and reflected in:

- school self-evaluation;
- pupil progress, outcomes and engagement,
- feedback e.g. Parentview, pupil voice

### **Reporting**

This Scheme and equalities objectives will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be on the school website.

### **Publication**

Equalities objectives will be published and available to anyone requesting a copy. Copies will be on the school website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

### **Schools' duties around accessibility for disabled pupils**

*4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.*

*4.29 Schools must implement accessibility plans which are aimed at:*

- increasing the extent to which disabled pupils can participate in the curriculum;*
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and*
- improving the availability of accessible information to disabled pupils.*

*4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.*

*4.31 OFSTED inspections may include a school's accessibility plan as part of their review*

This document relates to the The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools
- independent schools

*5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics*

## Contact us

**North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD**

Our Customer Service Centre is open: Monday - Friday 8.30am - 6.00pm and Saturday 9.00am - 12.00pm Tel: **0845 8727374** email: **customer.services@northyorks.gov.uk**  
Or visit our website at: **www.northyorks.gov.uk**

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

Tel: 01609 532917

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如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: [communications@northyorks.gov.uk](mailto:communications@northyorks.gov.uk)



## Appendix 1: Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

### **Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:**

- Race Relations Act (RRA) 1976/2000  
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007  
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003  
extended to education, Equality Act (Part 2) 2007  
The Act sets out that it is unlawful for schools to discriminate against a person:
  - a) in the terms on which it offers to admit him/her as a pupil;
  - b) by refusing to accept an application to admit him/her as a pupil, or
  - c) where he/she is a pupil of the establishment:
    - i) in the way in which it affords him/her access to any benefit, facility or service,
    - ii) by refusing him/her access to a benefit, facility or service,
    - iii) by excluding him/her from the establishment,
    - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005  
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.  
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:  
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities

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are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”

### **Essential Further Guidance**

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014, updated June 2018)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools\_and settings.

<http://cyps.northyorks.gov.uk/equalities-and-diversity>

Example Equality Action Plans

EQUALITY OBJECTIVES :
<ul style="list-style-type: none"> <li>• To continue to provide a school environment that welcomes, protects and respects diverse people.</li> <li>• To narrow the gap in performance of SEND pupils;</li> <li>• To improve whole school attendance – school target of 95%</li> <li>• To raise attainment in for boys and high prior attainers. This now also focuses on both genders and mid prior attainers too.</li> <li>• To narrow the gap in performance of disadvantaged pupils</li> </ul>

Success criteria

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Monitoring Person and Method	Notes on progress



<ol style="list-style-type: none"> <li>1. To continue to provide a school environment that welcomes, protects and respects diverse people.</li> <li>2. To narrow the gap in performance of SEND pupils;</li> <li>3. To improve whole school attendance – school target of 95%</li> <li>4. To raise attainment in for boys and high prior attainers</li> <li>5. To narrow the gap in performance of disadvantaged pupils</li> </ol>	<ol style="list-style-type: none"> <li>1. SLT</li> <li>2. Director of Access &amp; Inclusion</li> <li>3. Director of Access &amp; Inclusion</li> <li>4. Faculty Leaders and Deputy Headteacher T&amp;L.</li> <li>5. Director of Access &amp; Inclusion</li> </ol>	<p>September 2018</p>	<p>Ongoing Director of Access &amp; Inclusion</p>	<ul style="list-style-type: none"> <li>• Staff, pupil and parent voice.</li> <li>• Strong pastoral support.</li> <li>• High quality teaching and learning.</li> <li>• Appropriate training and processes to be followed.</li> <li>• Quality first teaching, differentiation and additional support.</li> <li>• Appropriate tracking, monitoring and evaluation.</li> <li>• Quality first form tutor support and appropriate legislation to be followed through LA for attendance.</li> <li>• Faculty Leaders to monitor progress of target groups.</li> <li>• Use of 'green folder'</li> </ul>	<ol style="list-style-type: none"> <li>1. The school continues to be an inclusive school. We continue to work with the local collaborative to support vulnerable pupils and in year admissions are on the rise. Fixed term exclusions are also being reduced.</li> <li>2. This continues to be an ongoing area of development.</li> <li>3. This continues to be an ongoing area of development but we continue to be proactive with monitoring and tracking.</li> <li>4. In our GCSE results in Summer 2019 the performance of boys was improved on – as were HPAs.</li> <li>5. In our GCSE results in the Summer of 2019 our outcomes for disadvantaged learners were improved but we still need to be more in line with national averages.</li> </ol>
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