

Equalities Duty: Objectives and Action Plan 2020/21

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APPROVAL and REVIEW

Review date: *Oct. '20*

Approval needed by: *Trust Board*

Adopted: *Dec. '20*

Next review date: *Sep. '21*

1. Introduction / Overview

- 1.1 There are a number of statutory duties that must be met by every school, consistent with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010). The school is committed to ensuring that the Public Sector Equality Duty is met, having due regard to the need to:
 - eliminate discrimination, harassment and victimisation, in all their forms;
 - advance equality of opportunity in school and in the wider community; and
 - promote positive attitudes to difference and foster good relationships between people with different backgrounds and characteristics.
- 1.2 The General Equality Duty and new Specific Duties (Equalities Act 2010) make it unlawful for organisations to discriminate against anyone in relation to 'protected characteristics', namely:
 - sex
 - race
 - disability
 - religion or belief
 - sexual orientation
 - gender reassignment
 - pregnancy or maternity
- 1.3 Organisations also have a specific duty to make reasonable adjustments for employees (and, in the case of schools, for students) who have a disability.
- 1.4 The Trust Board, Governing Body and Senior Leadership Team regularly review progress in relation to its equality duties, with due regard to 'protected characteristics' and accessibility issues in relation to disabled staff and students. (See the Trust's Equal Opportunities Policy, and the school's Special Educational Needs Policy for further detail).
- 1.5 Specific equality-related objectives and action plans are drawn up and reviewed on an annual basis. The formulation of the objectives is an evidence-based process.

2. Review of specific CTA Equality Objectives and Actions for 2019/20

Objective CTA1: Improve the achievement of disadvantaged students, improving the GCSE Progress 8 figure to approx. -0.2

[The '18 P8 figure for disadvantaged students was -0.35 but this dropped to -0.42 for '19 (compared to a national figure of -0.45); -0.2 has been set as a KPI]

Evaluation:

External examinations were cancelled for '20, due to the COVID-19 pandemic. In the previous year ('19), results for DA students had not met expectations, with an overall P8 figure of -0.42 (compared to a national figure of -0.45). The gap between DA and non-DA students was 0.31 grades (compared to a national gap of 0.58 grades). In relation to core subjects, the P8 figure for maths was improved on '18 at -0.03 (compared to -0.48 in '18). However, the disappointing English measure for DA students was -0.5 (-0.6 in '18).

The profile of results for '20 is based on Centre Assessed Grades and so it is not possible to compare this profile with the results for '19 on a 'like for like' basis. Nevertheless, attainment for DA students is improved significantly for '20 (A8 average grade of 4.0 for '20, cf. 3.3 for '19 and Basics (5+EM) of 31%, cf. 26% in '19). This profile (nationally) is subject to grade inflation and it is also the case that DA students would have been affected disproportionately by the methodology employed. Nevertheless, there is still a clear sense that further improvements are necessary.

Through '19/'20, there has been a strong emphasis, in training and through the subject review process, on 'Quality First' teaching and 'Pivotal' behaviour management approaches. There has also been a strong focus on providing support and challenge in areas where outcomes for DA students have been weakest, namely in English, History, Geography and BTEC Social Care.

Objective CTTC2: Ensure that the school is effective in celebrating diversity and tackling homophobic, biphobic and transphobic bullying.

Evaluation:

As planned (and noted in the Strategic Plan), the school committed to working through the audit process for the Stonewall School Champions Award. The Bronze Award was secured in the early part of '19/'20. The criteria for Silver Award are now being met, but changes to the award structure allow a concurrent submission for both Silver and Gold Awards and so the plan is to do this during summer 2021. Recent changes to the PHSE programme puts the school in a good position for Gold, but a clear and well-understood policy on the use of preferred names/pronouns needs to be in place prior to the submission.

3. Specific CTTC Equality Objectives and Actions for 2020/21

Objective CTA1: Enable students with SEND to make strong progress and work towards positive destinations.

Actions:

- Recruit more TAs, to increase capacity
- Ensure that there is strategic and effective deployment of sufficient TA support, especially in English and Maths lessons.
- Conduct a review of provision for students with SEND
- Incorporate effective teacher-TA co-working into CPD programme to improve classroom-based provision

- Integrate strategy with use of COVID-19 Catch Up Grant

Objective CTA2: Improve the achievement of DA students and support them towards positive destinations.

Actions:

- Recruit a further intervention tutor (English)
- Provide enhanced support through RBA, RGA and AfA mentoring programmes
- Support curriculum development and classroom practice in areas where achievement of DA students is weakest (English, History and Geography)
- Integrate strategy with use of COVID-19 Catch-Up Grant

Stuart Jones; Oct. '20