Equality Plan

EQUALITY ACTION PLAN - KEY OBJECTIVES MAPPING EXERCISE

The school will ensure that:

Statement	Action	Where evidenced (document)
Student achievement is monitored by ethnicity and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed	Reviewed each Sept by DOLs (Directors of Learning) /SLT (Senior Leadership Team). DOYS (Directors of Year) monitor PCTL (Progress and Commitment to Learning) data and individuals are selected for interventions by tutors.	Achievement & Standards GCSE data analysis.
All staff are aware of the school's Equality Plan	Sent out to all staff as a link – Power Automate	Email. Better recording as digitally signed for (better use of Forms).
The talents of groups of students are recognised and represented in enrichment programmes, and representation on the programmes fully reflects the diversity of the school's population	Inclusive programme of enrichment, which is accessible to all students.	Enrichment programme/ Activity Week programme. Sport's Day participation and involvement.
There is an inclusive approach to ensuring all students are given the opportunity to make a positive contribution to the life of the school e.g., Student Voice; through involvement in the School Council; class assemblies; fund raising etc.	All students are encouraged to participate in leading differing aspects of school life. Evidence of the involvement of a wide range of students' participation in performances e.g., Music performances.	School Council, Student Voice reports. Assembly rota Broadsheet Records of Performances
All groups of students, including those with specific disabilities, can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies	Initiatives such as attendance competitions have been differentiated to support the equality agenda and celebrate good attendance of students who have significant disabilities. Ski Trip fully inclusive.	Reports of visits. Reports of sporting achievements Outcomes of attendance competitions. Ski trip records. Adapted minibus provision for trips. Assemblies e.g., diabetic student gave awareness assembly
Extended school activities take into account student needs and access issues and students attending reflect the diversity of the school population in terms of ethnicity, disability and socio-economic status	Sport's Day and Interform competitions are totally inclusive. Transport provided to ensure equality of access. CAS (Personal Development at Millais) Framework	Sports Day records. Whole School log of student engagement in enrichment activities.
Staff, students, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents' evenings etc.	Annual Surveys to ask about inclusivity Outcomes of school council and Student Voice. CAS Framework.	Equality Policy SEF (School Self Evaluation Form) School Council minutes. Assembly themes

		Youth Parliament documentation.

The school will provide:

Statement	Action	Where evidenced (document)
Extra and additional support for students who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g. ensuring that students with visual impairment have accessible texts; that students with hearing impairment have an enhanced acoustic classroom environment	SEND (those with Special Educational Needs and Disabilities) students. Work on Pupil Premium. Scholars Programme run for more able PP students in Years 9 & 10. Enrichment Coordinator Post created.	Documentation relating to SEND/ Pupil Premium students Evidence from CA (Curriculum Area) reviews Scholars Programme
An offer of additional support for students who have been adversely affected by the pandemic in terms of either academic achievement or their mental and emotional health.	Screening of all students for lap top use. Creation of Academic Coordinator Posts to identify and administer appropriate academic tutoring support. Academic Tutoring programme across all subject areas to support underachievement. Panel Meetings feed into identification of students requiring support Pastoral Coaching programme (1:1) for identified students.	Reporting on Academic and Pastoral Tutoring. Log of lap top loans for students. Panel meeting notes sharing Year 11 information to inform strategies.
Curriculum modification for specific KS4 students (a temporary responsive measure) for those who have been identified as having physical or mental/emotional needs because of lockdown.	Use of Year Group panel meeting information, ongoing subject data analysis	
Bespoke provision for students who have a diagnosis of Autism, offering a highly differentiated approach to their learning in a small group setting.	A modified curriculum for an identified group of autistic Year 8 students	
Additional support for parents of under-achieving students (e.g., reporting progress; discussing needs)	• Appointments made for them for Parents' Evenings. • NEET (Young people Not in Education, Employment or Training) interviews with WSCC • Options interviews	Record of Attendance at Parents' Evenings. Careers Interview logs.

	• PP (Pupil Premium) students targeted – hard to reach parents contacted.	
Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g., providing a sign language at parent meetings; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).	Inaccessible areas of school made accessible (e.g., use of lift in A and C blocks). She signs and leads sessions on signing in activities week	Activities Week data on +sessions chosen by key groups.

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

Statement	Action	Where evidenced (document)
Promote positive images, which reflect the diversity of the school and community in terms of ethnicity, gender, religion and disability, for example in assemblies, books, school uniform, publications and learning materials and in classroom/corridor display.	• Assembly Programme. • CAS Framework (Personal Development at Millais) • Christian Union • Diversity Club • PD programme • Prayer Room • School promotional video – Dec 2021 • Tutor programme.	Tutor Group programme Assembly Programme Prospectus / Displays Facebook Account – inclusive of all groups.
Recruit a representatively diverse team of staff to the school where possible and support them in their work and career development; in doing so, try to reflect the diversity of the school community in its workforce.	Allowance made for staff with specific disabilities e.g., Recruitment Policy Fair Action Policy for End Point Assessment for Apprentice training.	HR records Fair Access Policy – reasonable adjustment made if necessary.
Ensure that the wellbeing of staff is monitored, evaluated and strategies are in place to support staff MHEW (Mental Health & Emotional Wellbeing).	• Creation of a specific policy • Disaggregated INSET day • Parents' Evening – reduced to one session per year group (from 2) • Staff well-being/ workload surveys	
Seek to recruit a representatively diverse group of governors to the governing body.	Recruitment pack for Governors	

Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.	Mixed and inclusive tutor groups/ exchanges encourages diversity. Prayer Room facility offered and used. Language exchanges – France, Spain, Germany	Mixed ability/ ethnicity range in tutor groups. Language exchanges information.
To ensure that refugee students are given appropriate support and help.	• Buddy system set up • Financial support given where uniform costs may be prohibitive • Interpreter support for the school • Learning resources meet their needs e.g. use of translation software • Use of appropriate seating plans to ensure students can clearly hear the teacher/ see the board.	Emails from SEND team.
Provide extended services, with opportunities for students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups	Groups/ clubs/presentations: • Action Your Potential • Chill skills • Christian Union • Diversity Club • Interact charity group • Real Love Rocks	Exchanges
Help children and young people to understand others and value diversity	Through the • Assembly Programme • CAS Framework • PD (Personal Development) programme • Tutor programme	Assembly programme Tutor Programme PD SOW CAS Framework
Promote shared values, awareness of human rights and how to apply and defend them	Election Voting. Youth Parliament. School Values used in assemblies/ displays as identified in review of progress towards meeting objectives.	PD lessons - General Election.
Developing skills of participation and responsible action - for example through the 'Identity and Diversity: living together in the UK' strand of citizenship education	Through the • Assembly Programme • PD programme • Transformational Behaviour programme to support better integration of PP students through self-reflection / promotion of values • Tutor programme	Assembly programme Tutor Programme PD SOW CAS Framework

• Voting in election	

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

Statement	Action	Where evidenced (document)
Develop and adapt its procedures on anti-bullying to include equality perspectives	Policy reviewed to reflect equality perspectives	Anti-Bullying policy
Support staff to challenge and address any bullying and harassment that is based on a person's gender, religion, disability or ethnicity	Work undertaken to address gender issues/ Project 1-54	Diversity club
Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis	Termly record for Racism	SIMS (School Information Management System)
Review its approach to ethnicity, gender, religion and disability bullying and harassment whenever it reviews its policy on behaviour	To respond to gender specific views on the uniform and identity in general.	Student voice through surveys. Through assemblies
Promote full entitlement of students into STEM (Science,Technology,Engineering and Maths) subjects and STEM careers.	Ensuring a non-gender biased and balanced curriculum that promotes all subjects equally	Curriculum offer and take up.

MONITORING IMPACT

Statement	Action	Where evidenced (document)
The school will collect and analyse evidence and data on students' achievement, attendance and participation by ethnicity, socio-economic factors and disability, and use this to inform strategies to raise achievement. The school will also log any incident of Racism.	Records on pupil progress (PCTLs) monitor ongoing progress of different groups.	SIMS Data Dashboards across all CAs and all year groups
Monitor social media and ensure that students of all backgrounds are included. This will include different ethnicities, SEND needs.	FB –evidence of posts representing students from multicultural backgrounds, different ability levels, SEND etc. All of the examples below have been put on our school FB area.	FB page

	• Focus on students with specific physical disabilities. • Downs Syndrome Awareness Day • Discovering careers - Creative Assembly	
The governing body will report annually to parents on the effectiveness and success of its Equality Plan, through regular newsletters. We will place the report alongside the plan on our website		

KEY OBJECTIVES FOR 2021-22

To improve whole school understanding of the inclusion agenda – specifically issues surrounding Trans - to ensure that all students are fully accepted and integrated into school life. To be achieved through:

- Creation of a specific policy
- Working with students
- Training for staff – (Allsorts)

Teaching Staff

Our ITT schools will explore with disabled trainee teachers the help they need and seek specialist advice from relevant agencies on the equipment and support that can be made available. Any assessment of teachers' needs within the school would closely involve the individuals.

It is impossible to anticipate every possible reasonable adjustment that can be made however we will make an adjustment offer them based on each school's suitability. Some current ways in which we address these issues are:

Recruitment

- Shall be only on the basis of candidates' abilities, and recruitment material shall be accessible.

- Impairments shall not of themselves justify the non- recruitment of candidates. Where candidates have special employment needs, due account shall be taken of the feasibility of adaptations to buildings, equipment, work organisation and other aspects of the working environment, and the assistance which may be obtained from the Employment Service's Access to Work scheme in making such adaptations.

Training

- A lap top computer for a trainee teacher to be provided with dyslexia to type up reports and project words up onto a slide in the classroom
- A wheelchair bound user to be timetabled in the same room, on the ground floor, near to the lift and the disabled toilet
- Ergonomically designed chairs
- Hands –free telephone provided
- Height adjustable chairs
- Providing parking spaces for disabled drivers.
- Provision may be through altering lighting if available.
- Provision of a right-handed keyboard
- Provision of a special chair to enable a teacher with a spine problem to continue in teaching
- Provision of a special hearing aid for a trainee teacher with a hearing impairment.
- Provision of high quality digital hearing aids
- Provision of the equivalent of a radio mike that might be used by a dancer or singer in order that a teacher with voice difficulties could work with a small travelling amp with students
- Provision of trolleys for helping transport the books and materials for trainees who potentially have problems with knees.
- Relocation of a classroom to a ground floor site for a teacher with mobility difficulties.
- Some schools have ramps and lifts; nearly all schools have non-slip flooring.
- The provision of a splint, together with a stool, for trainees with arthritis of the wrist.
- Training would be offered in suitable classrooms according to need, and schools would provide appropriate accommodation by moving furniture in training rooms if necessary.

Those with mental health issues:

- Agreeing a change in hours or working patterns, different supervision, additional training or support, adjustment to the physical environment, or changes to aspects of the training. Although considered, not all adjustments will necessarily be feasible.
- Bespoke reintegration timetables
- Colleagues with mental health problems should be included in all team discussions, communications and events.
- Schools make 'reasonable adjustments 'where it would remove a substantial disadvantage from an applicant with a mental health problem. The needs of individuals should be addressed on a case-by-case basis.