

SINGLE EQUALITY ACTION PLAN
3RD CYCLE (JULY 2015 – JULY 2018)

This Action Plan will be a living document for the duration of the cycle and as such the 9 protected characteristics will be prioritised and addressed according to need throughout the cycle (as opposed to all protected characteristics being addressed every academic year). The document will be reviewed annually during the cycle by Jonathan Robinson (i/c SEP) and SLT and will be scrutinised by the relevant sub-committee of the school's Governing Body. The most up-to-date approved priorities for each academic year will be published on the School Website.

PROTECTED CHARACTERISTIC	PRIORITY	SALIENT ISSUE	ACTION	BY WHOM	BY WHEN	SUCCESS CRITERIA	EVIDENCE
1. Age	LOW	To monitor the age profile of adults to ensure there is no discrimination of opportunity because of age	<i>No current action envisaged</i> <i>To be reviewed in May 2016</i> <i>Interview a cross-section of staff in different age brackets to elicit their impressions and experiences of professional opportunities offered / available to them</i>	JPR	July 2017	<ul style="list-style-type: none"> Any issues identified to improve equality of opportunity for staff in different age brackets 	<i>Review 2016: Evidence suggests there is no discrimination of opportunity because of age - e.g. WJHH and HN. Middle leaders also display a range of age profiles (e.g. Art and Psychology, and MFL, Maths and History).</i>
2. Disability	MEDIUM	To ensure all students' needs are met given financial constraints, staffing reductions and changes to SEN criteria	<ul style="list-style-type: none"> Review provision and support and staff training on disability in the light of changes in school (KS3 band changes) and nationally 	FH, JPR, JIG, CW, PP, SC HoDs, Pastoral Team	July 2016	<ul style="list-style-type: none"> Report produced and presented to SLT Action plan updated to address issues arising 	<i>Adaptations for wheelchair access and timetabling have been made to support a Yr7 student</i>

			<p>(funding and provision of SEN services)</p> <ul style="list-style-type: none"> • Embedding of Disability training for trainee teachers across all routes at the school • Embedding of L2L programme across all key stages • Work with CW on how careers guidance might be further developed to better support students with disabilities • Review IT and Library provision: is it working for students and staff with disabilities 		<ul style="list-style-type: none"> • Further staff training according to need • Evidence from trainee teachers that training is beneficial and has impacted their teaching (observations, lesson plans, work samples) • Student feedback on L2L programme • Support materials and guidance in Careers and HE resources made available to students and parents via school website • Interview volunteer students and staff with disabilities about how IT and the library meets their needs and develop 	<p>New SENCO and development of SEN department underway, including the development of teaching staff to support students 1-2-1 in 2015-16.</p> <p>Virtually all of the Year 13 students on the LS register have applied to university including Jack Weitzman who is the one student with a statement.</p> <p>In Year 12, Jamie Cook receives a lot of support particularly from Sharon our Pastoral Manager as well as Adam's team.</p> <p>In Year 11, we</p>
--	--	--	---	--	---	---

						<p>action points as a result</p>	<p>target the students who are not likely to return to the Sixth Form and make sure they have additional appointments with the Youth Connexions Adviser to formulate a back-up plan. Students who have a statement and who don't return to the Sixth Form, automatically have additional Youth Connexions support to make sure they are placed with an appropriate alternative provider. They are allocated a PA who handles their "case" which is not easy if they live outside Hertfordshire thought the home</p>
--	--	--	--	--	--	----------------------------------	---

							<p>borough has to do this. Inside Hertfordshire, our PA Luisa Grandine will track each student to make sure they have somewhere to go after GCSEs.</p> <p>ITT provision – 1 trainee made SEN a focus of their research on progression of students with SEN</p> <p>Individual meetings with staff re SEN students and the support they need in specific complex cases</p> <p>L2L programme ensures greater integration and peer support</p>
--	--	--	--	--	--	--	--

							<p>across ability range.</p> <p>Moving work experience can help students with SEN and more targeted support is given to individual students</p> <p>Feedback on SEN support in Library (SC): The library supports SEN students by having a range of differentiated materials suitable for all needs, both Fiction and Non-Fiction. For example there are "Short and Speedy" books which are easy reads for students at all levels. The "Short and Speedy" section</p>
--	--	--	--	--	--	--	--

							<p>includes books such as those published by Barrington Stoke which are “Dyslexia friendly” as they are printed on cream paper which many dyslexics prefer, and use a dyslexia friendly typeface. Care is taken to ensure that these books are not labelled as being just for SEN students so that no stigma is attached to their use. There are also online e-books available which can be read in a variety of typefaces, font sizes and with different coloured backgrounds.</p> <p>An example of</p>
--	--	--	--	--	--	--	--

							<p>support for a specific student's needs included buying and downloading books for a student with severe visual difficulties and enabling her to use the library Kindle to access these books .</p> <p>The Wednesday Workshop (paired reading with Sixth Form students) takes place in the Library during Form Time and gives these students an extra opportunity to use the library resources.</p> <p>We have in the past added magnification and changed the screen colour for students with visual impairments. We have also loaned</p>
--	--	--	--	--	--	--	--

							<p>laptops on a daily basis to students that have broken an arm or a wrist.</p> <p>For exam use we have installed software called Natural Reader that reads scripts to students.</p> <p>Mike Davies is currently helping Seb Sporni-Clark study the Ancient Egyptians and asked for Mine craft Education to be installed onto a laptop to enable him to do this, as Seb will be able to build and explore pyramids. This was only done today so not sure yet how well this is going, but could be useful in the future for students with particular learning difficulties.</p> <p>For the BYOD scheme, the parents or guardians of PP students are asked if they would like their child's device paid for out of their funding. If they do then the school will provide a mini Android tablet or if the student needs a</p>
--	--	--	--	--	--	--	---

							<p>keyboard then a Windows netbook or Chrome book is provided.</p> <p>If a PP student prefers an Apple mini iPad then the parents are ask to contribute the difference in the cost.</p> <p>The school has recently brought one PP student in Year 11 a school laptop and printer to have on permanent loan which I assume was to help him study for his exams, but we don't normally do this, although we did have another student who borrowed a school laptop for 2 years to see him through the sixth form but this was kept at school and not taken home.</p> <p>Laptops are available to any student to borrow from the Library laptop locker.</p> <p>Computer Science: The following are tools that we use in our classes</p>
--	--	--	--	--	--	--	---

							<p>depending on needs of individual students; position in class room, use of TA support, lower expectations of volume and standard of work produced, tasks expectations are altered , specific chairs, paper copies provided using a larger font and different colour paper, larger font on powerpoint.</p> <p>NB The school also has an accessibility policy which enhances our provision for people with physical disabilities</p>
3. Gender	MEDIUM	To understand male / female ratio in	<i>No current action envisaged</i>	JPR			Review 2016: Learning

		<p>uptake of subjects at KS4 and 5 where there is evidence of bias towards male / female numbers and identify appropriate strategies to encourage a gender-balanced uptake</p>	<p><i>To be reviewed in May 2016</i></p>				<p>Community by History department undertook research. Please refer to the attached report from Dan Latham who led the research community.</p> <p>Numbers doing Physics, Maths and MFL post-16:</p> <p>Physics (2016-2017): In Year 12 – 61 students study Physics – 42 x boys and 19 x girls In Year 13 – 49 student study Physics – 38 x boys and 11 x girls</p> <p>MFL: Year 12 French, both groups – French = 8 (5F / 3M),</p>
--	--	--	--	--	--	--	--

							<p>French Fast = 8 (6F / 2M) German – 5 (2F / 3M) Spanish – 10 (7F / 3M)</p> <p>Year 13 French – 14 (9F / 5M) German - 6 (1F / 5M) Spanish – Spanish = 16 (6F / 10M), Spanish Fast = 2 (2M)</p>
4. Marriage and Civil Partnership	LOW	To make sure students have an awareness of the changing nature of family structure in society, as delivered across the curriculum	<p><i>No current action envisaged</i></p> <p><i>To be reviewed in May 2016</i></p>	JPR			<p>Review 2016: Ask a range of departments and PSHE:</p> <p>French: In Key Stage 5 in particular to study same sex marriage, and adoption from same sex families. We also study the changing nature</p>

							<p>of the family and students are introduced to vocabulary dealing with one parent families, step families. Ditto in Key Stage 4. There are also discussions on importance of love in a family relationship rather than gender norms. In the new AS the students are encouraged to voice their opinions on changes of family in the native country.</p> <p>RS: With regards to RS at KS3 we look at the role of the family in Yr7 (September/October) focussing in particular on the importance of the</p>
--	--	--	--	--	--	--	--

							<p>individual family members, especially parents and grandparents.</p> <p>Pupils will not only reflect upon their own families but consider religious moral codes such as the Biblical commandment to “honour your mother and father.” It is pointed out to pupils that this is the only commandment that comes with a warning. They should consider why by reflecting on the importance of their own parents and siblings.</p> <p>English: In Year 13 we study Americanah by Chimamanda Ngoze</p>
--	--	--	--	--	--	--	--

							<p>Adiche which explores the immigrant experience of a Nigerian female living in America. it explores the American model from the perspective of an outsider and looks at relationships between adults and their parents, love and marriage.</p> <p>Another example is Coriolanus by Shakespeare where we explore the presentation of the protagonist's relationship with his mother from a modern, Roman and Jacobean perspective. we look at changing views of the family unit and the role of the mother and the impact of the lack of a father figure.</p>
--	--	--	--	--	--	--	--

							NB Teaching family sensitively at KS3 (staff briefings)
5. Pregnancy and Maternity	LOW	To review current provision for managing pregnancy and materninty (& paternity) leave to ensure current systems are working effectively	<i>No current action envisaged</i> <i>To be reviewed in May 2016</i>	JPR			<p>In January 2016 we had one member of staff on maternity leave whereas currently in January 2017 there are four members of staff off. As we claim 92% of the statutory maternity pay the cost implications are not greatly affected by the number of staff on maternity leave.</p> <p><i>Adapt in practice successfully – e.g. Rickmansworth and DAOS</i></p>

							<p>collaborate on TLDW leadership; TSA encourages women leaders at all stages of their career and family circumstances</p> <p>Paternity leave has also been granted and taken up successfully by a number of male teachers</p> <p>In spite of budget restraint, we have been able to manage with flexible staff and good forward planning in appointments (e.g. all linguists are at least dual linguists and all but one can teach to A level in at least one MFL).</p>
--	--	--	--	--	--	--	--

							This allows greater flexibility with timetabling when required.
6. Race and Ethnicity	MEDIUM	In the light of national concerns over radicalisation in schools, how is DAOS mitigating this threat and promoting understanding of different beliefs and cultural backgrounds and healthy debate of ideas?	<i>No current action envisaged</i> <i>To be reviewed in December 2015</i>	JPR			Review 2016:SEP policy has been updated to account for Prevent strategy. We have a greater diversity in assemblies. 6 th form debates on a range of issues CP works well and concerns (e.g. around FGM) are passed on
7. Religion and Belief	MEDIUM	In the light of national concerns over radicalisation in schools, how is DAOS mitigating this threat and promoting understanding of different beliefs and cultural backgrounds and healthy debate of ideas?	<i>No current action envisaged</i> <i>To be reviewed in December 2015</i>	JPR			Review 2016:SEP policy has been updated to account for Prevent strategy. We have a greater diversity in assemblies. 6 th form debates on a range of issues CP works well and concerns (e.g. around FGM) are passed on
8. Sexuality and Sexual Identity	HIGH	To embed and strengthen our work on tackling homophobia, biphobia and transphobia by developing our strong ties with Stonewall	<ul style="list-style-type: none"> • Renew Stonewall Champions school membership for 12 months (£150 + VAT) • Further develop student council role in tackling homophobia • Offer regional staff training and a workshop on dealing with homophobia in 	JPR, Student Council	July 2015	<ul style="list-style-type: none"> • Membership renewal confirmation received (January 2015) • Attend summer conference with student council (10/07/15) • Deliver staff training on tackling homophobia as a 	Yes – the membership has been renewed in 2016 Yes – conference attended and focus on transphobia which helped with preparing PSHE materials and also

			<p>schools</p> <ul style="list-style-type: none"> Collaborate with St George's school on improving school experience for LGBTQ students 		<p>PLP, open to all alliance schools (26/02/15)</p> <ul style="list-style-type: none"> Contribute a workshop to pastoral conference for the Advanced Learning TSA (09/06/15) Work with Scott Willis at St George's school by sharing good practice and developing an LGBT group there; arrange for student council representatives from both schools to meet and share ideas and strategies to tackle homophobia (Ongoing) 	<p>with support for a Yr11 student in 2015/16</p> <p>All KS3 and KS4 resources on sexuality have been updated and assemblies have also been given on diversity and tackling bullying in spring 2016</p> <p>Staff training has been offered on tackling homophobia and this has been shared more widely through the TSA</p> <p>Collaboration at staff level with St George's school looking at approaches and sharing of resources</p> <p>Sir Ian McKellen</p>
--	--	--	--	--	--	---

							visit Tackling homophobia and bullying and other SEP priorities have been built into the Placement 2 professional studies programme for ITT
9. Social and Economic Classification	MEDIUM	To ensure the support systems in place at school for all FSM students work effectively to deliver attainment in line with or above expectations	<ul style="list-style-type: none"> Review attainment of students with FSM and evaluate performance against peers to identify support strategies as applicable Develop students' understanding of how poverty can impact everyday life and life chances 	JPR, NG	July 2015	<ul style="list-style-type: none"> Review identifies areas for development and improvement in support strategies or confirms strategies are working and best practice could be expanded to other groups or shared with other schools A group of students visit a charity which helps London's 	<p>We are currently tightening up on this area, in particular on PP and PP+. We are undergoing a review internally post 2016 results at GCSE (only measure below progress)</p> <p>We have a regional PP Champions group chaired by DAOS</p> <p>Using SIMS</p>
	LOW			JPR, MG, RT	July 2016		

						<p>poor (e.g. Shelter; Crisis) and report back in assemblies and through form activities. Link in with Geography curriculum</p>	<p>more effectively to identify and track PP/FSM students and measure their progress throughout school</p> <p>Also built into lesson observations and formal lesson planning for PM as well</p>
Additional DAOS-specific issues (and supplementary equality strands – as addressed in the S.E.P.)							
10. Communication	MEDIUM	To ensure all stakeholders are aware of our SEP priorities and action on a regular basis	<ul style="list-style-type: none"> Keep parents up to date with our work via the school newsletter 	JPR	Termly	<ul style="list-style-type: none"> Termly article for the school newsletter is published This has not happened consistently – more down to time pressures. Should we still continue with this intention or find another way of capturing examples for parents? 	<p>Find examples of coverage more generally – not a separate article by me</p>

11. Equal Pay	LOW	To ensure the school Remuneration policy implements equality in this regard	<i>No current action envisaged</i> <i>To be reviewed in May 2016</i>	JPR			Review 2016: EQUIA is to follow, but new PRP measures and changes to threshold pay awards are in line with national pay scales and local practice to attract and retain outstanding teachers.
12. Flexible Working	LOW	To monitor the effectiveness of flexible hours where appropriate	<i>No current action envisaged</i> <i>To be reviewed in May 2016</i>	JPR			Review 2016: 36/110 teachers are part time (33%) Split classes (not including 6 th form) 2 Art, 2 English, 10 PE (1 exam class, the rest are KS3 PE lessons), 1 Spanish, 1 Vocational Enterprise (non-exam). Therefore only 6 classroom based lessons are split out of 877 classes.

							Second subject teachers: LOG (RS), BFW (RS), AL (Geography), RHA (RS), NR (Computing), IK (Art), HN (Maths)
13. Effectiveness of whole-school policies	HIGH	To ensure the SEP is effectively implemented, identifying any shortcomings and setting targets to address them	<ul style="list-style-type: none"> Carry out EQIA on a random selection of 5 whole school policies each year, to ensure all policies meet SEP, particularly in the light of school budget squeeze. Y1 Policies to review for Equality impact are: SEND, Curriculum Package, Redundancy Guidance, Careers Education & Guidance and WRLE, Pastoral Care <p>In 2017-2018, EQUIA will be carried out on the Recruitment Policy and Library Policy and the Redundancy Policy</p>	JPR, SLT (those charged with individual policies)	July 2016 (and each year for next three years)	<ul style="list-style-type: none"> Policies are shown not to go against SEP Weaknesses (if any) are identified and action plans put in place to address issues – or reasonable justifications given and evidenced (e.g. loss of subjects with less than 10 students at AS where there is a viable alternative (e.g. MFL), while potentially allowing a subject to run with less than 10 students if choice or appropriate 	<p>See separate documents for EQUIA studies</p> <p>How many subjects at A level are running with less than 10 students in 2016-2017?</p>

						curriculum would be restricted for some students (e.g. Applied Business)	
--	--	--	--	--	--	--	--

Date of next annual Review: **May 2018**
(J. P. Robinson)

Key targets for 2017-2018:

- Additional EQUIA
- Monitoring changes to pastoral care – feedback from review, PP+, SEN
- British Values – practice and opportunity at DAOS
- Changes to exams at KS4 and 5 do not limit opportunity
- Budget restraint – impact on poorer families (FSM) and staffing numbers and recruitment
- Looking into unconscious bias in (a) recruitment and (b) marking and feedback to students
- Promoting ‘Women in Leadership Roles’ to female staff through TSA a collaboration programme with DfE/NCTL