



**ASHFIELD
SCHOOL**

EQUALITY INFORMATION AND OBJECTIVES

Date of issue: 10/01/2022

ASHFIELD SCHOOL Ambition | Teamwork | Honesty



Aims

Ashfield School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Roles and responsibilities

The governing board will:

- I. Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated annually.
- II. Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher.

Equality objectives for 2019 to 2023

Objective A

Supporting and nurturing SEND students to improve their progress

Measures January 2022

- I. Investigate English progress for Lower ability and SEND students and improve provision to ensure better progress

Range of literacy interventions within school to support formal curriculum. Learning and Progress Assistants deployed within faculties, as well as support assistants within English as part of catch up. Further intervention offered through nurture groups and Hackney literacy. Literacy Intervention report evidence improved reading ages and literacy levels. Full details are provided in the Literacy Provisions and Interventions Report 2020-2021.

- II. To ensure support staff are fully trained and effectively deployed to support SEND students across the school including those with SEMH through the development of the Ashfield Response Curriculum Centre (ARC).

Strategic focus on the 5 recommendations of EEF with a full programme of CPD in house and external for staff in operation including those deployed in the ARC. INSET planned for June 2022. Support staff are effectively deployed using LPAs based on student's needs. Appraisal targets reflect the need for regular developmental CPD. Ofsted Oct 2021 highlighted that students with SEND were 'well supported'.

- III. Track and monitor SEND groups carefully ensuring correct students identified.

Student profiles and SEND registers are available for staff to identify and meet needs. Regular data collections, assessments and monitoring by teaching staff and key workers allow for effective tracking and where required intervention. Regular tracking of students also provided through Line Managed by the SENCO and in depth use of data using SISRA.

- IV. Develop a range of curriculum pathways that suit the needs of SEND students.



Expanding range of courses at KS4 and Post 16 to suit the SEND profile. Ofsted (Oct 2021) praised the curriculum and its focus on being 'ambitious for all'. Options process includes personal intervention, advice and support.

- V. To continue the commitment to literacy programs, which assist SEND students - Hackney, Sound Training.
Full programme of literacy support in place ranging from whole school initiatives such as word of the week, accelerated reader and DEAR through to targeted intervention with use of LPAs and Hackney literacy.
- VI. Ensure whole school differentiation CPD supports progress for SEND students.
June 2022 whole school INSET to focus on meeting the needs of all learners through AFL/questioning (The Ashfield Lesson). 4 Areas of need to be revisited with staff and toolkits to meet this specific needs to be adopted by subject areas following EFF strategy recommendations. School working with Mansfield and Ashfield Whole School SEND to identify areas of good practice and possible areas for improvement.
- VII. Students with learning needs are fully assessed for any access requirements in external exams to ensure they have a level playing field with other learners.
Consistent system in place for the identification of students requiring exam concessions. SENCO is fully trained to Level 7 Certificate in Psychometric Testing. Range of access arrangements in place for all exams ranging from use of readers and scribes to separate rooms and extra time.

Objective B

Improved health, well-being and self-esteem of students with protected characteristics and encourage a sense of belonging to the wider school and houses

Measures* Update January 2022

- I. To use annual student survey to benchmark the well-being and level of happiness of all students and identify trends regarding those with protected characteristics as measured by the survey.
Surveys completed bi-annually with students, staff and parents. Trust Wide survey conducted in Nov-Dec 2021 findings shared with SLT/governing body via such methods as Headteacher's Report. Areas to address shared with pastoral team notably around mental health provision and implementation of LGBTQA+ awareness and support.
- II. Use student voice as part of faculty and pastoral review to understand barriers to good levels of health, well-being and self-esteem in students with protected characteristics.
Student voice embedded as part of faculty and pastoral review. Findings shared with staff to enhance provision and practice. Faculty review scheduled for Feb-March 2022.
- III. Monitor extracurricular take up by students from groups with protected characteristics and modify provision to improve inclusivity.
Increased advertising of opportunities via pastoral system and website. Numbers being collated and tracked. SPACE (LGBTQ+) club introduced.
- IV. Monitor bullying and prejudice incidents for trends and patterns involving students with protected characteristics.
Use of CPOMs system allows incidents to be quickly and accurately recorded. Reports allow analysis of any trends. As a result procedures/training contextualized to ensure effective safeguarding. Figures shared with pastoral team and LGB.
- V. Further develop anti-bullying within the school and the use of restorative justice to deal with perpetrators of bullying of those with protected characteristics to improve levels of empathy. Notably anti-bullying ambassadors and stonewall initiatives. Ofsted Oct 2021 highlighted how students said that they could 'be themselves'.
Anti-Bullying Sliver award achieved. Stonewall Champion training to be renewed and school has registered for the Diana Award and Anti-Bullying Gold Award. 'All invited.' Response survey to be completed in Tutor Time Easter 2022. Anti-Bullying ambassadors to be relaunched 2021-2022.
- VI. To use tutor time, assembly, online modules and PSHE to promote an inclusive culture where it is recognised that we are all different, but all equal.



Introduction of 'theme of the week' and 'Do you know' have strengthened recognition of protected characteristics. Extended tutor sessions added to 2021-2022 school calendar.

