

Whole School Single Equality Scheme - Action Plan

The Public Sector Equality Duty

The specific duties regulations require schools/academies:

- (a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- (b) to prepare and publish equality objectives

relating to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The Academy, in carrying out its functions, will 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.

The Academy has a statutory duty to have “due regard” when making a decision or taking an action and will assess whether it may have implications for people with particular protected characteristics.

- The Academy will consider equality implications before and at the time that it develops policy and takes decisions, and it will keep them under review on a continuing basis;
- The PSED will be integrated into the carrying out of the Academy’s functions, and the analysis necessary to comply with the duty will be carried out seriously, rigorously and with an open mind;
- This responsibility will not be delegate to anyone else.

Whilst the academy does not collect any specific data related to students’ gender reassignment/transgender and sexual orientation the academy is aware of the requirements of the Act and is determined to comply with the non-discrimination provisions through a wide range of procedures and policies where the importance of avoiding discrimination and other prohibited conduct is expressly noted.

The Academy will advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have;
- taking steps to meet the particular needs of people who have a particular characteristic;
- encouraging people who have a particular characteristic to participate fully in any activities.

This Action plan will be published, monitored and reviewed annually and equality objectives will be published at least once every four years.

WYMONDHAM HIGH ACADEMY

Place a tick in the relevant box that your action relates to:

R = Race, D = Disability, G = Gender, GR = Gender Reassignment and Transgender, SO = Sexual Orientation, A = Age, RB = Religion or Belief, PM = Pregnancy or Maternity, CC = Community Cohesion

Actions Identified									Planned Outcome	Planned Actions	Timescale	To be Actioned by	Monitored by
R	D	G	GR	SO	A	RB	PM	CC					
✓	✓	✓	✓	✓	✓	✓	✓	✓	All staff are aware of the Single Equality Scheme and Equality Objectives and have awareness of their responsibilities	Awareness of Single Equality Scheme is raised at New Staff Induction Training & Staff Team meetings	September 2012	Assistant Principal, Staff and Student Welfare and Heads of Departments	Principal
✓	✓	✓	✓	✓	✓	✓	✓	✓	Schemes of work explicitly address the causes and consequences of discrimination and help students recognise and understand and challenge stereotypes.	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping.	September 2012	Heads of Department	SLT
5. Collecting and analysing equality information for students by race, disability and gender.													
✓	✓	✓			✓	✓	✓		All student data collected is separated into race, disability and gender.	The reporting system allows the separate of information by race, disability and gender	September 2012	Vice Principal	Principal
✓	✓	✓	✓	✓	✓	✓	✓	✓	The GB is made aware of areas where the Academy is not meeting its statutory duties. The SLT takes active steps to ensure the Academy meets its statutory duties. The GB takes steps to ensure that the Academy meets its statutory duties to all students.	All data is analysed and reported on annually to the governing body. The SLT make recommendations to the GB to address identified areas where the Academy is not meeting its statutory duties. Governors incorporate recommendations in the Governors' Strategic plan and the SIDP.	September 2012 September 2012 September 2012	Principal Principal GB	GB GB Chair of GB
✓	✓	✓	✓	✓	✓	✓	✓	✓	The GB takes steps to ensure all minority groups have access to extended school activities, wherever it is practicable.	Governors plan to target minority groups under represented on extended school activities.	September 2012 September	Gov resp for ESV	GB

Place a tick in the relevant box that your action relates to:

R = Race, D = Disability, G = Gender, GR = Gender Reassignment and Transgender, SO = Sexual Orientation, A = Age, RB = Religion or Belief, PM = Pregnancy or Maternity, CC = Community Cohesion

WYMONDHAM HIGH ACADEMY

Actions Identified									Planned Outcome	Planned Actions	Timescale	To be Actioned by	Monitored by
R	D	G	GR	SO	A	RB	PM	CC					
										Governors plan to target lower achievement of students from minority groups. Governors plan to target poorer attendance by specific groups of students.	2012 September 2012		
✓	✓	✓	✓	✓	✓	✓	✓	✓	The GB takes steps to provide equality of opportunity for all students.	Detailed disability information is requested for all new intake students. Questionnaire are given to all new students. Analysis of information is used to review the SDIP and the Governor's Strategic Plan.	September 2012	Assistant Principal, Staff and Student Welfare	Principal & GB
✓	✓	✓	✓	✓	✓	✓	✓	✓	The Heads of House & Director of Sixth Form encourage representation from minority groups on all student body councils.	MIS records details of student representatives on all student body councils.	September 2012	The Heads of House & Director of Sixth Form	Assistant Principal, Staff and Student Welfare
✓	✓	✓	✓	✓	✓	✓	✓	✓	The SLT ensures the curriculum is accessible to all students.	MIS to record details of option choices by race, disability and gender.	September 2012	SLT	Principal
✓	✓	✓	✓	✓	✓	✓	✓	✓	The SLT takes steps to identify and manage all incidents of bullying and harassment of any minority groups.	MIS records details of complaints of bullying and harassment. Data are monitored, analysed & reported annually to GB. Targeted and tailored awareness training is provided to specific groups of students.	September 2012	Inclusion & Intervention Coordinator and Assistant Principal, Staff and Student Welfare	Principal
6. Collecting and analysing equality information for employment and governance by race, disability and gender													
✓	✓	✓	✓	✓	✓	✓	✓	✓	The SLT takes steps to ensure that recruitment procedures for employment, volunteers and governors are effective and meet SES aims.	Monitoring of applicants for employment, voluntary positions or for the governing body, on the basis of race, disability and gender is	September 2012	Personnel Officer, Principal's PA & Clerk to GB	Principal & Chair of GB

Place a tick in the relevant box that your action relates to:

R = Race, D = Disability, G = Gender, GR = Gender Reassignment and Transgender, SO = Sexual Orientation, A = Age, RB = Religion or Belief, PM = Pregnancy or Maternity, CC = Community Cohesion

WYMONDHAM HIGH ACADEMY

Actions Identified									Planned Outcome	Planned Actions	Timescale	To be Actioned by	Monitored by
R	D	G	GR	SO	A	RB	PM	CC					
										effectively recorded and data analysed to provide evidence that effective monitoring takes place. All minority applicants are identified and contacted to ensure their individual needs are met and discriminatory practices do not take place.			
✓	✓	✓			✓	✓	✓	✓	An annual report on recruitment is presented to the Governors' Staffing Committee.	Monitoring of recruitment includes an analysis of race, disability and gender.	September 2012	Personnel Officer, Principal's PA & Clerk to GB	Principal & Chair of GB
✓	✓	✓			✓	✓	✓	✓	An annual report on staff training is presented to the Governors' Staffing Committee.	Monitoring of staff training opportunities includes an analysis of race, disability and gender. .	September 2012	Assistant Principal, Staff and Student Welfare	Principal & Chair of GB
✓	✓	✓	✓	✓	✓	✓	✓	✓	The SLT takes steps to ensure that promotion opportunities are not discriminatory and meet SES aims.	Monitoring of internal staff promotions include an analysis of race, disability and gender.	September 2012	SLT	Principal & Chair of GB
✓	✓	✓	✓	✓	✓	✓	✓	✓	Head's PA works with Business Manager & Personnel Officer on staff disability issues encouraging disability disclosure and enabling, in consultation with the disabled staff member, a review of working environment and identify any reasonable and practicable adjustments that could be made to better support disabled staff.	Head' PA, Business Manager & Personnel are trained on disability equality issues and Access to Work benefits. All staff are made aware of these roles and responsibilities.	September 2012	Business Manager	Principal & Chair of GB
✓	✓	✓	✓	✓	✓	✓	✓	✓	SLT ensures that the Academy does not use discriminatory practices and meets SES aims.	Disciplinary and grievance cases are monitored by race, disability and gender. Exit interviews are monitored separated by race, disability and gender and the results analysed and reported on.	September 2012	SLT	Principal

Place a tick in the relevant box that your action relates to:

R = Race, D = Disability, G = Gender, GR = Gender Reassignment and Transgender, SO = Sexual Orientation, A = Age, RB = Religion or Belief, PM = Pregnancy or Maternity, CC = Community Cohesion

WYMONDHAM HIGH ACADEMY

Actions Identified									Planned Outcome	Planned Actions	Timescale	To be Actioned by	Monitored by
R	D	G	GR	SO	A	RB	PM	CC					
9. Equality Impact Assessment													
✓	✓	✓	✓	✓	✓	✓	✓	✓	The SLT ensures that the Academy's policies and practices do not allow for the potential for discrimination or adverse impact or missed opportunities to promote equalities. The SLT ensures that all opportunities to promote equality have been taken.	An assessment of all Academy policies or practices which are likely to affect our service users is conducted.	September 2012	SLT	Principal
✓	✓	✓	✓	✓	✓	✓	✓	✓	EIA results are used to set equality objectives leading to improvement in services.	Where policy or practice shows actual or potential unlawful discrimination it will be stopped and removed or changed. Implement a three year rolling programme of EIAs.	September 2012	SLT	Principal
✓	✓	✓	✓	✓	✓	✓	✓	✓	GB meets race equality, disability and gender duties to set out its arrangements for publication of the EIA results and consultations.	EIA results and consultation processes and results are available for publication.	September 2012	GB	Chair of GB
15. Ongoing evolution of the Scheme													
✓	✓	✓	✓	✓	✓	✓	✓	✓	People from all areas of our Academy community are involved in day to day business.	Equality and diversity are a regular agenda item at all student body councils and staff meetings. SENCO and Heads of House are available at all parents' consultation evenings to discuss equality and diversity matters in confidence.	September 2012 September 2012	Heads of House, Director of Sixth & School Council Coordinator. SENCO & Heads of House.	SLT SLT

Place a tick in the relevant box that your action relates to:

R = Race, D = Disability, G = Gender, GR = Gender Reassignment and Transgender, SO = Sexual Orientation, A = Age, RB = Religion or Belief, PM = Pregnancy or Maternity, CC = Community Cohesion

WYMONDHAM HIGH ACADEMY

Actions Identified									Planned Outcome	Planned Actions	Timescale	To be Actioned by	Monitored by
R	D	G	GR	SO	A	RB	PM	CC					
Equality Objectives – Narrowing the Gap													
✓	✓	✓	✓	✓	✓	✓	✓	✓	Vulnerable students are able to learn effectively.	Effective intervention strategies are in place.	September 2012	Raising Achievement Coordinators	SLT
✓	✓	✓	✓	✓	✓	✓	✓	✓	Boys' underachievement is reduced.	Effective intervention strategies are in place.	September 2012	Raising Achievement Coordinators	SLT
✓	✓	✓	✓	✓	✓	✓	✓	✓	Literacy: improve the reading and spelling of students on the special needs register and/or with reading ages below 10 (on entry)	Literacy materials are produced and made available to all staff.	September 2012	Literacy Coordinator, English Teachers, Form Tutors & SEND team.	Inclusion & Intervention Coordinator, Assistant Principal, Staff and Student Welfare, & Vice Principal
✓	✓	✓	✓	✓	✓	✓	✓	✓	Numeracy: improve the numeracy of vulnerable students identified with difficulty in Maths.	Numeracy materials are produced and made available to all staff.	September 2012	Numeracy Coordinator, Mathematics Teachers, Form Tutors & SEND team.	Inclusion & Intervention Coordinator, Assistant Principal, Staff and Student Welfare, & Vice Principal
✓	✓	✓	✓	✓	✓	✓	✓	✓	Form Tutors consistently and effectively monitor and track their tutees and put in place intervention strategies where appropriate.	The role and responsibility of the form tutor are developed in monitoring, tracking and intervening with their tutees.	September 2012	Heads of House, Director of Sixth Form & their Deputies	Assistant Principals & Vice Principal
Equality Objectives – Progress and Achievement													
✓	✓	✓	✓	✓	✓	✓	✓	✓	Every child achieves at least three levels of progress from entry in Year 7 to the end of Year 11.	Effective monitor, tracking & intervention are established Teaching staff incorporate differentiation into their lessons so that all students are able to make expected progress.	September 2012	Heads of House, Director of Sixth Form & their Deputies, Heads of Department	SLT

Place a tick in the relevant box that your action relates to:

R = Race, D = Disability, G = Gender, GR = Gender Reassignment and Transgender, SO = Sexual Orientation, A = Age, RB = Religion or Belief, PM = Pregnancy or Maternity, CC = Community Cohesion

WYMONDHAM HIGH ACADEMY

Actions Identified									Planned Outcome	Planned Actions	Timescale	To be Actioned by	Monitored by
R	D	G	GR	SO	A	RB	PM	CC					
Equality Objectives – Social and Emotional Aspects of Learning													
✓	✓	✓	✓	✓	✓	✓	✓	✓	Students feel safe and secure.	Identify through surveys where students feel unsafe and develop strategies to prevent and tackle bullying.	September 2012	Inclusion & Intervention Coordinator	Assistant Principal, Staff and Student Welfare
✓	✓	✓	✓	✓	✓	✓	✓	✓	Students feel safe, secure and enjoy their learning.	Appropriate behaviours for learning are adopted.	September 2012	Heads of House, Director of Sixth Form & Inclusion & Intervention Coordinator	Assistant Principal, Staff and Student Welfare
✓	✓	✓	✓	✓	✓	✓	✓	✓	Students take responsibility for their own learning.	Students are supported and encouraged to take responsibility for their own learning incorporating P.E.L.T.s and S.E.A.L.	September 2012	Heads of House, Director of Sixth Form & Inclusion & Intervention Coordinator	Assistant Principal, Staff and Student Welfare
✓	✓	✓	✓	✓	✓	✓	✓	✓	Staff value the importance of their professional role to safeguard the students' emotional wellbeing.	Regular staff training takes place on Inset Days and during New Staff Induction.	September 2012	Assistant Principal, Staff and Student Welfare	Principal
Equality Objectives – Independent Action Plans													
✓	✓	✓	✓	✓	✓	✓	✓	✓	Students with I.E.P.s are involved in their SEND target setting.	Student-centred I.E.P.s are introduced.	September 2012	Inclusion & Intervention Coordinator	Assistant Principal, Staff and Student Welfare
Equality Objectives – Information Advice and Guidance													
✓	✓	✓	✓	✓	✓	✓	✓	✓	Students make appropriate decisions about options and post 16 education.	Students are encouraged to seek appropriate advice as they make decisions about options and post 16 education.	September 2012	IAG Advisor & Heads of House	SLT

Place a tick in the relevant box that your action relates to:

R = Race, D = Disability, G = Gender, GR = Gender Reassignment and Transgender, SO = Sexual Orientation, A = Age, RB = Religion or Belief, PM = Pregnancy or Maternity, CC = Community Cohesion