



Thomas Gainsborough School

Equalities Objectives (2017 – 2019)

The school's Equality Objectives should be read in conjunction with the Accessibility Policy, the Equalities Policy, SEND Policy, Anti-Bullying Policy and Behaviour Policy. These policies are available on our website.

Ethos

Thomas Gainsborough School stands against all forms of discrimination against any individual in relation to the protected characteristics contained within the Equality Act 2010.

This is achieved through the following objectives:

- Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.

- Promotion of cultural understanding and awareness of different religious beliefs, ethnicities, gender and disability related issues through our values, Tutor Time, Religious Studies, PSHE, Enrichment Days and other activities.

- Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, including students with special educational needs and disabilities and those from disadvantaged backgrounds

- Further reducing the incidence of the use of homophobic, sexist and racist language by students on the way to and from the school, as well as within its bounds.

How the objectives have been identified:

The school has reviewed the data available to it regarding its students, their attitudes and achievement at the point of entry. Though much is very positive, there is always room to improve. Staff have been able to identify areas of professional development through the performance appraisal process.

Monitoring and reporting:

The school will report on implementation as part of its review of the annual improvement plan. The objectives chosen are intended to last for four years. However, the methods of achieving the objectives will be refined each year and the outcomes reported to the governing body as part of the development plan process. These are also available to any interested party.

Methods for assessing the impact of policies and practices on equality

The school has a wide range of different self-evaluation and feedback processes which it uses in order to scrutinise provision, as well as inform itself of any issues or concerns. This regular assessment of provision forms part of the school methods of assessing the impact of its policies and procedures.

In considering the impact of any current provision and/or significant changes to provision for students, staff or parents/carers, the school asks the following questions:

How would the work impact on the following groups?	Negative Impact	Positive Impact	No Impact
Minority ethnic groups			
Gender			
Disability including SEN			
Religion, faith or belief			
Sexual Orientation			
Transgender			
Age (n/a to students)			
Those pregnant or on maternity leave			
Married or Civil Partners			
Any other group identified by Governors. EG. Pupil Premium			

If any group is actually or potentially disadvantaged, then the school would provide an evaluation of the extent of the impact, using existing data sources, for example, self-evaluation processes; external sources of data; feedback from stakeholders; advice from external consultants) The school would also evaluate the potential advantage to other groups identified. The evaluation would include any feedback from stakeholder groups. This evaluation would also check that there were no actual or potential issues that may be illegal.

Our Equality Objectives 2017-19

Equality Objective 1:

To close the achievement gap by ensuring there is no difference in the progress made by different groups of learners.

We have chosen this objective because:

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. It requires that the school must have due regard to the need to:

- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.

We believe that social or economic background should not be a barrier to educational success and we will work tirelessly to ensure that it is not. This is our absolute moral imperative and expressed in our vision and values statement.

To achieve this objective we plan to:

Research has shown that as good can be achieved if we:

- Have high expectations for all and have clear routines for learning;
- A whole school focus on literacy and numeracy development,
- Ensure all learning is driven by reliable student data;
- Have an unwavering focus on results and an expectation that all can succeed;
- Offer the very best teaching and support;
- Work to secure high levels and parental engagement.

Equality Objective 2:

To ensure all students are able to participate extra-curricular activities such school visits, enrichment activities and Intervention groups.

We have chosen this objective because:

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to:

- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

We want to ensure that every student is able to participate in extra-curricular activities.

Research indicates that participating in after school programmes improves the performance on measures of academic achievement.

There is also evidence that there are wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers (Education Endowment Foundation).

Furthermore, additional evidence exists that demonstrates the importance of secure peer-to-peer relationships to achieving academic success (Relational Schools Programmes). Extra-curricular activities have been proven to be a powerful way of achieving this.

To achieve this objective we plan to:

Organise the school week so that three enrichment sessions are available on Tuesday, Wednesday and Thursday. In addition there will be lunch time activities and school trips during the school day.

Use Pupil Premium funding to provide support for individuals that might not otherwise access these activities.

Using the Pupil Premium effectively is a key part of our strategy for closing the gap (see academy website for details of our Pupil Premium allocation, spend and impact).

Equality Objectives 3

To encourage positive relationships between all students and to provide an environment in which there is no prejudice in relation to the protected characteristics listed in the Equalities Act 2010

We have chosen this objective because:

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to:

- Foster good relationships across all characteristics, between people who share a protected characteristics and people who do not share it

Our students are diverse in their backgrounds and abilities. Though small in number, we have students from a number of racial backgrounds and a small percentage of pupils who speak English as an Additional Language. We also have a number with Special Educational needs or a disability. There is also an increasing number who are experiencing mental health issues.

Research has also shown that this can be overcome when there are clear expectations of all pupils, where the school is deliberately structured so that it provides the opportunity to ensure each individual is known, and where pupils have opportunities to meet each other in a variety of contexts and can access the support they need.

To achieve this objective we plan to:

- Ensure that all students are placed in small tutor groups with a dedicated learning tutor.
- Address equality related issues through Tutor Time discussions, the Theme of the Fortnight and assemblies.
- Provide a comprehensive support team to address social, emotional and behavioural issues.
- Have a strong focus, through our house system and school ethos, on community and respect.
- Offer Enrichment as part of our curriculum.
- Have a clear system of sanctions and rewards.
- Engage with third party organisations like Stonewall and St Nicholas Hospice to provide additional support.