

Equality Action Plan



Approved by:

Board of Directors

Date: May 2022

Signed by

Chair of Directors

Date: May 2022

Reviewed by:

Jayne Conway, Deputy Head

Date: Updated July 2024

Equality Action Plan 2023-24

Action	People involved	Timescale	Criteria for success	Training or development needs
Publish and promote the updated Equality Plan through the school website and Staff Meetings	Head Teacher and SLT Website Manager	By May 2025	Plan approved by SLT and Directors Plan meets legal requirements	N/A
To continue to identify, respond and any incident which contravenes the protected characteristics as outlined in the Equality Act 2010. Report figures to the Local Authority and Directors on a termly basis.	Head Teacher Deputy Head All staff Directors Learning Managers	On going	Staff to be reminded of legal duty through staff meetings. Teaching staff and Learning Managers to record all incidents on SIMs Learning Manager to report any incidents to the Local Authority. Protected characteristics poster available on Wellbeing board in each classroom. Assemblies, lessons and staff meeting/training refer to this. 'See it, name it, stop it' posters on every Wellbeing board on each classroom. Assemblies, lessons and staff meeting/training refer to this.	N/A
To put into place the new uniform policy which respects students' right to choose either trousers or skirts, whatever their gender.	Head Teacher Deputy Heads All staff Directors	Successful adoption 2023-24	Students feel comfortable to make the uniform choice which is right for them. Uniform policy is inclusive.	
To support students' right to choose their preferred name, with permission from parents (Legal name remains the same until officially changed by deed poll)	Head Teacher Deputy Heads All staff Directors	Ongoing	Students feel comfortable to choose a 'known as' name that supports the gender with which they identify. Register changes are made swiftly and all staff informed.	

To re-establish the celebration cultural events throughout the year and arrange 'themed'* days and weeks such as 'Diversity Day'* and draw awareness to celebrations for the protected characteristics.	SLT PHSE/Ethics Co-ordinator Learning Managers	Ongoing	Revised RSE and PSHE programmes following new statutory guidance for all year groups across curriculum to teach and celebrate diversity. Comprehensive programme of Ethics in KS3 and KS4 within curriculum time to support awareness and encourage tolerance and understanding of protected characteristics as meets the needs of FHS students. Diversity represented through displays in classrooms and corridors, promotion of whole school events through tutor time, assemblies and displays. Speakers and assemblies.	N/A
To continue to ensure ALL students are given the opportunity to make a positive contribution to the life of the school.	All Teaching Staff Learning Managers Administrative Support	Ongoing	School Council representation monitored by gender, race, disability. Meetings calendared half termly School Council to meet with Head Teacher on a termly basis – calendared. Monitor participation in extra- curricular activities by keeping a register of participants and ensuring these are recorded, potentially on ARBOR Targeted intervention/support to encourage take up for clubs from poorly represented groups.	ARBOR training to develop the use features to enable more effective tracking of student participation.
Wellbeing Boards in all classrooms which celebrates and supports diversity in all its forms, including poster on Protected Characteristics are promoted and used effectively.	Head Teacher Deputy Heads Learning Managers All staff	Ongoing	All students and staff are aware of what Protected Characteristics means. Students with Protected Characteristics are recognised and feel comfortable/supported in school.	
Using the EMPATHY leaf from the CCT (Critical and Creative Thinking) curriculum to ensure all students	All Teaching Staff Learning Managers	Ongoing	CCT curriculum is embedded in school curriculum, with a range of Empathy- leafed opportunities for students. Students have copies of all 6 leaves on front cover of	N/A

develop an appreciation and tolerance of beliefs and ideas different to their own.	Administrative Support		Planner (Self –discipline, Collaboration, Imagination, Inquisitiveness, Persistence and Empathy) The importance of Empathy in lessons and displays is highlighted. All staff model the behaviour we want students to adopt.	
To continue to embed differentiation into lesson plans for the National Curriculum and GCSE syllabi to further help Disadvantaged and PV (Potentially Vulnerable students) to access the curriculum	All teaching staff LSAs SENDCo	On going	PV students to achieve in line with all students, (see ISDR [Inspection Data Summary Report], SISRA and GCSE results)	N/A
<p>To look for and increase opportunities for cultural experiences* for all students, including the Disadvantaged and PV, at home and abroad to ensure students receive an outstanding SMSC education to support the growth of their cultural capital.</p> <p>To ensure that all Disadvantaged and PV students are supported to go on at least one trip in KS3.</p>	All staff including the RSE/Ethics coordinator DHT Learning Managers Admin staff	Ongoing;	<p>Iceland trip Barcelona Trip, Paris Trip, Florence Trip First World War Battlefields Universities Hay Literary Festival Visits to places of worship e.g. a mosque as part of the Ethics/RS curriculum To increase participation of disadvantaged students in school visits through use of the Pupil Premium fund Spreadsheet maintained to record which trips individual Disadvantaged and PV students have been on which is monitored termly, leading to positive intervention by Learning Managers.</p>	N/A