

**Equality Objectives  
2017-2021**

**Equality Objective 1: Closing the gap/Diminishing Difference**

Action	Strategies	Time Scale	Success Criteria
Ensure the gap is narrowed between disadvantaged students and SEN students and other students in terms of achievement, attendance/PA, and exclusions.	<ul style="list-style-type: none"> <li>• Appointment of assistant head to address the gap and do targeted work with disadvantaged students</li> <li>• Ensure a specific action plan is in place for disadvantaged students (attached)</li> <li>• Overview at student level/school level of all interventions undertaken on a regular basis.</li> <li>• Tracking set up for these two key groups with analysis and intervention at departmental, pastoral and whole school level</li> <li>• Action plans in place for SEN students following each data round, detailing all interventions</li> <li>• SENDCO liaison with CLs/PLs at key data points</li> <li>• Continuous training/updates for staff focusing of SEN and disadvantaged groups.</li> </ul>	From Sept 2017	<ul style="list-style-type: none"> <li>• For SEN and disadvantaged achievement gaps: v other students v other students nationally reduced</li> <li>• attendance increased and PA decreased reducing gaps</li> <li>• Exclusions in line with other students and well below NA.</li> </ul>
Review Date: Sept 2018	Review of progress:		
Review Date: Sept 2019	Review of progress:		
Review Date: Sept 2020	Review of progress:		
Review Date: Sept 2021	Review of progress:		

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**Equality Objective 2: Addressing mental Health needs of students and building resilience**

Action	Strategies	Time Scale	Success Criteria
Ensure timely intervention for mental health/well-being issues. Engage with training and support agencies to address needs. Raise the profile of RESILIENCE and the need to be a resilient learner in relation to successful outcomes.	<ul style="list-style-type: none"> <li>• PLs to lead on mental health identification and intervention in each year group.</li> <li>• Attend national training</li> <li>• Use the new PMH telephone number helpline effectively for advice/support for staff/students</li> <li>• Develop a resilience programme for use in tutor groups (DAT/PLs) and specifically for disadvantaged students (KAI)</li> <li>• Parent evening focussing on mental health/Wellbeing/resilience</li> <li>• Additional enhancement in place for sixth form students</li> <li>• Participate in health related questionnaires (LA) to gain feedback on need</li> </ul>	From Sept 17	<ul style="list-style-type: none"> <li>• Feedback from stakeholders is positive in relation to activities undertake</li> <li>• Resilience programme is in place and working effectively across the year teams</li> <li>• Training has taken place and staff are cascading their new knowledge and influencing practice.</li> <li>• SEA for stress related issues are reduced.</li> </ul>
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**Equality Objective 3: Tracking academic progress and wellbeing of vulnerable learners, including details of intervention used.**

Action	Strategies	Time Scale	Success Criteria
A system is set up to track progress and well-being of vulnerable learners. Details of intervention used with individual students are clear and impact can be evidenced. A full detailed provision map is in place for all vulnerable students.	<ul style="list-style-type: none"> <li>• Invest in use of CPOMs to track vulnerable students CP plans, CIN, EHA, disadvantaged and those with multiple vulnerabilities (LAP/SEN/disadvantaged).</li> <li>• Staff training to be undertaken so CPOMS use is embedded.</li> <li>• Staff input all details of interventions with vulnerable students so a clear picture of need and intervention is in place.</li> </ul>	From Sept 17	<ul style="list-style-type: none"> <li>• All key staff using CPOMS</li> <li>• CPOMS informing key meetings               <ul style="list-style-type: none"> <li>• Strategy</li> <li>• CPP/CIN</li> <li>• EHA</li> </ul> </li> <li>• At any time we can immediately produce a live plan of what is happening with vulnerable students</li> </ul>
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