

Settle College

Single Equality Scheme

**Four year period covered by this scheme:
2018-2022**

Introduction

This Single Equality Scheme for colleges 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 action plans for Race, Gender and Disability Equality, and Community Cohesion, thus meeting the college's statutory duties in these areas.

The scheme also highlights how our college has worked with and listened to the staff, students, 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 college community.

This document sets out how students with the following protected characteristics (previously known as equality strands) will be protected in our college from harassment and discrimination: -

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

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

As well as delivering high quality services to our pupils, the college 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

This scheme is reviewed every three years and is reported on annually.

Signed _____
Headteacher

Date _____

Signed _____
Chair of Governors

Date _____

Aims of the Single Equality Scheme

- To articulate the college's commitment to equality which permeates all college policies and practices.
- To ensure that everyone who belongs to, or comes into contact with, our college 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 college'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 college is systematically establishing and implementing good practice in equality and diversity across all areas of college life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the college 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 students

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.

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 students) we need to make to be best placed to help disabled pupils who come to our college.

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

- increasing the extent to which disabled students can participate in the college curriculum;
- improving the physical environment of the college 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 using the **Inclusion Quality Mark** audit tool. 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 college website. It is available in different formats and in different languages on request to the college office.

Our College 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.)

OFSTED inspection may include the College's accessibility plan as part of their review.

Settle College Aims Statements

- Supporting students of all abilities and backgrounds within a positive learning environment.
- Encouraging academic excellence through challenge and study.
- Teaching students to have respect for themselves and others in the community.
- Technology status preparing students for the opportunities of the 21st century World of Work.
- Life long learning in preparation or further and higher education and employment.
- Enriching student's education through a wide variety of extra curricular activities and enterprise opportunities.

Equality Objectives 2018-2022

objectives:

- to increase understanding between religious groups;
- to reduce the number of homophobic incidents;
- to raise attainment in English for boys;
- to encourage girls to consider non-stereotyped career options;
- to anticipate the needs of incoming pupils from a new group, such as traveller children.

What kind of a college are we?

College Vision and Values

The college's vision and values statement reflects the college's ambitions for all its students and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to students' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of students.

The college statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The college has already achieved the **Inclusion Quality Mark** and is committed to addressing any actions which are identified to improve our inclusive practice.

College Context

The nature of the college population and context to inform action planning for the equality scheme (derived from section 1 of college Self Evaluation Form):

Factors of the geographical location of the college: -

2% Black and Minority ethnic;

98.3% of pupils speak English as a first language;

6.8% Free College Meals (FSM) – eligibility and uptake;

11% of students on the SEND register 71% Boys 29% Girls

0% Asylum Seekers

45% female, 55% male

- Racist incidents at the college are low. A report is sent to the LA regularly throughout the year.
- EAL – 7 students have English as an additional language. Other languages spoken are French, Hungarian, Lithuanian, Polish and Spanish
- Recruitment, development and retention of staff is analysed against social identity factors such as disability, gender, sexual orientation, faith, age, ethnicity.
- Outcomes for students are analysed via regular progress reports for each year group by gender, ~~CLA~~, ethnicity, SEN&D, Pupil Premium and Year 7 Catch up cohort.
- Well over 80% of the college's building can be accessed by disabled individuals. There are two lifts in the main building. The lower college lift links the ground floor of the college's main administration block. There is a path on the ground floor next to the lift that connects to the new block and a series of ramps that provide access to the design and technology computer suite. The East entrance is served by a disability access ramp. The central college area also has a set down point which leads immediately onto a ramp up to the North entrance. Access from the swimming pool car park is available to disabled visitors via the subway which leads directly to the ramp in the college's central car park. The upper college area is accessible via a set down point and ramp which is located in the upper car park. There is a disabled access toilet in Main Reception, on the top corridor and in the Bradley Building. There is also a lift in the Bradley Building, which houses core curriculum subjects. Access to the Main Hall is via an outside path directly into the Hall.

The training taken to position the college well for the equality and diversity agenda:

- Meeting the medical needs of students on care plans
- Leadership Group and Learning Managers have been trained in physical restraint
- Termly updates of all new intake students
- Regular updates on the needs of SEN&D students.

College provision

Examples of reasonable adjustments the college makes as a matter of course

- Parents of children on the SEN&D register are communicated with by letter and by phone or in person to discuss any information pertinent to their child.
- Parents of disabled children have opportunity to be shown around the college to show them (and therefore put them at ease about) the facilities designed to help their child integrate better into the college environment.
- Some SEN&D pupils with certain learning difficulties have access to facilities such as word processors and voice recorders to enable them to work in a way which removes some of their barriers to learning.
- All classrooms display information about how to be a dyslexia friendly classroom and the college has run staff CPD toolbox sessions on differentiation of lessons.
- Students on the SEN&D register have an IEP and some have individual provision maps to help to inform teachers on how to differentiate for these additional needs and information is made available to all staff on strategies to help differentiate for needs – some of these are simple (eg bookmarks highlighting different strategies), others are more in depth (eg resources available via the network).
- Students on the SEN&D register have a folder which will show the reviews of their provision. Old IEPs are archived on the computer network allowing staff to see what provision has been made previously to inform them for future planning.
- Before setting targets, students' needs will be analysed and students can help to choose which targets they feel are suitable to aim for in the next stages of their learning. Students are also involved in the review stage of their IEPs.
- On a broader stage, students are involved in all subject reviews as part of the Student Voice exercise. This may help to inform departments and therefore subject teachers about strategies which work in their subject areas.
- The college uses inclusion passports as part of the local area collaborative to share information about students to ensure that continuity of provision is as good as possible.
- Students with visual issues are provided with colour filters, coloured paper copies or enlarged typeface copies as appropriate
- Provision Maps are used for students to support learning

Outcomes for students

Outcomes for students are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the college. This is compared with the outcomes made for all students. This is recorded in the College Self evaluation Form (SEF).

These processes form part of the college's equality impact assessment processes through the Inclusion Quality Mark, 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.

- pupils' attainment - analysis of end of key stage results for pupils of particular groups (SEF Achievement Section.);
- the quality of particular groups of pupils' learning and the progress they make throughout the college (SEF Achievement Section);
- the extent to which different groups of pupils feel safe (SEF Behaviour and Safety Section) (e.g. *Incidents of racism, 'hate' and bullying involving particular groups of pupils*)
- the behaviour of particular groups of pupils (SEF Behaviour and Safety Section (e.g. *exclusion data for particular groups of pupils*)
- the extent to which pupils from particular groups adopt healthy lifestyles (SEF Behaviour and Safety)
- the extent to which pupils from particular groups contribute to the college and the wider community (SEF Behaviour and Safety) (e.g. *participation and achievement on extra-curricular/extended college activities, participation on college trips for particular groups of pupils*)
- attendance data for all pupils and for particular groups (SEF Behaviour and Safety Section) (e.g. *extended leave/mobility issues for particular groups of pupils*)
- the effectiveness of the college's engagement with parents/carers of particular groups of pupils (SEF Behaviour and Safety) (e.g. *attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback*)
- impact of the use of specific individual budgets e.g. Pupil Premium report SEN information report

Roles and Responsibilities in Implementing the Single Equality Scheme

The Headteacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for students or for the college as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the college'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;
- ensure that the Leadership Group 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 has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the college 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;
- establish that the action plans arising from the scheme are part of the College Development Plan;
- support the Principal in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan annually;
- publish information at least annually;
- publish equality objectives every four years.

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 Principal, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the College Improvement Plan.

People with specific responsibilities (named):

- Assistant Headteacher for Student Services and SEND Manager is the person responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- The Headteacher is the person responsible for ensuring the specific needs of staff members are addressed;
- The Headteacher is the person responsible for gathering and analysing the information on outcomes of staff; Assistant Headteacher for Student Services and SEND Manager for students;
- Assistant Headteacher for Student Services and SEND Manager is the person responsible for monitoring the response to reported incidents of a discriminatory nature.
- Hilary Moakes is the governor responsible for publishing the SEN information report

Parents/Carers will:

- have access to the scheme;
- 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.

College Staff will:

- accept that this is a whole college issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- 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 incidents of racism, harassment or other forms of discrimination;
- 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 college 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 students, staff, parents, and the wider community.

Students 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 college promotes understanding and supports students who are experiencing discrimination.

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

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for students. 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, the college is clear that this is a process which must be informed by the involvement of all participants such as students, parents, college staff, governors and external agencies. This will ensure that the college gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of students themselves from different social identity backgrounds;
- the views and aspirations of parents of students 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 college the following mechanisms will ensure the views of **students** inform the Equality Scheme and action plan:

- *Student Voice;*
- *Individual interviews with students involved in incidents of a discriminatory nature or bullying related to discrimination;*
- *Individual interviews with students experiencing reasonable adjustments.*
- *Growing Up in North Yorkshire Pupil Survey*

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

- *Exit interviews with staff;*
- *Regular meetings with union representatives;*
- *Regular staff meetings with specific agenda items;*
- *Individual discussions with staff as a part of Appraisal.*

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

- *Welcoming parents and the community into school so that they are critical drivers in policy development.*
- *“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, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a college colleague of the same gender.”*
- *Feedback through the Governing Body meetings;*
- *Feedback through the PTA meetings;*
- *Feedback from Parent Partnership Meetings*

The college's action plan will focus on developing the involvement of students, staff and parents from different social identity backgrounds over the three years of this Scheme. 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 college 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 actino plan, we continue with this approach and adpat 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 college arising from this scheme and the impact assessment through 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 will be evaluated and reflected in:

- the College Self-evaluation Form;
- the level achieved in the Inclusion Quality Mark;
- feedback e.g. Parentview

Reporting

This Scheme 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 displayed in the College reception area and it will be referenced in College newsletters, in the College's prospectus and on the College website.

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters, the school prospectus and on the school's 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.

All Information is available on the equalities section of our website.

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**

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如欲索取以另一語言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



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 is unlawful for colleges 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 college or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the college 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 are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in colleges 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)

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

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Action Plan from Equality Scheme and Inclusion Quality Mark Audit

This is an appendix to the Equality Policy & Scheme

Objectives	Timescale	Actions	Outcomes	Person Responsible for leading
To encourage parents/ carers to be more actively involved in their child's learning (IQM)		<ul style="list-style-type: none"> • Continue to run Parents as Learners courses • Views of parents gained via Parent Partnership Group 	<ul style="list-style-type: none"> • Increasing no. of parents sign up for courses to help with student learning 	GPA
To ensure that staff fully understand the role of governors (IQM)	On going	<ul style="list-style-type: none"> • Continue to invite members of staff to present at governors meetings • Via staff bulletin provide a governors update of key items discussed at meetings 	<ul style="list-style-type: none"> • Staff have an increasing awareness of the role of the Governing Body 	GWH RSM to report.
To continue to ensure that there is a positive view of the college from the local community (IQM)	On going	<ul style="list-style-type: none"> • Ensure key events are in local newspapers and magazines. 	<ul style="list-style-type: none"> • Local community has an increasing knowledge of life at Settle College. • Celebration of achievement 	Principal / Governors
To continue to ensure that aspirations are high amongst staff and students. (IQM)	On going	<ul style="list-style-type: none"> • Consistent use of target grades • Increase parent and staff confidence in target grades • Ensure parents understand how target grades are set 	<ul style="list-style-type: none"> • Target grades used with confidence by students and staff. • Parents understand target grades including 9-1 grading. • Students aspire to achieve their target grades. 	Subject leaders

Objectives	Timescale	Actions	Outcomes	Person Responsible for leading
Develop guidelines for integrating into lessons those who have been away for extended periods. (IQM)	Jan 2019	<ul style="list-style-type: none"> Devise a set of protocols for students off college for extended periods 	<ul style="list-style-type: none"> All staff are clear about their role in providing work etc for students absent for extended periods of time. 	Students Services
To ensure all staff and governors are aware of attendance concerns regarding vulnerable learners and are pro-active in working with partners to respond to them. Focus on PA. (IQM)	On going	<ul style="list-style-type: none"> SRI continues to produce weekly attendance analysis by group. Ensure all tutors follow up attendance issues and pass on concerns. Challenges set for PA students 	<ul style="list-style-type: none"> PA students continue to be below local authority and national averages. 	Attendance Officer
To ensure curriculum materials reflect the cultural and faith backgrounds, experience and interests of all learners (IQM)	On going	<ul style="list-style-type: none"> Ensure this is a feature of Subject Reviews Theme of the week reflects different cultures. Displays for learning reflect diversity 	<ul style="list-style-type: none"> Different faiths represented considering ethnic make-up of college. 	GPA SWI
To ensure lessons extend the learning of all (IQM)	On going	<ul style="list-style-type: none"> Continue with High prior attainers interviews to ensure students are challenged Curriculum review to ensure courses are fit for purpose Toolbox L+T Policy 	<ul style="list-style-type: none"> More Able learners and other learner report that they are challenged in lessons. 	GPA
To ensure all staff are aware of potential barriers to learning for vulnerable groups of children and are proactive in responding to them through differentiation that ensures all learners are motivated, involved and	On going	<ul style="list-style-type: none"> Updates in bulletin and briefing so staff know the needs of vulnerable students and can plan accordingly. Differentiation is not just 	<ul style="list-style-type: none"> Staff know the needs of vulnerable students and can plan accordingly- learning walks and student voice confirm this. 	Subject Leaders

Objectives	Timescale	Actions	Outcomes	Person Responsible for leading
are making good progress, particularly when returning to class after a period of absence. (IQM)		by outcome.		
To ensure class and subject teachers take responsibility for the learning of all learners both within their lessons and those temporarily absent through illness or exclusion (IQM)	On going	<ul style="list-style-type: none"> • There is a need to ensure that systems are followed by all staff when students are absent on exclusions. • Subject Leaders need to discuss with staff why it is important to set work for absent students and Subject Leaders need to monitor this within their teams 	<ul style="list-style-type: none"> • Policy for excluded students and absent students is consistently followed by all staff. 	Subject Leaders SRI SLT
To review the Equality Policy and Scheme with our stakeholders. (Equality Strand)	Autumn	<ul style="list-style-type: none"> • Governors review the policy annually • Ensure discussion of the policy and scheme is part of the Parent Partnership Group Forum. • Student Learning and Teaching Group to discuss annually. 	<ul style="list-style-type: none"> • All stakeholders contribute to policy, action plan and scheme. 	GWH GPA
To ensure racist incidents are reported and acted on (Race Equality Duty)	On going	<ul style="list-style-type: none"> • Identify, respond and report racist incidents following college procedure. • Report figures to the governing body and LA • Ensure recorded racist incidents are notified to 	<ul style="list-style-type: none"> • Teaching staff are aware of and respond to racist incidents. 	JLO

Objectives	Timescale	Actions	Outcomes	Person Responsible for leading
		the Vice Principal and that action has also been recorded		
Ensure that all students are given the opportunity to make a positive contribution to the life of the college (Equality Strand)	On going	<ul style="list-style-type: none"> • Involvement of different groups in college council 	<ul style="list-style-type: none"> • More diversity in college council membership 	Students Services
To ensure cultural events are celebrated throughout the year (Community Cohesion)	On going	<ul style="list-style-type: none"> • Theme of the week • Tutor group responsible for one of the themes via assembly/display • Celebration of eg Eid, Diwali, Christmas 	<ul style="list-style-type: none"> • Increased student understanding of different communities 	SWI
Monitor and analyse student achievement by race, gender, disability and act on trends or patterns that require additional support for students (Equality Strand)	On going	<ul style="list-style-type: none"> • SISRA analysis • 	<ul style="list-style-type: none"> • Analysis demonstrates gaps are narrowing 	SDO/ Subject Leaders
To ensure extra and additional support for students who are underachieving (Equality Strand)	On going	<ul style="list-style-type: none"> • Depending on need eg ensure that student with visual impairments have accessible texts. • Intervention groups • 1:1 tuition • Department intervention 	<ul style="list-style-type: none"> • Students make progress and achieve their potential 	Subject Leaders
To ensure additional support for disabled parents/carers/staff (Disability Equality Duty)	On going	<ul style="list-style-type: none"> • Depending on need e.g. provision of a sign interpreter for a deaf parent • Ensuring that meetings are held in the most accessible parts of the college to support wheelchair users. 	<ul style="list-style-type: none"> • All students/staff and parents are able to play a full part in college life 	JLO

Objectives	Timescale	Actions	Outcomes	Person Responsible for leading
Ensure staff have access to specific training on disability issues for individual students	On going as and when needed	<ul style="list-style-type: none"> • Training as and when needed 	<ul style="list-style-type: none"> • Staff understand the needs of individual students 	JLO
Ensure all college trips are accessible to all students.	On going	<ul style="list-style-type: none"> • Make sure all students are considered for all trips 	<ul style="list-style-type: none"> • All students are able to access trips and visits 	GWH/JLO