

Appendix Three

SINGLE EQUALITY PLAN 2009 – 2011

This plan outlines the actions that we will take to ensure we fully implement our equal opportunities policy. It fulfils our legal obligations to produce an action plan for implementing legislation on race equality, disability equality and gender equality.

Action	Lead	Other Staff	Resources	When	Success Criteria	Targets to be met	Monitoring and Evaluation
<p>To fully implement the Academy Equal Opportunities policy by:</p> <ul style="list-style-type: none"> ◆ Updating the policy to take account of latest requirements and legislation ◆ Review implementation of policy and produce single equality plan ◆ Ensure that policy is being implemented across the Academy ◆ Upload updated policy and plan onto school website and Learning Gateway ◆ Involve student voice group to gather views of student stakeholders in implementation of plan and policy 	LML	PAN, JCG, CPD, HR department	Staff meetings and briefings Personnel and Governor meeting Workforce reform group Parent newsletter and website Cross section of student voice group Parents of DSP pupils consulted separately through implementation of care plans and annual review cycle	Updated policy and equity plan published by January 11 2010 for review by stakeholders. Stakeholders invited to give views through website and parent newsletter (Jan 2010) Student voice group meeting to discuss implementation of plan and policy (Jan 2010) Workforce reform group meeting (Jan 2010) and Personnel Committee meeting (22 Jan 2010)	The Equity plan is written with involvement with key stakeholders (staff, students, parents/carers, governors, local community representations)	Updated equal opportunities policy and equity plan in place by February 2010	LML to monitor implementation of policy and updated equity plan – report back to Governing Body via the Personnel Committee and review plan annually through policy review cycle.
<p>To fully implement the student tracking policy in terms of Equal Opportunities by:</p> <ul style="list-style-type: none"> ◆ Analysis of the performance and experience of different groups of pupils, for example girls/boys, minority ethnic groups, looked after children, gifted and talented pupils, pupils with special educational needs and/or disabilities ◆ Analysis of incidents regarding bullying, including racist incidents 	BAN JCG/ PAN	Raising Achievement Team, CPD and Learning Development Team, DoPLs Team Leaders and Subject Leaders Deep Support, Pastoral Support Team, MPT	Raise on Line FFT data In school tracking system (PUR data) Attendance data Behaviour monitoring Annual Review meetings for SEN learners Racist incident forms CMIS	September – January 2009-2010 – review of examination performance PUR data (November, January, May) Annual Review Meetings (see cycle of individual learner meetings on school calendar) Ongoing (as incidents occur)	School is clear about attainment of different groups of learners and provides intervention where necessary. No group underachieves on grounds of race, gender, disability etc. Targets on Individual Provision Maps / Individual Learning Plans/ Behaviour Plans met Incidents of bullying/racism are rare and dealt with appropriately	Clear tracking system linked to appropriate provision – students reach target levels irrespective of gender, race or disability Incidents of bullying/racism are non-existent or rare	BAN monitors tracking system for Academy through Raising Achievement Team – report back to SLT and Governing body JCG/PAN to monitor issues re. bullying and racist incidents – report immediately to LML/GDS and annually to Governing Body

		Governing Body					
Action	Lead	Other Staff	Resources	When	Success Criteria	Targets to be met	Monitoring and Evaluation
<p>Educational Opportunities – Access, Choice and Accessibility</p> <ul style="list-style-type: none"> ◆ Curriculum design and grouping ensures that all students, irrespective of gender, disability or race have equal access and opportunities to a broad range of activities including electives ◆ Information is provided for students in a variety of accessible ways ◆ IAG ensures that all students have access to range of opportunities and informed option choices and work experience opportunities ◆ help widen participation and retention in further and higher education ◆ Implementation of teaching, learning and assessment policies ensure that the learning needs of all students are met irrespective of gender, race or disability and that learners have an opportunity to develop their skills and talents. 	<p>THI</p> <p>MWY</p> <p>LML</p>	<p>THI, Deep Experience, Deep Learning DoPLs and other staff through area meetings BWN</p> <p>Heads of House, JTY and Learning Guides Alumni Tracking Officer (SHY) CPD and Learning Development team</p> <p>EB translators/ interpreters where necessary</p>	<p>Deep Experience meetings Meetings with DoPLs and Subject Leaders PLC sessions on teaching, learning and assessment for learning Area meetings Learning Scene Investigator meetings Learner shadowing Monitoring learning walks and lesson observations Annual Review/Transition review meetings with parents and learners 1:1 reviews with learners through home team programme Provision of accessible information for learners</p>	<p>Curriculum Design and Option Choices (Jan 2010 – July 2010)</p> <p>Work Experience and IAG (Pathways Evening 4 February 2010) Year 10 work experience (March 15-19 2010)</p> <p>Weekly analysis of involvement in elective programme</p> <p>Ongoing monitoring of learning and teaching through DoPL learning walks, shadowing and lesson observations</p> <p>Home team programme cycle</p> <p>Transition review meetings for DSP learners</p> <p>Accessible information provided as required by above</p>	<p>all students realize their potential in all areas of the curriculum, irrespective of gender, cultural diversity, sexuality, disability or special needs of all kinds</p> <p>all students to have equal access to all elements of the curriculum, option choices, work experience and electives</p> <p>all students have their learning needs met, and experience a variety of choice in their learning so that they can demonstrate their skills and talents</p> <p>all learners have a review with their learning guide to seek their views on their access and choice</p> <p>information is accessible and understood by all learners</p>	<p>Curriculum design, grouping strategy and option choices ensure that no group or individual experiences discrimination on grounds of race, gender or disability</p> <p>All learners have their views taken their experience of access and choice</p> <p>All learners understand their rights in terms of their participation in further and higher education</p> <p>All students have access to accurate and accessible information to ensure they maximize their choices</p>	<p>THI and Deep Experience strategic group to monitor access to curriculum, option choices, work experience and electives as outlined in Equal Opportunities Policy</p> <p>LML and Deep Learning Group to monitor teaching and learning through lesson observations, learning walks and reports from DoPLs/Team Leaders on implementation of policy in their areas.</p> <p>SHY to track progress of learners into higher/further education to ensure widening participation</p> <p>CPD to ensure that information provided for learners is accessible</p>
<p>Educational Opportunities – Freedom from Discrimination</p> <ul style="list-style-type: none"> ◆ Lesson planning and work scrutiny demonstrate staff awareness and understanding of equal opportunities issues ◆ Learners are given opportunities to study a wide range of issues raised by Human Rights Act by promoting respect for human rights through developing understanding about differences and valuing diverse experiences ◆ Learners are provided with opportunities to work with other groups and mix with each other in class to increase spiritual, moral, social and cultural awareness and skills ◆ Thoughts for the Week enable 	<p>LML</p>	<p>Deep Learning Team Leaders DoPLs Subject Leaders Learning Guides JTY/Heads of House PAN RTR/SDS THI and Deep Experience SWR</p>	<p>Lesson Planning, Schemes for Learning and Work Scrutiny Lesson Observations, Learning Walks Learning Scene Investigator observations Contextual Learning Days and extra curricular activities (e.g. black history month, holocaust project, charity work) Home team programme</p>	<p>Ongoing monitoring of learning and teaching through DoPL learning walks, shadowing and lesson observations</p> <p>Home team cycle</p> <p>School Calendar to evidence variety of experiences</p> <p>Thought for the week</p> <p>Contextual learning days and Active Citizenship opportunities (through bespoke Citizenship and Home team programme)</p>	<p>All lessons ensure that pupils experience and explore issues raised by human rights act.</p> <p>Where appropriate, learners have opportunities to mix with different groups, through their home team, lessons and extra-curricular activities so that they increase their spiritual, moral, social and cultural awareness and skills</p> <p>Thoughts of the week enable learners to reflect on equal opportunities issues where appropriate</p>	<p>All lesson planning pays due regards to equal opportunities with 80% of lessons judged to be good or better and no inadequate teaching</p> <p>Learners experience variety of groups to increase understanding and empathy</p> <p>Evidence of Contextual days focusing on raising awareness</p>	<p>LML and Deep Learning Group to monitor teaching and learning through lesson observations, learning walks and reports from DoPLs/Team Leaders on implementation of policy in their areas.</p> <p>RTR and SDS to monitor thoughts of the week and review with student voice annually</p> <p>THI and Deep Experience Group, with SWR/JTY to monitor success of contextual days/home team programme</p>

learners to reflect on human rights							
Action	Lead	Other Staff	Resources	When	Success Criteria	Targets to be met	Monitoring and Evaluation
<p>Care, Guidance and Support</p> <ul style="list-style-type: none"> ◆ Students are involved in reviewing and updating school policy on anti-bullying and racism, together with the Academy Value Contract ◆ Home team programme ensures that students know and understand what to do if they experience bullying or racism ◆ Updated policies on Anti- bullying and Racism provided for parents/carers, with opportunity to share their views and provide feedback ◆ Peer Mentoring implemented to provide additional support for Anti-Bullying strategy 	<p>JCG/ PAN</p>	<p>LML, CPD, THI, BAN, Pastoral Support Team, Multi Professional Team Safeguarding Group and Governor Student Council Learning Guides and Heads of House with JTY LMN Citizenship group (year 10)</p>	<p>Anti-bullying policy updated and placed on Learning Gateway and website</p> <p>Home Team Programme provides opportunities for review of AVC and Anti-Bullying Policy</p>	<p>Review of anti-bullying strategies by LMN through Citizenship Coursework (November 2009)</p> <p>Student Voice group with JCG to review anti-bullying policy (January 2010) – updated through home team programme and on Learning Gateway by February 2010)</p> <p>Peer Mentoring training by post 16 students (November 2009)</p>	<p>All students know and understand the school policy on anti-bullying and racism, and the Academy Value Contract, and are involved in the development and monitoring of these policies</p> <p>All students know and understand what to do if they experience bullying or racism</p> <p>All students understand their rights and responsibilities, and support learners who are disabled.</p> <p>Multi-professional support is allocated appropriately in incidents of discrimination/racism/ bullying</p> <p>Parents know and understand the school policy on Anti- bullying and Racism</p>	<p>All students know how to keep safe and understand the anti-bullying policy through home team programme</p> <p>All Parents have access and understand the anti-bullying/anti-racist strategy and provide feedback</p>	<p>Student voice group to monitor implementation of policy and suggest any amendments in termly forum with JCG/PAN/JTY</p> <p>JCG/PAN to monitor implementation of policy and provide feedback to Governing Body annually (racist incidents to be reported as they occur)</p>
<p>Staff Training</p> <ul style="list-style-type: none"> ◆ All staff, including supply and ITT understand their responsibilities their role and responsibilities to equal opportunities and understand Academy procedures ◆ PLC programme ensures that Equal Opportunities issues are raised throughout the whole staff training. ◆ Staff understand their responsibilities to deal with any incidents regarding discrimination including how to deal with racial incidents, stereotyping or bullying behaviour. 	<p>LML</p>	<p>SLT and team leaders, DoPLs, Subject Leaders, SMT, JWE HR department</p>	<p>PLC programme Staff Handbook Induction and Staff Development Policy Professional Standards for Teachers Summary Planning</p>	<p>PLC sessions Routine Monitoring of teaching and learning Staff induction events and training Performance Management meetings Workforce reform group meetings Area Meetings Individual training plans and training sessions (teaching and associate staff)</p>	<p>All staff know and understand their legal and professional responsibilities to implement equal opportunities issues and are up to date with the legislation as it effects their role/subject.</p> <p>All staff challenge any behaviours which contravene equal opportunities or discriminate against individuals or groups</p>	<p>All legal responsibilities are met as required by the standards of the profession</p> <p>The school is at the forefront of implementation of equal opportunities legislation</p>	<p>LML to monitor staff training and report back to Governing body via Personnel Committee</p>

Action	Lead	Other Staff	Resources	When	Success Criteria	Targets to be met	Monitoring and Evaluation
<p>Employment Rights and Responsibilities In the implementation of our Equality and Diversity policy for employees, together with our safer recruitment policy, we will:</p> <ul style="list-style-type: none"> ◆ Ensure that our recruitment policy is fully implemented so that our recruitment strategies do not discriminate against any group. ◆ Analyse recruitment and retention of staff in terms of equal opportunities ◆ Produce a talent management strategy for teaching and associate staff to ensure that we utilize the skills and talents of all our staff ◆ Analyse internal promotion of staff in terms of equal opportunities ◆ Analyse training opportunities for staff to ensure that there is equal access ◆ Ensure our range of human resource policies are implemented with regard to equal opportunities issues (e.g discipline, capability, staff absence etc) ◆ Ensure our policies in terms of long term absence of staff meet the legal requirements of the DDA ◆ Provide support in terms of Occupational Health and Life Coaching (Alison Wilson) to support staff who may have issues re. equal opportunities ◆ Ensure that disabled pupils, parents and staff have access to the building 	<p>LML</p>	<p>GDS, HR department Personnel Committee of Governing Body CEFM (HR providers) Occupational Health providers Alison Wilson Facilities team</p>	<p>Equality and Diversity Policy Recruitment policy CEFM support Alison Wilson Back to work interviews Talent Management strategy Investors in People accreditation Access to Work group to modify building where appropriate</p>	<p>Analyse of recruitment and retention as required (SBN) On going analyse of training through SBN and HR department Back to work interviews as necessary (HR department) Referrals and advice from CEFM/Alison Wilson as required Review HR policies annually through cycle by Personnel Committee Investors in People accreditation (December 2009) Talent Management strategy implemented for teaching staff (September 2009); written for associate staff by April 2010)</p>	<p>Academy implements equality and diversity legislation and is well represented by a cross section of people in terms of gender, race, cultural heritage, age and disability. All staff have access to appropriate induction, training and promotion opportunities and have their skills and talents utilised Academy gains Investors in People status Academy meets legal requirements of DDA Staff feel appropriately supported irrespective of race, gender, disability etc. All disabled students, parents and staff can access the building</p>	<p>increase in the representation of disabled people in the teaching profession and the retention of staff who become disabled no claims of unlawful disability discrimination Academy gains Investors in People status (December 2010) Academy building continues to be a place where disabled people can access the opportunities it provides</p>	<p>LML to monitor implementation of Equality and Diversity of employees policy and report back to Governing Body via Personnel Committee PHH to monitor the accessibility of the building for disabled staff, students and parents.</p>