

Hornsea School & Language College



Single Equality Policy

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Equality Policy

Our Mission Statement, Values and Aims

Mission: Actively Working to Broaden Horizons

Values:

- We recognise the vital importance of positive relationships that are founded on fairness, tolerance, mutual respect and trust;
- We believe in being open and honest with each other, and supporting each other;
- We want everyone to be able to contribute, and everyone to have the opportunity to fulfil their potential.

Aims:

- To provide a safe, supportive and positive environment which underpins strong attitudes to learning where students can thrive;
- To ensure a culture and ethos that supports our students wanting to come to school to learn, not only for purpose (which includes examination outcomes) but also to promote a genuine love for learning, enquiry and discovery;
- To prepare our students so that they will become positive contributors to society with the skills and knowledge to make informed choices.

Introduction

“Equality is ensuring equal treatment and equal opportunity, where no-one is held back because of who they are or where they come from.” [Home Office]

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation, simplified it and extended protection from discrimination. It is unlawful for Hornsea School and Language College to discriminate against a person by treating them less favourably because of their

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

The Public Sector Equality Duty as part of the Equality Act came into force on 6 April 2011 It requires all public bodies when carrying out their day to day work to have due regard to the need to:

- **Eliminate discrimination and other conduct that is prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it**

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

This includes pupils and staff.

Statutory Requirements: The Specific Duties

The specific duties require us to:

- Publish information to show compliance with the Equality Duty, at least annually; and
- Set and publish equality objectives, at least every four years
- All information must be published in a way which makes it easy for people to access and understand.

Publishing Information

Public bodies such as Hornsea School and Language College must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published must include:

- Information relating to employees who share protected characteristics (for public bodies with 150 or more employees); and
- Information relating to people who are affected by the school's policies and practices who share protected characteristics

Setting Equality Objectives

As part of the Equality Act 2010 equality objectives have been set by Hornsea School and Language College taking into account evidence of equality issues across all our functions; consideration of issues affecting people sharing each of the protected characteristics; and we have thought about each of the three aims of the Equality Duty. The number of objectives we have set are proportionate to the school size; the extent to what we do affects equality; and the evidence that such objectives were needed.

The Equality objectives are specific and set out how progress will be measured.

Definitions

Protected Characteristics - It is unlawful for us to discriminate against a pupil, prospective pupil, parent, member of staff by treating them less favourably because of their

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership

- Pregnancy and maternity

This includes:

- Admissions
- The way education is provided to pupils
- The way pupils are able to access any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

However although a person's age is a protected characteristic in relation to employment and to the provision of goods and services this does not apply to pupils and we are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development

Under no circumstances will Hornsea School and Language College condone an act of any unlawful discrimination:

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act.

Discrimination by association a person will not be discriminated against because they are associated with another person with a protected characteristic

Perception whether a person has a protected characteristic or it would be discrimination to treat that person differently because it is thought that they have a protected characteristic

Disability Special Provision we will treat disabled pupils more favourably by making reasonable adjustments to put them on a more level footing with pupils without disabilities either by reasonable practices or auxiliary aids and services. This will be complemented by our Accessibility Plans.

Accessibility Plans are implemented to ensure that

- the extent to which disabled pupils can participate in the curriculum is increased
- the physical environment of the schools is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- the availability of accessible information to disabled pupils is improved

Our Accessibility Plan is published as a separate document and can be found under the policies section of the website (www.hornsea.eriding.net).

Parents - Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil's birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

Staff includes teaching and non-teaching staff.

Responsibilities

The Governing Body is responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above. The lead Governor for this is Ian Smith.

The Head Teacher is responsible for:

- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated equality objectives
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist.
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Visitors and contactors are responsible for following the Equality Policy.

Public Sector Duty

Information

Appendix I to this Policy shows the information which is relevant to the three aims of the Equality Act as required by the Public Sector Duty.

Engagement and Consultation

The following people were engaged and consulted upon in the development of the Equality Objectives:

- Governors
- Teaching staff
- Non-teaching staff
- Pupils
- Parents
- External Advisers

Equality Objectives

The following Equality Objectives were decided upon from the analysis of information in Appendix I and there was a potential for improvement on equalities:

1. Foster an Inclusive Community
2. Raise attainment and narrow the achievement gap for students

The action plan for each objective can be found in Appendix II of this Policy.

Monitoring and Evaluating

The analysis of data and information which shows compliance to the three aims of the Equality Act (Appendix I) will be updated annually subsequent to the date of this Policy.

The Equality Objectives progress will each be reviewed regularly in accordance with the individual action plan for each objective. New objectives will be set and published at least every four years

Publishing

In order to ensure that our equality information and objectives are easily accessible we will:

- Publish the information on our website www.hornsea.eriding.net.
- Publish the information through the school newsletter / other communications
- Highlight the information in our staff meetings
- Ensure a hard copy is available in different formats for those people who are visually impaired or EAL users where applicable
- Ensure translation is available those people whose English is not their first language

References

Equal Human Rights Commission, *The Essential Guide to the Public Sector Equality Duty*, 2011
GEO, *Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations*, 2011, p6)

Department of Education, *Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, September 2012,

Appendix I

Hornsea School and Language College Equalities Information and Analysis

Section 1. Who Comes to Our School?

This is our school population for the academic year **2014/15**. This information has been collected from RAISE online 2015 Summary Report and SIMS. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

	Year 2014/2015	HSLC		National Data
		Number	%	%
Gender	Girls	566	47.8	49.7
	Boys	612	52.2	50.3
Ethnicity	White			
	British	1154	97.4	70.4
	Irish	0	0.0	0.3
	Traveller of Irish Heritage	0	0.0	0.1
	Romany or Gypsy	0	0.0	0.3
	Any other White background	8	1.0	5.1
	Mixed			
	White and Black Caribbean	1	0.2	1.4
	White and Black African	0	0.1	0.6
	White and Asian	4	0.2	1.1
	Any other Mixed background	4	0.5	1.8
	Asian or Asian British			
	Indian	0	0.0	2.7
	Pakistani	0	0.0	4.1
	Bangladeshi	0	0.0	1.7
	Any other Asian background	0	0.0	1.7
	Black or Black British			
	Caribbean	0	0.0	1.3
	African	0	0.0	3.5
	Any other Black background	0	0.0	0.7
	Chinese	0	0.0	0.4
	Any other ethnic group	5	0.4	1.6
	Parent/Pupil preferred not to say	0	0.0	0.5
Ethnicity not known	2	0.2	0.5	
Free School Meal Eligibility	Not Eligible	889	72.8	71.5
	Eligible	289	27.2	28.7
Religion/Belief	Buddhist/Taoist	0.0	0.0	
	Christian	1065	90.40	
	Hindu	0	0.0	
	Jewish	0	0.0	
	Muslim	2	0.16	
	Sikh	0	0	
	Other	7	0.59	
	Refused	52	4.41	

	No Religion	52	4.41	
Special Educational Need	No Special Educational Needs	1050	85.6	79.5%
	School Action	71	6.02	18.5%
	School Action Plus	22	1.86	
	Statemented	35	3.4	1.8%
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	11	8.6	6.5
	Behaviour, Emotional & Social Difficulties	10	7.8	18.5
	Hearing Impairment	0	0	2.2
	Moderate Learning Difficulty	4	3.1	24.9
	Visual Impairment	0	0	1.2
	Multisensory Impairment	0	0.0	0.2
	Physical Disability	0	0	3.9
	Profound & Multiple Learning Difficulty	3	2.3	0.4
	Speech Language & Communication Need	2	1.6	26.5
	Specific Learning Difficulty	3	2.3	10.2
	Severe Learning Difficulty	0	0	1.5
	Other Difficulty/Disability	1	0.8	1.5

Analysis/comments:

Analysis of the school population:

We have a relatively equal split of boys and girls within the school population.

HSLC serves a small rural/coastal town that is predominantly white, British and Christian and therefore our school population represents this with 98% of students being White British and 90.4% of our students being of a Christian faith.

The number of students with a statement at the school is above average. As an inclusive school personalised learning lies at the heart of what we do to ensure all students have the opportunity to achieve.

Comparisons to National data:

HSLC's gender split is broadly in line with the National Data.

The ethnicity and religion of the school population is dominated by White British and Christian and therefore we are significantly above the national average for this. We address the balance and raise awareness and learning of local, national and global religious issues, the appreciation of the diversity of cultures and causes of inequality within the Curriculum (in particular RE/PSHEE) and our Year Group assemblies.

Attendance 2014/15

	School %	National %
Attendance	94.6	94.3
Authorised	4.7	5.7%
Unauthorised	0.7	

Analysis/comments:

Things we do well:

Attendance is a key priority at HSLC and is an integral part of our care, guidance and support we offer. HSLC attendance figures show a trend that would suggest that attendance is improving. HSLC has been working effectively with the LA on policies relating to the promotion of good attendance. This has had a positive impact on our communication with parents and a greater understanding about the link with attendance and attainment. Real time reporting has also opened up a new line of communication with parents/carers and this is used extensively and effectively by parents/carers.

Things we would like to improve:

The Attendance Officer is working hard to further raise the profile of attendance. Some examples of what this will include are; attendance having its own section on the school website; more effort put into celebrating success - both individual cases and tutor groups, raising attendance more during assemblies.

Section 2. Advance Equality of Opportunity between People

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

Attainment Data

This is how different groups in our School achieved at the end of Year 11 (Key Stage 4) in August 2014.

	Key Stage 4 Outcomes for Different Groups in Our School	Number of students	5+ A*-C including English and Maths GCSE (%)	National Comparison (%)
	All	202	43	56
Gender	Girls	98	52	59
	Boys	104	35	53
Ethnicity	White English	197	43.1	57
	White Western European	2	50	54
	White Scottish	1	100	58
	Non European	2	0	51
Special Educational Need	No Special Educational Needs	182	47.3	61
	School Action Plus	13	8	25
	Statement	7	0	21
Ever 6	Eligible	58	24.1	37

Examples:	Steps the School has Taken (Case Studies) - Nurture Group provision at KS3 and then a foundation learning group at KS4 are given a tailored curriculum to support their learning needs. In addition to this all vulnerable groups are monitored closely and supported where necessary. Pupil Premium funding has enabled 1:1 support in literacy and numeracy.
Participation :	We encourage involvement from all our students in after school activities. We provide a 'twilight bus' service which enables students to more easily access these activities. We offer twilight sessions for subjects that may have a timetable clash to enable students to study the subjects that they choose. We continue to call ourselves a language college and all students in KS4 study a modern foreign language culminating in examination entry.
Admissions and Transfer:	Our work with families starts at the 'transition stage', where we work intensively with primary schools to ensure the move to HSLC is seamless, successful and safe and that the individual needs of each student are identified and met. Our aim is to establish a platform for the most successful, rewarding and enjoyable time possible at HSLC. All in-year transfers receive an admission meeting with at least one

	member of senior staff. This meeting will be held with the most appropriate person in terms of the child's needs. For example, if the child is looked after then our Child Protection Coordinator/Student Support Manager would be present at this meeting.
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Analysis/comments:

<p><u>Things we do well:</u></p> <p>The commitment to educational inclusion for our students is an integral part of every aspect of the school. The child centred approach to teaching and the various activities and support offered by the Learning Support and Student Support teams ensure that the needs of each individual are met. Structured and ongoing communication with Progress Leaders, Senior Leadership and the Pastoral Management team, underpins what is a pro-active approach to removing difficulties and barriers to education and our role as a multi-agency hub ensures appropriate and efficient signposting to third party agencies when necessary.</p>
<p><u>Things we would like to improve:</u></p> <p>Gold standard data. English and Science results.</p>

Section 3. Foster Good Relations between People

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> • Strong, established multi agency links with Health, Social Care and the Police • Dedicated Student Support team with a trained counsellor and social worker that provide support to both students and parents. • Intensive transitional programme with personalised transition arrangements for students presenting with social/emotional difficulties • Classroom dedicated to student's unable to access mainstream education due to social/emotional difficulties • Onsite support from Youth and Family Support (targeted support and IAG) • Accredited placement for Social Workers in Training through Hull University • Emotional Literacy Support Assistants • Pastoral Managers dedicated to year groups • Mentoring • Coaches
Pupil Voice:	<ul style="list-style-type: none"> • Student Voice • Student Consultations • Student Ambassadors • Student Coaches • Student Mentors
Positive Imagery:	<ul style="list-style-type: none"> • Notice boards throughout school with visual guidance on how to access service and remit of Student Support Team. • Strong visual imagery in key points of the school (i.e: Reception) highlighting the role of the Child Protection Co-ordinator and other team members. • Work of Child Protection Co-ordinator in school newsletter • Website links to Student Support Team • A section of the school website is dedicated to where students can go to for support on a range of issues and worries • TV screens around the school detailing key information
Community Links:	<ul style="list-style-type: none"> • Provide copies of the school newsletter to all community stakeholders. • Participate in local community events. • Provide a warm and welcoming environment through a team of highly experience reception staff. • Advertise school productions locally to encourage the community to participate in school events. • We have strong links with our local church communities. All Year 7 students participate in annual activities with Hornsea parish church St Nicholas and the United Reformed Church and via school residential trips e.g. Year 8 annual RE school visit to Northumberland, Year 11 visit to Auschwitz. • Summer schools during term time holidays for Ever 6. • Family learning days.

Removing Barriers and Reasonable Adjustments:	<ul style="list-style-type: none"> • School ethos including acceptance and respect forming strong influence in school life/policies/procedures • Consistent representation at reviews/meetings in support of groups with protected characteristics • Engagement with Supported Families Co-ordinator • Personalised timetables • Identification of positive activities/opportunities for development
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Analysis/comments:

<p><u>Things we do well:</u></p> <p>HSLC has a strong inclusive practice and consistently supports young people falling within groups with protected characteristics including LACs, FSMs and SEN. We offer enhanced supportive communication with parents, encouraging a collaborative approach at every step of school life.</p> <p>Our student support team offers holistic support, guidance and advice to young people and families through experienced professionals and specialist staff drawn from a variety of backgrounds including Social Work, Counselling, Teaching, Education Welfare and Attendance, Careers Guidance and the Youth and Family Support Service. We operate an open door policy for students looking for help and guidance for a wide range of issues and problems that might otherwise impact on their education and aspirations for the future. We believe we can, and are totally committed to, making a difference.</p> <p>The Student Support centre is an approved training placement for Social Workers in Training and has strong links with Hull University and also works in collaboration with the Riding Forward alliance, sharing good practice and offering school to school support through our Specialist Leader of Education in Safeguarding.</p> <p>There has been a section added to the Lesson Plan template to enable SMSC opportunities to be highlighted.</p>
<p><u>Things we would like to improve:</u></p> <p>Continue to create opportunities for young people to gain exposure to other cultures/diversity. This is a continued challenge due to the demographic of the school and limited diversity.</p>

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	In 2013/14 there were 71 fixed term exclusions involving 35 students. We did not have any permanent exclusions. We have a clear and consistent approach to behaviour which is underpinned by our policy and followed by our staff. Each year group has a Pastoral Manager linked to it. This structure helps to prevent issues from escalating.
Victimisation and Discrimination:	Policies are in place to ensure any incidents of victimisation or discrimination are dealt with in a fair and consistent way.
Monitoring of Discriminatory Incidents:	There is a process in place for logging any harassment or discriminatory incidents. Any racial incidents have to be reported to the Local Authority. Our AHT (Inclusion) has oversight of this.
Anti Bullying and Harassment:	There are several different avenues for students to follow should they wish to discuss bullying, harassment or victimisation. They can speak to Pastoral Managers, a member of the Student Support team or their student or staff mentor. We also have an online form for reporting bullying in case students do not feel comfortable to discuss this face-to-face. It is easily accessible on the school website. There are clear policies in place and the school has a zero tolerance of bullying. Bullying is raised with students at a whole school, and classroom level through assemblies and tutorials. Children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will also be offered additional support and guidance on an individual level.

Analysis/comments:

Things we do well:

We raise awareness and learning of local, national and global race and religion issues and the appreciation of the diversity of cultures within the curriculum. HSLC data evidences zero reported racial incidences.

All staff undergo a thorough induction process, whereby the culture of the school is explained and discussed with them. The importance of equality at our school is stressed from the initial stages of the recruitment process.

The school has clear procedures in place for dealing with any discrimination, harassment or victimisation of employees, students or visitors. The school ensures all employees and students are made aware that HSLC want to be informed of any incidents or concerns and that action will be taken when such behaviour is reported. It is also stressed that a concern does not have to be raised by the victim, and can be raised by a third party. The school ensures that the victim receives relevant and targeted support as required and that the perpetrator is informed of the unacceptability of their behaviour and a proportionate outcome is put in place.

Things we would like to improve:

To continue to eliminate intimidating behaviour and promote a school ethos in which each pupil is safe and able to realise their full potential.

Section 5. Participation and Engagement

To ensure equality is imbedded in our culture it is vital to involve a range of different stakeholders in the development of equalities at our school. The below details the different groups we have consulted with and how.

Examples	Steps the School has Taken
Students	Assemblies Citizenship Student voice School ambassadors Consultations
Staff	In-house Professional Association meetings Staff suggestion box. Consultations All staff training days and twilight sessions Annual staff surveys
Governors	Governor meetings Pupil Premium meetings with link governors Governor involvement at whole school events
Parents/Carers/Guardians	We conduct annual parent/carer questionnaires for feedback on their experiences and views of the school. Family learning days. Regular reviews are held with parents/carers of students with learning, behavioural and/or physical disabilities to ensure the school is doing all it can to help them to achieve the best possible outcomes. Feedback at these reviews is positive.
External Advisors/Agencies	Bus drivers are made aware of expectations through 'Buswise' and operate within the parameters of such guidelines and procedures. Prior to the refurbishment and building works starting at HSLC external contractors were told about our expectations. Fortnightly meetings were held with key contacts to ensure any issues they witnessed were dealt with. Advice is sought from both the independent and internal School Improvement Partners. A Quality Assurance visit from the LA has been arranged at the request of the school with Behaviour and Safeguarding as their focus.

Appendix II

Equality Objective 1: Foster an Inclusive Community			
Lead Person responsible for Equality Objective: LWS			
Outcomes		Performance Measure/Evidence	
<ul style="list-style-type: none"> Proactive engagement with the school Focus Group meetings arising from Questionnaire responses Interaction with the community group to include Mayor, Town Council, Lions and the Rotary 		<ul style="list-style-type: none"> Attendance at Celebration and Shine events Questionnaire responses Minutes from Focus Group meetings 	
Action	Lead person responsible for action	Timescale	Date action reviewed by Governors
Further improve parental and community involvement	HAJ/SR	August 2017	Annually
To continue to encourage positive self-image and high self-esteem for all, celebrating and embracing diversity at every opportunity and adhere to school motto	HAJ	August 2017	Annually
Identify and remove all practices, procedures and customs which are discriminatory and replace them with practices which are fair to all	SLT	August 2017	
To continue to ensure that all vulnerable groups alongside other students in the school have the opportunity to access out of lesson based activities.	LR	August 2017	August 2015
To regularly track the progress and attendance of all vulnerable groups of students and put interventions in place as required.	SG	Ongoing	Annually
Progress made:			
<p>2012/13 26 places were offered for 1:1 tuition in English and Maths (Year 9 and Year 10). In August 2013 we delivered a Transition Summer School for two weeks. Twelve Year 6 pupils and 5 Year 7 pupils attended both weeks. Pupils had the opportunity to participate in a range of activities. Family Learning days also take place for Y6 students to attend as part of the transition process. As we strive to overcome the issues associated with Hornsea's rural and coastal isolation all our students are given the opportunity to participate in a variety of school trips and visits not only across the UK but also overseas. Students from all vulnerable groups can access for example, 5 Year 11 students were supported in the History visit to Poland (Dec 2012); 3 students were supported with peripatetic Music lessons (throughout the last academic year) and 8 Year 9 students were supported to participate in the visit to Saint Leu in July 2013. Activities to develop self-esteem, confidence and team building skills.</p>			
<p>2013/14 Having successfully removed the barriers the school must proactively monitor and track pupil achievement and involvement to ensure it continues. Two posts have been added to the staffing structure to enable this monitoring and tracking to successfully take place.</p>			

2014/15
 Many out of school enrichment activities have taken place to actively broaden horizons. Monitoring and tracking continues with Governor oversight at least monthly. Governors are also involved in student panels.

Equality Objective 2: To raise attainment and narrow the achievement gap for students

Lead Person responsible for Equality Objective: SLT

<p>Outcomes</p> <ul style="list-style-type: none"> As stated in objective; raise attainment and narrow achievement gap 	<p>Performance Measure/Evidence</p> <ul style="list-style-type: none"> School data held on DfE websites and performance websites. RAISE Online, Sixth Form PANDA.
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Action	Lead person responsible for action	Timescale	Date action reviewed by Governors
Bespoke timetabling	SLT	Ongoing	Annually
Share best practice through observations and peer mentoring	BE	Ongoing	Annually
Student mentoring in Y10 and Y11	H AJ	Ongoing	Annually
Jesson Band tutor groups	HP/SG	Ongoing	

Progress made:

2012/13
 Jesson Band tutor groups were implemented in June 2010; this continues to be an organisational structure that is monitored and implemented. Progress Leader TLR role is now fully in place and there is a clear expectation that their focus is leading progress. Pastoral Managers now address behaviour issues in the first instance.
 A mentoring scheme is in place for Y10 and Y11 and has seen a year group move through the full cycle. Feedback was gathered and in response alterations to the cycle have been made; for example, a focus for each mentoring cycle is sent out by the Progress Leader to ensure focussed and productive discussions.
 School Improvement Group appointed for September 2013. The group is currently promoting work on marking and feedback, helping boys to progress and spoken communication across the curriculum. Two staff have been trained in teacher peer mentoring, and have instigated the 'brown book' whereby staff share ideas on teaching and learning.
 A salon has been built at the school to enable further bespoke timetabling.

2013/14
 Posts have been added to the staffing structure to enable Pupil Premium and Ever 6 students to be very closely tracked. HSLC have also appointed to a 6th Form Highly Able and a 6th Form Enrichment additional allowance post. This ensures that the practices we are putting in place for KS3 and 4 continue into 6th Form.
 The SIG continues to play a very active part in staff CPD sessions. Focus has been on Assessment and Marking, Valuable and Informative Feedback, Narrowing the Gap and Tracking.

2014/15
 Tuition on a Saturday has been provided for PP Y11 students deemed to be underachieving in Maths and English. Y8 one to one tuition in English and Maths, Summer school, books, resources and music tuition provided for PP students