

**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:               <ul style="list-style-type: none"> <li>v other students</li> <li>v other students nationally reduced</li> </ul> </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	<p>Review of progress:</p> <ul style="list-style-type: none"> <li>• Appointment of Richard Zabrocki (RIZ), assistant head to address the PP gap and SEN; to strategically develop a plan and do targeted work with disadvantaged students.</li> <li>• A specific action plan is in place for disadvantaged students; see Plan for Pupil Premium Expenditure on website.</li> <li>• Development of an overview document at student level/school level of all interventions in each department.</li> <li>• Tracking is done for these two key groups with analysis and intervention at SLT, departmental level.</li> <li>• As part of learning profiles, action plans in place for SEN students following each data round, detailing key interventions.</li> <li>• SENDCO liaison with CLs/PLs at key data points.</li> <li>• Key students from the SEN and DP cohorts regularly highlighted with staff at briefings.</li> <li>• RIZ to attend training with Northumberland County Council (NCC) regarding DP and SEN.</li> </ul>	Ongoing over 2018-19	
Review Date: Sept 2019	<p>Review of progress:</p> <ul style="list-style-type: none"> <li>• Richard Zabrocki, assistant head in place to address the PP gap and SEN; to strategically develop a plan and target work with disadvantaged students.</li> <li>• A specific action plan is in place for disadvantaged students; see Plan for Pupil Premium Expenditure on website.</li> </ul>	Ongoing over 2019-20	

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	<ul style="list-style-type: none"> <li>• A departmental DP plan has been created by every department. Every underperforming Year 11 DP student has had their progress from 2018-19 assessed by their subject teachers and a specific plan created for success in 2019-20. These documents now feed into department reviews and staff appraisal.</li> <li>• Tracking is done for these two key groups with analysis and intervention at SLT, departmental level. RIZ meets with core subject CLs after each data round to reassess intervention.</li> <li>• As part of learning profiles, action plans are in place for SEN students following each data round, detailing key interventions. A focus is needed on how this process is monitored.</li> <li>• SENDCO liaison with CLs/PLs at key data points, looking at Attitude to Learning grades and academic data.</li> <li>• Key students from the SEN and DP cohorts regularly highlighted with staff at briefings. NCC's Graduated Approach to SEN covered as part of staff CPD in September 2019, alongside training around working partnerships between teaching and learning support staff. Staff awareness of Adverse Childhood Experiences (ACEs) to be developed over the year.</li> </ul>		
<p>Review Date: Sept 2020</p>	<p>Review of progress:</p>		
<p>Review Date: Sept 2021</p>	<p>Review of progress:</p>		

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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 Primary Mental Health (PMH) telephone number helpline effectively for advice/support for staff/students</li> <li>• Develop a resilience programme for use in tutor groups (Dave Todd/Pastoral Leaders) 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>
Review Date: Sept 2018	Review of progress: <ul style="list-style-type: none"> <li>• New mental Health lead in place; Richard Zabrocki, assistant headteacher. Development of new QEHS mental health strategy.</li> <li>• RIZ to attend training with NCC and MindEd conference.</li> <li>• RIZ using the new Primary Mental Health (PMH) telephone number helpline for advice/support for staff/students.</li> <li>• Andy Hedley to engage with Anna Freud Foundation research group to develop and enhance the PSHE curriculum's approach to mental health.</li> <li>• Triaging of mental health concerns is done well via the pastoral team.</li> </ul>	Ongoing over 2018-19	
Review Date: Sept 2019	Review of progress: <ul style="list-style-type: none"> <li>• New mental Health lead in place; Richard Zabrocki, assistant headteacher. Ongoing development of QEHS mental health strategy; shared and discussed with trustees in January 2019.</li> <li>• RIZ attended training with NCC and Schools North East's MindEd conference.</li> <li>• RIZ using the new Primary Mental Health (PMH) telephone number helpline for advice/support for staff/students.</li> <li>• RIZ has worked with NCC on the trailblazer scheme, bringing the Educational Mental Health Worker (EMHW) into the locality's provision.</li> <li>• Andy Hedley has engaged the school with the Anna Freud Foundation research group; this will inform the PSHE curriculum.</li> <li>• Wellbeing Passports created in 2018-19, for 2019-20 they are in student planners. This</li> </ul>	Ongoing over 2019-20	

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	<p>will ensure that we can see how all Year 9-11 students have engaged with mental health/wellbeing.</p> <ul style="list-style-type: none"> <li>• Student Listening Service created; 20 Year 12 students trained by Educational Psychologist in summer term 2019. This service will start in October 2019.</li> <li>• Triaging of mental health concerns is done well via the pastoral team. When appropriate this works towards the triaging of students at local Hub level, incorporating EMHW, PMH and CYPS</li> </ul>		
<p>Review Date: Sept 2020</p>	<p>Review of progress:</p>		
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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>
Review Date: Sept 2018	Review of progress: <ul style="list-style-type: none"> <li>• CPOMS is integrated well into the Safeguarding recording system; it could be used more for reporting also.</li> <li>• Key staff confident in recording concerns via CPOMS. RIZ to look for more training for DSL.</li> <li>• Details of interventions with vulnerable students are inputted so that a clear picture of need and intervention is in place.</li> </ul>	Ongoing over 2018-19	
Review Date: Sept 2019	Review of progress: <ul style="list-style-type: none"> <li>• CPOMS is integrated well into the Safeguarding recording system; it is used now to aid reporting on Safeguarding data.</li> <li>• Key staff confident in recording concerns via CPOMS. RIZ took part in online training June 2019</li> <li>• Details of interventions with vulnerable students are inputted so that a clear picture of need and intervention is in place. There is room for 'lower-level' pastoral intervention to be logged alongside this – RIZ to discuss with Pastoral Team.</li> </ul>	Ongoing over 2019-20	
Review Date: Sept 2020	Review of progress:		

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