

Ponteland Community Middle School

Equality Objectives 2018 - 2020

ACTION	STRATEGIES	TIMESCALE	SUCCESS CRITERIA	REVIEW OF ACTIONS MAY 2017 AND MAY 2019
<p>Narrow Gap between Black, White, Asian pupils, disabled and non-disables and SEN students and others in terms of achievement, attendance, persistent absence, exclusions etc</p>	<ul style="list-style-type: none"> • Further analysis is undertaken by School Manager/SENCO based on this specific group [SEN]. • Training on specific needs and issues e.g. ASD, dyslexia, provided by SENDCO for all staff. • This group to be tracked in detail at academic data collection points and weekly for attendance/behaviour. • Action plans and interventions put in place to address any issues identified. • SEN Governor identified and visit/plan undertaken. 	<p>From Summer Term 2015</p>	<ul style="list-style-type: none"> • Achievement gap e.g. SEN v other students is reduced. • Attendance of identified students is increased and their persistent absence is decreased. • Exclusions for SEN / other pupils are reduced. • Headteacher report to Governors 	<p>JC leads regular staff meetings, updates and training JC works with EWO regarding attendance, persistent absentees and competition between class and year groups SEN exclusions reduced; we work with parents, staff and agency staff to manage in school as best as can be safe for the child, pupils, staff and the school. HT report includes exclusion information</p>
<p>Review whole school awareness of homophobia/homophobic bullying issues with a specific focus on language used.</p>	<ul style="list-style-type: none"> • Assembly for all to raise awareness of the issues and to focus on positive role models with a specific emphasis on the negative implications of language used. • Lead teacher to organise other activities (see School Development Plan). • Staff awareness to be raised to these issues and requested to challenge ALL such behaviour in and out of lessons. • Peer supporters made aware of issues and able to challenge/support other young people. 	<p>From Spring Term 2015</p>	<ul style="list-style-type: none"> • Staff and students more aware of issues. • Fewer incidents recorded in SIMS for homophobic bullying. • Whole school questionnaire shows improvements with regard to bullying. • Be Safe map shows vulnerable areas. • Headteacher report. 	<p>Consistent approach through assemblies, mediation and curriculum ensuring this is varied</p>

Fostering good relations and relationships as per new Ofsted CIF & PCMS SDP & Ofsted	<ul style="list-style-type: none"> Engage governors Teaching Schools activities OTP and OTAP training 	From Spring Term 2015	<ul style="list-style-type: none"> Improved and embedded OTP & OTAP training. Training shared across Teaching School Partnership. 	Achieved
Racist Incident as per Respond consistently with policies and procedures relating to any racist incident e.g. behaviour anti-bullying or equality.	<ul style="list-style-type: none"> Racist incidents logged in SIMS and reported as required 	From Spring Term 2015	<ul style="list-style-type: none"> Headteacher report to Governors Completed annual review to Northumberland County Council. 	Consistently addressed and achieved
Modelling Behaviour: All staff are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.	<ul style="list-style-type: none"> Preparation for Modern Life in Britain: Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work. Tackling any prejudice Promote understanding between different groups. 	From September 2015	<ul style="list-style-type: none"> Embedded exemplary relationships Fully embedded fundamental British values 	Consistently addressed and achieved
Protect race, disability, sex, age, religions, belief, sexual orientation, pregnancy, maternity, gender reassignment	<ul style="list-style-type: none"> Due regard to potential implications when making a decisions or taking an action. Keep single equality policy under review. Review as appropriate. 	From September 2015	<ul style="list-style-type: none"> Improve attainment Participation in school activities Ensure pupils engage effectively in learning Protect against bullying Improve careers and progression Reduce exclusion 	Consistently addressed and achieved