



EQUALITY OBJECTIVE 2017-2021

“Everyone is entitled to be treated fairly and without discrimination in every aspect of school life...”

“We respect the equal human rights of all members of the community...”

“We recognise the diversity amongst the people of our city, country and world and seek to learn about and celebrate difference...”

“We will ensure that the school has systems in place to effectively challenge, combat and repair discriminatory behaviour...” extracts from Equality Policy 2016.

“We will ensure that our students understand British Values and how these impact on our daily lives”

Overarching aim:

To provide opportunities for all members of the school to learn about the discrimination experienced by different people and its impact on their lives; to reflect on ways in which individuals can contribute to creating a safer, more respectful and more equal environment for all and to celebrate the positive impact of a diverse society.

Action Plan Aims	Actions/Tasks	Lead Staff
<p>Ensure that all routine progress/attitudinal analysis and intervention planning carefully considers all groups including: gender, disadvantaged, SEND, BME</p>	<ul style="list-style-type: none"> • PGAP data is broken down into groups to allow staff to review and plan for intervention (an celebration) as required. • Reflection/review of exam results to include analysis of all groups (see RAISE online) • PASS survey data to include a full review of all identified groups 	<p>KEY, HoA, WIJ</p>

<p>Mark the national or international recognition of key world issues with at least one activity such as display, assembly, project or visitors to raise pupil's awareness. For example: Black History Month, International Women's Day, Holocaust Memorial Day. Five activities over the two years</p>	<ul style="list-style-type: none"> • Regular assembly/curriculum themes throughout the year. Assemblies are flexible to reflect world events. Visitors to present the assembly and if possible stay and work with selected subject area or targeted pupils. • Guests to work with pupils and teachers in appropriate curriculum areas e.g. History • Student voice groups to identify areas/events of interest and plan/deliver assemblies/activities with support. • Play an active part in Portsmouth's move to expand international education in the region's schools. 	<p>LOS, WIJ, PAE, WIS</p>
<p>Provide access to and resources for individuals, groups, subject areas to follow up their interests and/or commitment to particular issues</p>	<ul style="list-style-type: none"> • MFL to further develop work in understanding other European cultures and values. • Develop interest in the Stonewall Campaign, using project material. A bank of assembly resources to be stored in a folder on the shared drive for tutors to access as a follow up from assemblies in tutor groups and as an archive source. • Develop student awareness of SEMH issues. • Utilise the extensive EMAS resources on the shared drive for the benefit of staff and students. 	<p>WIJ, CRN, LOS, CLS</p>
<p>Include, where possible, direct reference or access to the Equal Opportunities dimension of the world of work, public services and Sport. For example, visitors from charities, government organisations, HR in industry who deal directly with equality issues</p>	<ul style="list-style-type: none"> • Charity Focus Days • Year 10 'Teen Health' Focus Day involving IBM and SSE mock interviews. • STEM: events focusing on girls have been supported and all pupils are encouraged to take up STEM options post 16 through visits from professional engineers. • Develop the concept of STEAM where expressive art subjects foster creativity supporting the notion that a broad & balanced curriculum develops open minded individuals confident in their original approaches to problems. RON to lead a week of assemblies on this theme. • Year 10 Work Experience in July to provide further experience of equal opportunities. • Further develop opportunities for SRE in Years 8 & 10. Improving SRE provision in Year 8 10 and 11 through PSHE and in Year 7 on a Focus Day (BYJ has been trained to take a lead) • Develop a 'one stop shop' of pod casts on the VLE to access by any pupil as necessary on SRE related issues. • PE department is committed to offering a wide range of experiences related to equal opportunities. 	<p>LOS, SNK, BLD, KEY, RON</p>

<p>Use Focus Days, new National Curriculum topics and theme weeks etc. to create lively, active sessions that allow pupils to explore their own role in a diverse society</p>	<ul style="list-style-type: none"> • Year 9 and 10 Focus Days • STEM days and Work Experience to provide a range of role models from a broad variety of backgrounds and cultures. • Regular STEM events for all year groups, such as BAE systems roadshow, Faraday Challenges, Year 7 STEM day, Smallpeice Trust STEM days and University led events. • Brit Kid in Year 8 PSHCE explores pupil identity in the Autumn term. Provide access for the Year 8, 10 and 11 pupils to log onto the U Explore careers and guidance website. 	<p>LOS, BLD, KEY, WHK</p>
<p>Develop fund raising activities that reflect national events with pupils taking more responsibility for organising and running</p>	<ul style="list-style-type: none"> • Organise fund raising activities around Macmillan Coffee morning in October. • Poppy appeal every November • Children in Need in November • Save the Children Christmas jumper in December. • Red Nose day in March. • Fair Trade Fortnight in Feb/March. 	<p>LOS</p>
<p>Support the initiatives to raise the profile of the anti-bullying work of the school via lessons, tutor time, the PDL programme, Student Voice and COPs involving city wide issues.</p>	<ul style="list-style-type: none"> • Further opportunities are built into the tutor programme. • Restorative approaches work used to explore feelings and help students to understand the impact of their actions. • Year 7 Focus days in September and March. • Support the national anti-bullying week in November doing a week of assemblies on this theme. • Further ideas from School Council, COPs and PAL group (WIS) 	<p>LOS, WIJ, WIS</p>
<p>Ensure that trips out of school also have the capacity to consider broader cultural and social issues that may impact on equal opportunities</p>	<ul style="list-style-type: none"> • Year 10 & 11 African Adventures visit to Nakuru in north west Kenya and the subsequent assemblies & presentations to the local community. • HoDs to consider ideas/opportunities. 	<p>LOS, WHN</p>

Ensure that the choice of location for subject based trips reflects balance and allows pupils to consider a range of different religious, social, cultural views and lifestyles

- Year 9 trips to Germany and France in June
- Year 10 History trip to Belgium
- Year 10 Geography trip to Naples in May
- Year 9/10 Ski trip to Italy in February.
- Through these trips pupils see the traditional communities, dress, religion and associated arts as well as family patterns, food and drink.
- Trips continue to be highly effective with pupils showing good progress in their understanding and empathy. Look to Skype assemblies from trip locations where possible and if appropriate.

PAR