



Formby High School Equality Duty Statement

Everyone has the right to be treated with dignity and respect. The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability; age; race (including colour, nationality ethnic or national origin); religion and belief; sex, sexual orientation, marriage and civil partnership; pregnancy and maternity; gender reassignment.

The Equality Act 2010 requires us to have due regard to the need to:

- eliminate discriminatory behaviour
- advance equality of opportunity
- foster good relations between people from different equality groups.

This is called the Public Sector Equality Duty and its purpose is to promote equality for all. In brief, this means that as a school we must consciously think about these three aims as part of our decision making processes and pay due regard to equality issues within all our key policies, planning and performance management. This means that each year the School Improvement and Development Plan will contain targets relating to equality issues. These targets are set out in the Single Equality Plan.

We will ensure that every student, irrespective of race, disability, gender, religion and belief, or sexual orientation, is able to achieve high standards and that strategies are in place to address under-achievement and celebrate success.

We will ensure that every student has access to the necessary teaching and support required to enable them to fulfil their potential.

We will ensure that the school's procedures for disciplining students and managing behaviour are fair, effective and equitable.

As an equal opportunities employer we are committed to providing a working environment where all are treated with dignity and respect. We will ensure that the school adheres to equal opportunities employment practices and does not discriminate against employees or prospective employees on the grounds of these protected characteristics.

The responsibilities of the Governing Body, Headteacher, Staff, Students, Parents and Visitors in promoting equality are set out in the school's Equal Opportunities Policy.

Equality Objectives

- A. The school will maintain its systems for recording behaviour to capture all incidents of bullying, harassment of or discrimination against students with protected characteristics.
- B. Ensure provision for disadvantaged students and those with protected characteristics enables them to make good progress.
- C. Building on existing very effective practice, to review and develop the school curriculum to ensure a wide range of opportunities exist that promote equality and diversity, and challenge prejudice and discrimination.
- D. The school will endeavour to enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status.



Single Equality Plan 2018/19 – Review (June 2019)

	Aim	Target Groups	Action	Responsible	Success Criteria	Interim Review (February 2019)	Review (June 2019)
1	Reduce the gender achievement gap and continue to improve outcomes for boys, with particular emphasis on core subjects.	Boys	The Senior Leadership Team and middle leaders will continue to lead a whole school improvement strategy to drive boys' achievement through targeted intervention and support, monitoring through quality assurance systems and engagement with parents.	Senior Assistant Headteacher (Achievement) CfLLs Subject & Curriculum Leaders Teaching Staff	The gap between the achievement of girls and boys will reduce and boys will achieve a Progress 8 score of at least 0.15 in Summer 2019.	As of the most recent professional predictions (January 2019), the Progress 8 gap is 0.63 with girls on +0.58 and boys on -0.05.	Despite the wide range of interventions for boys through the Year 11 RAP, the most recent predictions (April 2019) show the Progress 8 gap to be 0.69 with girls on +0.59 and boys on -0.10. Of greatest concern is the prospective dip in boys' progress after making good progress in 2017 and 2018.
2	Raise the achievement and progress of Pupil Premium students, in particular across English and Mathematics.	Pupil Premium Students	The Deputy Headteacher will be responsible for oversight of the Pupil Premium cohort and coordinate the targeted curriculum and intervention support. Promoting excellent attendance, positive attitude to learning and homework, and parental support / engagement will be prioritised.	Deputy Headteacher CfLLs Pastoral Support Team Curriculum Leaders for English and Mathematics Peer Mentors	The Progress 8 score for the Pupil Premium cohort will be positive and above the national non-Pupil Premium cohort for English and Mathematics, and attendance for these students will be a minimum of 95%. Parental engagement at information evenings and bespoke meetings will be increased, evidenced by their attendance.	As of the most recent professional predictions (January 2019), the Progress 8 score for the Pupil Premium cohort is +0.12. The cohort is currently 29% for 5+ in English and Mathematics and 64% for 4+ in English and Mathematics. This compares with national non-Pupil Premium performance in 2018 of 40% and 64% respectively. Attendance for the Years 7 to 11 Pupil Premium cohort (as of February 2019) is 94.2% (compared with 96% whole school figure).	As of the most recent professional predictions (April 2019), the Progress 8 score for the Pupil Premium cohort is +0.16. The cohort is currently 37% for 5+ in English and Mathematics and 67% for 4+ in English and Mathematics. This compares with national non-Pupil Premium performance in 2018 of 40% and 64% respectively. If realised, this represents very good performance vs national non-Pupil Premium expectations. Attendance for the Years 7 to 11 Pupil Premium cohort (as of 10 May 2019) is 92.8% (compared with 95.8% whole school figure).



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3	All SEN students will commence KS4 study able to read / access examination / test materials independently, enabling them to progress well during KS4.	SEN Students	SENCO to provide intensive literacy support through individual and small group timetabled lessons to identified SEN students from arrival at the start of Key Stage 3, including targeted intervention teaching for the 'non-secondary ready' cohort in Year 7.	SENCO Intervention Teacher Teaching Assistants Teachers of English Reading Buddies	SEN students will begin KS4 curriculum with ability to read and access the written assessment material independently, evidenced by rapid improvement in reading and spelling age tests from start of Year 7 (baseline) to end of Year 9. Effective support and intervention for the SEN cohort at KS4 will enable them to achieve a positive Progress 8 score in 2019. 'Non-secondary ready students' in Year 7 will achieve 'secondary ready' status by the end of Year 7.	The Intervention Teacher has focused her 'Accelerate' programme on the non-secondary ready in Mathematics cohort. Of those who retook SATs Mathematics papers in January / February 2019, 9/10 are now secondary ready with the remaining student improving from a scaled score of 92 to 99. The second tranche of students have now been identified for intervention and will resit SATs tests in the Summer 2019.	A review of the good progress made by my students on the 'Accelerate' programme and through other teaching provided by the Specialist Intervention Teacher has led to additional resourcing in 2019-20, with greater focus on support in students developing literacy skills. The impact of 'Accelerate' in Mathematics has been considerable in enabling gaps to be plugged and supporting the weakest to access the secondary curriculum. The Progress 8 score for the current Year 11 SEN cohort is predicted to be -1.21 with the score in the EBacc subjects particularly poor due to empty slots (approx. -1.00 in Eng, Maths and open pool subjects).
4	Continue to foster equality and eliminate discrimination through embedding the school's ethos and promoting British Values.	All Governors, Staff and Students	Through delivery of our SMSC* dimension, RESPECT curriculum and enrichment activities, actively promote and encourage widespread respect of democracy, multicultural society and core British Values. Celebrate and communicate the efforts of our school community in nurturing this ethos.	Governors SLT Curriculum Leader for RAVE Teachers of RAVE RESPECT Coordinator Form Tutors Student Parliament	School ethos and shared values effectively communicated internally and externally. Student Parliament invested in promoting the ethos via their planned activities. Continuation of effective recording and action against any incidents of behaviour which go against these shared values. Student voice	The RESPECT curriculum has been fully reviewed with new content now embedded. School Parliament has identified recognising sexual diversity as a priority for 2018-19. All homophobic and racist incidents continue to be logged using CPOMS with the Pastoral Team providing intervention with	A series of very powerful RESPECT sessions were delivered by Diversity Role Models in June 2019. In 2018-19 30 homophobic incidents have been logged (compared with 13 in 2017-18) and 12 racist incidents have been logged (compared with 20 in 2017-18).



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					activities evidence their understanding and appreciation of the school's ethos and British Values.	perpetrators.	

*Social, Moral, Spiritual and Cultural

** RESPECT is the subject title for Personal, Social, Health and Economic Education (PSHEE)