

## EQUALITY INFORMATION AND OBJECTIVES

This policy document has been reviewed and is due to be approved at the spring term Local Governing Body meeting. To meet our legal requirements at this time, an overview is provided, along with the schools Equality Objectives.

At Wolfreton School and Sixth Form College we aim to meet our obligations under the public sector equality Act 2010 by ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of age, race, sex (gender), disability, religion or belief, gender reassignment, sexual orientation, marriage and civil partnerships, pregnancy and maternity and socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Wolfreton School and Sixth Form College's approach to equalities is all embracing and designed to prevent discrimination on any grounds. Our aim is to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- 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 policy document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

The policy document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

This document also complies with our funding agreement and articles of association.

## EQUALITY OBJECTIVES

At Wolfreton, our Equality Objectives are designed to support our published Values and Goals. Key Strategies are outlined here and developed in school, for example through Key Priorities and planned actions in the School Development Plan and Faculty / House Development Plans.

Equality Objective 1:	To continue to build an inclusive and caring environment, that values respect, friendship and equality, and continually raises awareness of anti-bullying with a focus on prejudice-based (protected characteristic) bullying to ensure that all students continue to be safe and feel safe.
Key Strategies:	<ul style="list-style-type: none"> <li>• Provide on-going safeguarding training for all staff, including prevention of prejudice-based racist, sexist, homophobic and transphobic bullying.</li> <li>• Review anti-bullying policy, tracking and follow up procedures.</li> <li>• Ensure all guidance is inclusive, that it reflects the diversity within the school, and that it is applied consistently.</li> <li>• Pastoral Managers to support reported victims of bullying and meet them regularly to check support has been effective.</li> <li>• Develop Peer Mentors and the support they provide, increasing their profile across the school.</li> <li>• Continue to promote respect, friendship and equality through House teams and develop opportunities to demonstrate these.</li> <li>• Promote all aspects of safeguarding, including prejudice-based racist, sexist, homophobic and transphobic bullying through the PSHE and assembly programmes.</li> </ul>
Success Criteria:	<ul style="list-style-type: none"> <li>• Students report they feel safe in school.</li> <li>• Parent Voice reports 95%+ say students are happy, safe and personal development is supported.</li> <li>• SV reports 98%+ know how to report bullying.</li> <li>• Y7-13 PV reports 90%+ believe bullying is dealt with effectively.</li> </ul>
Equality Objective 2:	To improve the progress made by disadvantaged students and those with an SEND / ECHP and narrow the gap between these students and other students nationally who have similar starting points
Key Strategies:	<ul style="list-style-type: none"> <li>• Refine Pupil Premium Strategy.</li> <li>• Produce Pupil Profiles for all targeted disadvantaged students and allocate to a mentor as required.</li> <li>• Intervention and/or catch-up support established to ensure improvement in completion rates.</li> <li>• English and Maths review MGP Intervention plans for Y7-11.</li> <li>• Update CSPs for SEND students and share with all teaching staff and TAs.</li> <li>• Targeted support and / or intervention for SEND and disadvantaged students based on their progress data, with increased support for Year 11 approaching external examinations</li> </ul>
Success Criteria:	<ul style="list-style-type: none"> <li>• Pupil Premium surveys provide positive feedback of support provided.</li> <li>• Progress data shows the gap is narrowing in key measures including English and mathematics.</li> </ul>

Equality Objective 3:	To ensure that the attendance of Pupil Premium and SEND students is high or improving quickly so that no groups of students are disadvantaged
Key Strategies:	<ul style="list-style-type: none"> <li>• Students and parents are provided with aspirational attendance targets and the clear link between attendance and achievement reinforced regularly.</li> <li>• Attendance and Welfare Officer to meet regularly with Assistant Headteacher (responsible for attendance) to discuss strategies for targeted students.</li> <li>• House teams to liaise with AHT and Attendance and Welfare Officer about targeted students in their house.</li> <li>• Meetings with Governors as required across the year.</li> <li>• All Persistent Absence (PA) students interviewed and bespoke plans and targets put in place.</li> <li>• Overall attendance checked in-week and used for swift intervention, including home visits.</li> </ul>
Success Criteria:	<ul style="list-style-type: none"> <li>• PP attendance improves across year groups inline with individual and SDP targets.</li> <li>• PP PA decreases inline with individual and SDP targets.</li> <li>• SEND and ECHP attendance improves across year groups inline with individual and school targets.</li> <li>• SEND and ECHP PA decreases inline with individual and school targets.</li> </ul>