

Equality Objectives for period May 2019-May 2020 – Northgate High School

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
To ensure that all pupils fulfil their potential	<p>See School Self Evaluation and Improvement</p> <ul style="list-style-type: none"> • Pupil premium monitoring • Pastoral team restructure to build in analysis of data for intervention to support progress • Challenge and support - OPP in place and other actions as outlined in definition below.) High Quality Teaching, curriculum intent, delivery and impact maps have particularly those vulnerable to underachievement at their heart. 	<p>SMT Progress Directors Subject teachers Teaching Assistants</p>	medium term	<p>Progress data shows improved outcomes and narrowing gaps as a trend – by analysing all achievement and attainment data Through performance management, lesson observations and data analysis it is evident all pupils and students access the work and are provided with sufficient challenge and support Pupils and students feel well supported and data shows progress. External professionals brought in to support individuals as and when required.</p>
Eliminate discrimination for protected groups	<p>Northgate Values are embedded in reward system and pupil leaders School councils foster and guide respect agenda Young Carers Group will step towards achieving Silver Award having received Bronze during first year set up. Jo Cox Community Event June annually– community groups/whole school involvement in raising awareness of and eradicating discrimination See School Behaviour Policy, Anti-Bullying Policy and Safeguarding Policy</p>	<p>Pastoral intervention by pastoral officers makes use of intervention packages to address prejudice related incidents Parents contacted as appropriate Assemblies and PSHEE School councils, peer support All staff</p>	Short and medium	<p>Pupil interviews and questionnaires to school councils present positive outcomes Parent view Mental Health Questionnaire from Suffolk Wellbeing review - annually Monitoring of Prejudice related incidents Action recorded on Teams with specific detail and follow up.</p>
Increase aspirations for EAL or other minority groups of pupils	<p>University Visits Parental engagement events IAG Coach focus on vulnerable pupils and local College visits Forefront project Mentoring – involvement of role models Additional mentor work</p>	<p>Progress Directors Deputy Head Teaching and Learning EAL Co-ordinator teaching assistant Heads of subject All staff</p>	Short term and ongoing	<p>Destination figures Achievement data shows gaps narrowing as a trend Pupil perception interviews</p>

Monitoring arrangements:

SMT to analyse data following publication of data and destinations Autumn term annually. Feed into SIP in following January and update objectives

Review dates:

Nov 12, Nov 13, Nov 14, Nov 15 Nov 16 **May 2019, May 2020 update**

Equalities Duty - Action Plan 2019-20

Inclusion and equality of opportunity are central to the inclusive learning strand of our school. Please see Inclusive Learning section of School Improvement Plan. Through compliance with the Equalities Duty, we ensure every student has equal access to all areas of life.

The table below outlines how we demonstrate 'due regard' to the general duty of the Equality Act 2010:

Eliminate unlawful discrimination, harassment and victimisation	Advance equality of opportunity	Foster good relations
<ul style="list-style-type: none">• Policies: SEN, Equality, Antbullying, Behaviour, SMSC• Accessibility Plan• CPD and performance management objectives may focus on• differentiation, reasonable adjustments, equality of access,• teaching and learning to ensure progress for all and safeguarding as part of the link to the school improvement plan• All reported incidents of prejudicial nature are recorded as such by the Pastoral team and a review is made by the Pastoral team• Restorative Justice forms the bedrock of all post-incident action points• Staff are reminded of reasonable adjustments required for certain individuals as necessary eg by email, by notice in briefing, minutes of	<ul style="list-style-type: none">• Analysis of attainment data at each progress checkpoint takes place at a senior level and with Progress Directors and subject leaders• Analysis is shared at SMT level• Mentors, pastoral workers and keyworkers work to engage participation of pupils vulnerable to underachievement and targeted effort to raise awareness through involvement in pupil/parent meetings, Child in care reviews, PEPs, Annual Reviews, Family Network meetings• Increased capacity within Pastoral restructure• Examination access arrangements are organised• Auxiliary aids currently include: iPads, laptops, writing slopes, special handwriting pens, colour overlays, reading rulers, full copying and enlarging facilities, Braille, BSL and any others as necessary	<ul style="list-style-type: none">• Transition programme throughout each year with primary schools; summer school for year 6-7.• Year 10 curriculum includes opportunities for work in and with the local community; enrichment includes opportunities to work in community projects• Northgate values foster attention on respect and team work as core values and these are rewarded as key in lesson and out of lesson qualities• PSHE schemes of work, assemblies and tutor time focus on teamwork / friendships and promoting tolerance and respect;• Philosophy and Ethics and RS schemes of work explore cultures and religions to teach understanding and tolerance;• Volunteers form the local community support Northgate – as mentors, as part

<p>meetings</p> <ul style="list-style-type: none"> • Senior Leadership Team meetings take focusing on day-to-day management and strategic development with a focus on these areas where required • Regular liaison with governors which informs and updates on current all areas of the SIP. 	<ul style="list-style-type: none"> • Employment of Bangladeshi support worker • Employment of EAL Co-ordinator • PSHE schemes of work and assembly content are regularly adapted to reflect current and topical issues; • Current affairs tutorial programme weekly for all year groups • Lessons are regularly observed by Subject leaders and SMT to ensure accessibility and progress against Ofsted standards; • Differentiation for access is a key driver of the school improvement plan • One Page Profile is updated regularly to ensure all staff are aware of relevant barriers to learning some pupils face and support pupils in reflecting upon any barriers to learning. • Where necessary the Pastoral team or Learning Support Department will coordinate external professional provision for individuals or groups: Speech and Language therapists, Educational Psychologists, Occupational therapists, Sensory support, Behaviour support, Specialist teachers, School nurse, CAMHS/IDT and the Early Help team, when thresholds are met. 	<p>of a very active PTA, as library support, as EAL support</p> <ul style="list-style-type: none"> • Evenings to support parents / carers to tackle current national and local issues are held when required eg safety, options, specialist intervention information sharing. Mental Health First Aid training for parents organised • Pupils and students are aware of a key member of staff they can talk to who will listen to any concerns and act upon them if necessary; • The tutor is the primary contact for parents / carers.
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