

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>	JPR			
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 (funding and provision of SEN services) • Embedding of Disability training for trainee teachers across all routes at the school • Embedding of L2L programme across all key stages 	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 • Further staff training according to need • Evidence from trainee teachers that training is beneficial and has impacted their teaching (observations, 	

			<ul style="list-style-type: none"> • 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 			<p>lesson plans, work samples)</p> <ul style="list-style-type: none"> • 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 action points as a result 	
3. Gender	MEDIUM	To understand male / female ratio in 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><i>No current action envisaged</i></p> <p><i>To be reviewed in May 2016</i></p>	JPR			

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	<i>No current action envisaged</i> <i>To be reviewed in May 2016</i>	JPR			
5. Pregnancy and Maternity	LOW	To review current provision for managing pregnancy and maternity (& paternity) leave to ensure current systems are working effectively	<i>No current action envisaged</i> <i>To be reviewed in May 2016</i>	JPR			
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			
7. Religion and Belief	MEDIUM		<i>No current action envisaged</i> <i>To be reviewed in December 2015</i>	JPR			
8. Sexuality and Sexual Identity	HIGH	To embed and strengthen our work on tackling homophobia, biphobia and transphobia by developing our	<ul style="list-style-type: none"> • Renew Stonewall Champions school membership for 12 months (£150 + VAT) • Further develop student council role 	JPR, Student Council	July 2015	<ul style="list-style-type: none"> • Membership renewal confirmation received (January 2015) • Attend summer conference with 	

		strong ties with Stonewall	<p>in tackling homophobia</p> <ul style="list-style-type: none"> • Offer regional staff training and a workshop on dealing with homophobia in schools • Collaborate with St George's school on improving school experience for LGBTQ students 			<p>student council (10/07/15)</p> <ul style="list-style-type: none"> • Deliver staff training on tackling homophobia as a PLP, open to all alliance schools (26/02/15) • 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) 	
9. Social and Economic Class	MEDIUM	To ensure the support systems in	<ul style="list-style-type: none"> • Review attainment of students with FSM 	JPR, NG	July 2015	<ul style="list-style-type: none"> • Review identifies areas 	

	LOW	place at school for all FSM students work effectively to deliver attainment in line with or above expectations	<p>and evaluate performance against peers to identify support strategies as applicable</p> <ul style="list-style-type: none"> Develop students' understanding of how poverty can impact everyday life and life chances 	JPR, MG, RT	July 2016	<p>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</p> <ul style="list-style-type: none"> A group of students visit a charity which helps London's poor (e.g. Shelter; Crisis) and report back in assemblies and through form activities. Link in with Geography curriculum 	
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 	

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			
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			
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 	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 	

						curriculum would be restricted for some students (e.g. Applied Business)	
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**Date of next annual Review: April 2016
(J. P. Robinson)**