



Reddish Vale High School Equality Action Plan 2019-2022

Equality Objective	Actions	Monitoring/ Review/Evidence	Who is responsible?	Timescale	Expected Outcomes/Impact
<p>To ensure appropriate access arrangements are in place to allow staff, pupils and visitors to access all areas of the school site including specialist classroom provision.</p>	<ul style="list-style-type: none"> • To complete Risk assessments to identify and allocate specialist teaching room, suitable meeting rooms and disability toilet for existing disabled staff member • Fire Evacuation procedures in place for disabled staff, pupils and visitors • PEEPS process and training in place for those with temporary disabilities or conditions • To audit current accessibility arrangements, staff, pupil voice and guidance from Mayor • To seek opportunities for bids and capital funding for additional works as required; 	<p>-Review of suitability, support and accessibility for staff member. Ground floor classroom identified, designated toilet in easy reach and supported with flexible working hours request.</p> <p>-Annual review of procedures and review when new starters, or change in site layout in accessibility due to works</p> <p>-On going review</p> <p>-Initial review followed with specific actions, testing and review a layout or need changes</p>	<p>Business Manager Headteacher</p> <p>Business Manager, Headteacher, caretaker</p> <p>HOY</p> <p>Business Manager, Care taker, Headteacher</p>	<p>Jan 2019</p> <p>Sept 2019, 2020,2021 or as required.</p> <p>Ongoing</p> <p>2019</p> <p>2020</p>	<p>-Disabled staff member supported in accessing all necessary areas of school site</p> <p>All personnel safely able to exit in fire evacuation situation</p> <p>PEEPS completed and fit for purpose to support those in need.</p> <p>Clear picture of actions required to ensure disability access to provision.</p>

	ramps along stairways, self-opening doors, re siting of ground floor specialist classrooms and spaces.				Successful bids achieved to support improved accessibility for school community.
Ensure that all stakeholders and members of the community are consulted on the development, review, evaluation and impact of all relevant improvement plans, procedures and policies.	<ul style="list-style-type: none"> -Share policy with all members of the community. Encourage comments from staff/ parents/ governors/ stakeholders. -Regularly annual review of equality policy/ objectives as appropriate. -Provide hard copies for access to policies where stakeholders may not be able to access internet. 	LGB/ Parents forum minutes Emails to staff Policy will be available to all on School website.	Governors Business Manager Headteacher HR Manager	2019 2020 2021 Annual reviews	All stakeholders are aware of expectations and shared vision in relation to equality and diversity.
To ensure the school collects, monitors and analyses available information and data without discrimination in relation to micro-populations across the School.	<ul style="list-style-type: none"> -Keep accurate records in relation to profile of pupils/ staff at the School and share with stakeholders as appropriate. - Employ a fair recruitment strategy gathering appropriate information re characteristics at application for monitoring. -Info re disability/SEN is collated in enrolment in order to ensure that the School can track and meet the needs of all pupils. 	HR records HOF/HOY management tasks – analysis of data and evaluations. Pastoral intervention trackers.	HOF HOD SLT	2019-2021 On going	All pupils supported in fulfilling potential by putting actions in place to meet individual needs. Fair recruitment/ access to opportunities for staff/ pupils.
Ensure all pupils are making at least expected progress in relation to suitable learning targets. Ensure that appropriate intervention be put into place if necessary in order	Analyse performance data/ attendance/ behaviour of all pupils/ micro-populations so that action can be taken to support all in fulfilling potential regardless of characteristics.	HOF/SLT link meetings and quality of provision meetings – analysis of data and evaluations. Pastoral intervention trackers. Headteacher’s report to Governors	HOF HOD SLT	2019-2021 On going	All pupils supported in fulfilling potential by putting actions and intervention strategies in place to meet individual needs.

<p>to overcome any barriers to learning – ensure that there are purposeful means to evaluate effectiveness of interventions/ actions or support put into place to support all pupils regardless of micro-populations.</p>					
<p>Ensure that the wider School curriculum makes explicit and implicit provision to promote, understand and celebrate diversity and a cohesive community.</p>	<ul style="list-style-type: none"> -Provide opportunities for pupils/ staff to engage with members of the wider community and support raising awareness of different cultures, faiths and lifestyles through the School’s SMSC provision; both on SMSC and diversity days and embedded across the curriculum including visiting speakers and assemblies and form time; LGBT, Holocaust Trust, Ethnic Diversity Team, visits to places of worship, Signright etc - The School will support national events and themed weeks to promote equality and diversity; including but not exclusive to; Red Card Against Racism, Anti-homophobia week and anti-bullying week. -Provide access to support/ information to support pupils/ staff 	<p>SMSC evaluation documents SMSC evidence files Assembly files/ rotas School website/ twitter Student planners/ website – support details/ contacts. Peer mentor/ student council minutes Anti-bullying records School and assembly calendar</p>			<p>Culture and ethos of the School is inclusive – pupils have access to range of opportunities and positive role models to encourage tolerance and acceptance of diversity. Pupils pro-active in being instrumental in providing opportunities to celebrate difference and embrace tolerance for others. All individuals have access to support for mental health in relation to needs arising from individual characteristics. Staff/student wellbeing.</p>

	<p>with identified characteristics that they can access for further support.</p> <ul style="list-style-type: none"> - Provide every opportunity for pupils to embrace British Values; tolerance, liberty, democracy, rule of law and mutual respect for all. -The School will promote role models inside and outside the curriculum of different gender, sexuality, ability, sex, sexual orientation, race or religion. -Posters around the School of positive inspirational role models across a range of characteristics. <p>SMSC tracker – documenting promotion of equality/ diversity across curriculum.</p> <ul style="list-style-type: none"> -Charities group SCHOOL work scrutiny documents highlighting work across the curriculum in relation to equality/ diversity/ SMSC. <p>Anti-homophobia week/ Anti-bullying week/ Red Card against racism – Beliefs curriculum Tackle bullying/discrimination in the SCHOOL/ workplace as appropriate with zero tolerance.</p>				
<p>Ensure we commit to remove any barriers suffered by individuals as a result of their protected characteristics.</p>	<ul style="list-style-type: none"> -Attendance interventions in pace to support improvement of attendance of SEN and disadvantaged groups <p>SEN policy regularly updated available on School website and hard copies from School office on request.</p>	<p>SCHOOL website/ policies</p> <p>Intervention impact reports for Student referrals</p> <p>Pupil/parent and staff voice</p>			<p>All pupils and staff are inspired and provided with individual and bespoke support in fulfilling potential.</p> <p>Attendance of SEN and minority groups improves.</p>

	<ul style="list-style-type: none"> - we will work with other stakeholders and agencies as appropriate to address individual needs regardless of characteristics. -Pastoral and faculty lead review meetings to identify barriers and make referrals for pupils as appropriate to meet needs regardless of characteristics. -HR dept to work with staff to complete risk assessments or overcome barriers to work on case by case basis 				
<p>Ensure school value of Respect is upheld and promoted throughout the school and wider community regardless of protected characteristics.</p>	<ul style="list-style-type: none"> -Incidents of homophobia, race, and discrimination are recorded and logged separately -support is put into place to support pupils involved in discriminations –Behaviour policy identifies and sanctions discrimination. Incidents are reported to LA, governors and relevant stakeholders periodically. -Staff training; safeguarding/ prevent/ extremism etc Staff CPD may be both online and face to face. -Prevent referrals – recorded in CPOMS -Analyse and report as appropriately incidents that arise, action taken in response and any impact as a result of action taken. 	<p>Behaviour logs and reports,, statements from pupils – incident record sheets</p> <p>Intervention reviews, CPOMS logs</p> <p>Preventative support file interventions, assemblies, tutor tis, visiting speaker reviews – safeguarding Sims behaviour records/ analysis Governors minutes</p> <p>Staff CPD logs, Headteacher’s report</p>	<p>Tutors</p> <p>HOY</p> <p>SLT- AHT</p> <p>Headteacher</p>	<p>2019-2021</p>	<p>Respectful school community where Staff are equipped to recognise incidents of hatred and discrimination and are Supported in dealing with these effectively. Pupils recognise, report and are supported in addressing these issues. Records are kept to inform intervention and monitor effectiveness.</p>

	<p>-Actively challenge any incidents of hatred or discrimination that may be characteristic of extremism or radicalization – we will work with police/ Prevent in relation to such concerns as appropriate</p>				
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