

**SINGLE EQUALITY ACTION PLAN**  
**4<sup>TH</sup> CYCLE (JULY 2018 – JULY 2021)**

*This Action Plan will be a working 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 Personnel Committee.*

PROTECTED CHARACTERISTIC	PRIORITY	SALIENT ISSUE	ACTION	BY WHO M	BY WHEN	SUCCESS CRITERIA
1. Age	<b>LOW</b>	To monitor the age profile of staff to ensure there is no discrimination of opportunity because of age	<i>No current action envisaged</i>  <i>To be reviewed in June <del>2019</del> 2021</i>	JPR with HN	June 2021	<ul style="list-style-type: none"> <li>Further review undertaken and applicable action taken</li> </ul>
<p>Evidence and Impact</p> <p>Current indications (April 2020) suggest there is no discrimination of opportunity for staff because of age.</p> <p>All staff are expected to make a full contribution to school life, and staff complete a H&amp;S at work form every year which is monitored for issues that may impact on their work, and support / guidance is offered when requested and is reasonably possible for the school to address (NB issues may relate to any characteristic, not just age-related issues and conditions).</p> <p>Leadership / Management opportunities and roles are based on merit not on age. Older and younger members of staff hold leadership positions in the school in teaching and non-teaching capacities.</p>						
2. Disability	<b>HIGH</b>	To ensure that the needs of students with SEND are reasonably met	1. To formulate specific targets from the EQUIA in 2017 re whole staff training and restructuring of the SEND department	AW	July 2019  Ongoing in 2019-2020	<ul style="list-style-type: none"> <li>Targets established and agreed in light of the EQUIA in 2017 and this action plan updated as a result</li> <li>Whole staff training in aspects of SEND, SEND data, T&amp;L tips online and through weekly Staff Briefings</li> </ul>

						<ul style="list-style-type: none"> <li>• Staff inset offered in 2020 to support profoundly deaf students</li> <li>• Updated arrangements for MFL public listening exams (extra time through slower speed playback)</li> <li>• Use the TSA as a vehicle for sharing good practice and developing expertise among SENCOs and TAs</li> <li>• Incorporating disability issues in the new SRE framework and SoWs for DAOS</li> </ul>
<p><b>Evidence and Impact</b></p> <p>Whole school staff inset on Autism Level 1 training in Spring 2019.</p> <p>SEND issues formed a key part of staff briefings in the autumn term 2018 and throughout 2019-2020 academic year (see weekly bulletins).</p> <p>An autism assembly was also presented to all students by AW in April 2019 assemblies.</p> <p>SENCO Forum set up across the Alliance to help develop expertise and share good practice across schools in our alliance network. First meeting in spring 2019, second planned for spring 2020 (postponed due to coronavirus outbreak)</p> <p>Additionally, students with physical disability were consulted on by Head and contractors during the building works, and all new buildings are, of course, fully accessible.</p> <p>Teaching staff lunchtime inset on supporting three profoundly deaf students at school (spring term 2020) with Q&amp;A. Greater understanding of experience of deaf students, using microphones effectively, tips and good practice for T-talk and group work, managing noise in the classroom, and better use of audio-visual teaching materials with deaf students.</p> <p>Development of lessons and resources for new SRE teaching from September 2021. (See SoW – e.g. Physical Health strand)</p>						
3. Gender	<b>MEDIUM</b>	To develop an effective T&L approach for EFT to address gender	1. To develop materials for an EFT unit that addresses gender	KSW with JPR	April 2019	<ul style="list-style-type: none"> <li>• EFT programme updated</li> <li>• Evidence from bullying statistics to show reduction over time in incidents</li> </ul>

		putdowns between some students at KS3	putdowns specifically 2. To deliver EFT anti-bullying and harassment materials across all KS3 year groups 3. To analyse statistics relating to bullying over time		September 2020  July 2019 and July 2020 (pushed back to November 2020)	<ul style="list-style-type: none"> <li>• Student feedback</li> <li>• New SRE curriculum developed to promote gender equality, and respect for women and girls in particular around consent</li> <li>• TSA event for celebrating Women in Education</li> <li>• TSA conference and workshops on unconscious bias (particularly around gender)</li> </ul>
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#### Evidence and Impact

EFT covered discussions around gender victimisation and this was followed up in Year assemblies in KS3 and KS4 in the autumn term.

No recorded incidents of gender-based bullying between Sept. 2018 and March 21st 2019.

Some departments have been looking into boy/girl uptake of their subject and some have adapted curriculum content in the lower school to broaden appeal (subjects that have been looking at gender balance include Maths, Physics, English, and MFL). PE has also offered mixed gender inter-form competitions based on student feedback (e.g. mixed football in March) and broadened range of sports girls play at KS3.

Good role models in departments: e.g. female physics teachers, male MFL and English teachers.

LGBT History Club have led assemblies on gender identity to promote understanding and tolerance.

TSA Celebrating Women in Education event in summer 2019. Key note speakers from CCT and world of athletics, followed by two workshops: one for school leaders and teachers, and one for sixth form girls which focused on aspiration and breaking the glass ceiling. Plans are underway to follow up with another conference in 2020 and include workshops to educate 6<sup>th</sup> form boys on feminism, however they are currently postponed due to coronavirus outbreak.

Development of lessons and resources for new SRE teaching from September 2021.

TSA conference and workshops planned to tackle unconscious bias. Two strands: in recruitment issues / HR on the one hand, and in marking, feedback and T&L in the classroom on the other hand. (This event planned for June 2020 has been postponed to November 2020 due to coronavirus outbreak).

4. Marriage and Civil Partnership	<b>LOW</b>	To continue to make sure students have an awareness of the changing nature of family structure in society, as delivered across the curriculum, including through EFT and Learning for Life (from Sept. 2020)	<ul style="list-style-type: none"> <li>Develop age appropriate resources for the new RSE programme 'Learning for Life' for September 2020</li> </ul>	All staff	May 2021	<ul style="list-style-type: none"> <li>New RSE SoW and lesson plans with resources for all years 7-11, ready for teaching from September 2020.</li> </ul>
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#### Evidence and Impact

Relationships education in EFT looks at age-appropriate material re family structures, identity, communication in the family, gender, and sexuality. (up to July 2020).

Changes in family structure, modern families, and topic-specific vocabulary are covered in MFL at all key stages. Business Studies looks at the Equality Act as a legal framework for businesses at a more general level. In Geography, patriarchy is looked at as part of the wider topic of International Development and gender equality. In Psychology, the social sensitivity topic includes the role of the father in childhood attachment and whether working mothers affect child attachment and examines cultural differences in that development.

Lesson plans are being developed by staff ready to deliver the new RSE curriculum from September 2020 with accompanying resources in line with the SoW written by the strand leads.

5. Pregnancy and Maternity	<b>LOW</b>	To keep current provision for managing reasonable adjustments for pregnancy, and maternity (& paternity) maintain under review to	<p><i>No current action envisaged</i></p> <p><i>To be reviewed in June 2021</i></p>	JPR & HR Dept.	June 2021	<ul style="list-style-type: none"> <li>Further review undertaken and applicable action taken</li> </ul>
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		ensure current systems are working effectively				
Evidence and Impact						
The school is currently able to manage maternity cover well and has been able provide adequate staffing this academic year (6 maternity leaves in 2018/19, with another just around the corner). In 2019/20 there have been 6 maternity and paternity leaves which has been effectively managed and covered with some slight overstaffing in Science, for example, which the school has been able to plan for.						
6. Race and Ethnicity	<b>HIGH</b>	To develop an understanding and effective ways of seeking resolution after instances of racial bullying and / or harassment (in light of the EQUIA of Bullying and Harassment Policy) [NB <i>The action re 'resolution' in the EQUIA refers to all instances of bullying, but this SEP action plan will focus on this protected characteristic as a case study</i> ]	<ol style="list-style-type: none"> <li>1. To look into the literature around 'resolution' and examples of good practice</li> <li>2. To develop a resolution strategy or series of strategies for use at DAOS</li> </ol>	DM with Pastoral Team, HN and HoDs	July 2019 <b>Review again in May 2021</b>	<ul style="list-style-type: none"> <li>• 'Resolution' concept understood and embedded in systems at the school as part of the process for handling bullying incidents</li> <li>• A strategy or strategies in place and training offered to staff</li> </ul>
Evidence and Impact						
Prevention and Awareness Raising:						
Student-led assemblies in spring term on racial bullying and use of the N-word.						

Promoting an understanding of regional cultures through music presentations (e.g. Yr11 accordion player of Irish folk music delivered assemblies; 6th form debates on European identity / Brexit-related issues).

AN organised a special event for all year groups on tackling racism in sport under the banner of 'Kick it out!'

Encourage staff to read 'When Adults Change, Everything Changes' and adapt their language and practice around behaviour management in all areas (not just tackling racial bullying) accordingly and consistently. This approach was backed up by staff training delivered by HN.

Senior Team of students delivered assemblies on ethnic diversity during Black History Month.

Racism, integration and immigration is a major theme of the Yr13 curriculum for all MFL students in all MFL.

7. Religion and Belief	<b>LOW</b>	To continue to develop diversity of visibility and tolerance towards different faiths and to continue to challenge extremist views (re the Prevent Duty) as a result of the EQUIA of the Moral and Spirituality Policy	<ol style="list-style-type: none"> <li>To continue to identify and, as appropriate, challenge extreme or radical hateful views that may incite violence</li> <li>To explore establishing more faith groups (such as the popular Christian Union) according to need and interest of the students and led by them with support from a member of staff</li> </ol>	JPR, JJ, ER et al. (tbc)	July 2019  To be reviewed again in May 2021	<ul style="list-style-type: none"> <li>Assemblies promoting understanding and tolerance of different faiths and views</li> <li>EFT to incorporate discussions on relevant current affairs news items</li> <li>Analysis of recorded incidents of extremism and action taken and impact of action taken</li> <li>Working with the Senior Team and Student Council to identify need and opportunities for faith groups, or a similar forum</li> <li>Developing new RSE resources for teaching from September 2020</li> </ul>
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**Evidence and Impact**

In EFT the issues around tolerance in faith and understanding of faith perspectives is covered in Yr8 summer term in the Equality and Diversity unit. (Until July 2020)

All staff have had CP/Prevent training in this academic year with PP (records on file).

Different faiths are explored at KS3 in RS to combat ignorance and encourage understanding of others. Similar themes are also explored in MFL at KS4 where religious festivals and celebrations in different countries and across different religions are learnt about, and at A Level religious perspectives and state responses to religious hatred are studied in depth.

All staff are involved in the development of new resources and lesson plans to teach the new Learning for Life programme from September 2020, content will include grooming, radicalisation, Prevent, religious perspectives on relationships, sex and family structures.

8. Sexuality and Sexual Identity	<b>MEDIUM</b>	To develop an effective T&L approach for EFT to address homophobic and transphobic language between students at KS3	<ol style="list-style-type: none"> <li>1. To develop materials for EFT units that address gender putdowns specifically</li> <li>2. To deliver EFT anti-bullying and harassment materials across all KS3 year groups</li> <li>3. To analyse statistics relating to bullying over time</li> </ol>	KSW and JPR	April 2019	<ul style="list-style-type: none"> <li>• EFT programme updated</li> <li>• Evidence from bullying statistics to show reduction over time in incidents</li> <li>• Student feedback</li> </ul>
	<b>LOW</b>	To renew Stonewall Champions annual membership and engage with the Education for All (EfA) Conference	<ol style="list-style-type: none"> <li>1. To renew Stonewall Champions Membership</li> <li>2. To attend EfA Conference with student representatives</li> </ol>	JPR	Spring 2019	<ul style="list-style-type: none"> <li>• Stonewall Champions membership renewed</li> <li>• Students and staff attend EfA conference and deliver an assembly to all students about the experience and raise the profile of LGBTQ issues</li> <li>• Staff briefing minutes</li> </ul>

	<b>LOW</b>	To further raise the profile of the school's LGBTQ Group	1. To raise the profile of the LGBTQ Group among the staff and students through form times, staff briefings and assemblies, and/or relevant events in school	DL and Sixth Formers who run the LGBTQ Group	<del>Sept. 2018</del> Sept. 2019 (temporarily postponed in order to prioritise gender, PP and tackling racism in 2018/19)	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Form time notices</li> <li>• Advertising the group around the school in year areas</li> </ul>
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**Evidence and Impact**

All staff working on developing lesson plans and resources for the new Learning for Life (RSE) curriculum for teaching from September 2020 in the 'Sex and Relationships' strand.

Specific assemblies and form time discussions with all lower school years, looking at gender bullying and name calling. Reduction in gender putdowns and incidences of gender bullying noted. (See Gender section above).

Stonewall Champions membership renewed.

Stonewall non-uniform day (2019).

RS and MFL coverage of non-heteronormative family structures and gender identity in KS3 curriculum.



Evidence from bullying statistics, evidence/impact of LGBT History Club, any data on support for students going through gender identity issues? – To be gathered and analysed once school re-opens fully from coronavirus crisis.

<p>9. Social and Economic Classification</p>	<p><b>HIGH</b></p>	<p>To examine the effectiveness of the systems put in place to support PP and PP+ students' progress</p>	<p>1. Obtain data on PP and PP+ academic progress and discuss effectiveness with relevant stakeholders (i.e. students, parents and key staff)</p>	<p>DM and Pastoral Team, JPR</p>	<p>July 2019</p>	<ul style="list-style-type: none"> <li>• Analysis of reporting data over time and other relevant student data pertaining to PP/PP+</li> <li>• Collaboration with other schools on what works best through the PP Champions' Forum</li> <li>• Unstructured interviews with PP/PP+ students and Pastoral Team</li> <li>• Parental and teacher feedback</li> </ul>
	<p><b>MEDIUM</b></p>	<p>To monitor impact of budget restraint on FSM</p>	<p><i>No current action envisaged</i></p> <p><i>To be reviewed in May 2021</i></p>	<p>JPR</p>	<p>May 2021</p>	<ul style="list-style-type: none"> <li>• Review undertaken and applicable action taken</li> </ul>

Evidence and Impact

Please also refer to evidence of school action presented to Governors through Curriculum committee (01/02/19), but PP gap did close dramatically in 2018 exams (bear in mind that numbers were very small). **Data for 2019 and 2020 to be added,** (NB 2019 already available through curriculum committee papers in spring 2020).

Additional support for PP students has been but in place, including: lunchtime homework club every day, tutoring 1-2-1 with non-form teachers, booster lessons in English and Maths, planned Easter revision classes for GCSE, some departments expecting PP students to attend their revision lessons, PP marking first approach promoted by HN.

**Additional DAOS-specific issues (and supplementary equality strands – as addressed in the S.E.P.)**

10. Communication	<b>HIGH</b>	To engage students in identifying targets for tackling inequality	<ol style="list-style-type: none"> <li>1. Obtain and analyse feedback on Equality and Diversity units in EFT</li> <li>2. Hold focus groups (especially at KS3) for input into this action plan cycle</li> </ol>	JPR	Dec. 2018  Review again in <b>May 2021</b>	<ul style="list-style-type: none"> <li>• Positive feedback on equality units in EFT and impact on positive attitudes towards protected groups. Improvements made to EFT units as appropriate</li> <li>• Additional targets established in this action plan from student consultation</li> </ul>
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**Evidence and Impact**

Please see end of this document for summary of initial feedback from student consultations which will support the generation of future actions – **more year groups will be consulted in autumn 2020 (or as soon as possible once coronavirus status changes)**

11. Equal Pay	<b>LOW</b>	To monitor for any gender pay gap anomaly	1. Do random audit of salary ranges by role and gender (e.g. HoD, Director, Manager, TA)	Human Resources and HN	July 2019 <b>Review again in May 2021</b>	<ul style="list-style-type: none"> <li>Evidence shows that men and women doing the same role are paid within the same salary range</li> <li>Any anomalies are addressed and / or can be explained (e.g. through PM review)</li> </ul>
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Evidence and Impact

**This work is currently being carried out by the Accounts Department and Sandra Huckle (2019). --- JPR Need to review evidence**

12. Flexible Working	<b>LOW</b>	To continue to monitor the effectiveness of flexible hours where appropriate	<ol style="list-style-type: none"> <li>Record and compare with 2016 data number of split classes</li> <li>Record and compare with 2016 data percentage of teaching staff who are part time</li> <li>Record and compare with 2016 data number of teachers teaching their second subject</li> </ol>	JPR, MPJ, KA	July 2020 <b>Postponed to 2021</b>	<ul style="list-style-type: none"> <li>Flexible working continues to be managed well and minimizes potential negative impact on T&amp;L and maximizes efficient use of human resources in teaching</li> </ul>
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Evidence and Impact

**Evidence will be gathered and analysed in 2020/21 academic year after coronavirus has abated.**

**NB Flexible working arrangements continue to be in place for male and female staff with childcare concerns. And during the coronavirus outbreak before and during school partial closure the school led by SLT are working hard to ensure education for all students can continue. The impact of remote learning and support for key worker children will not be felt yet, but there are positive signs being fed back to the school from parents and teachers and SLT.**

13. Effectiveness of whole-school policies	<b>HIGH</b>	To ensure that whole-school policies have a positive impact on equal opportunities	<ol style="list-style-type: none"> <li>1. Undertake a second review of EQUIA undertaken in 2017-18 with regards to progress towards meeting targets set</li> <li>2. Undertake initial EQUIA on the following whole-school policies: 7. Library; 14. Staff Development; 15. Health, Sex and Relationships</li> </ol>	JPR with staff resp. for each policy	July and autumn of 2019  To be reviewed again in May 2021	<ul style="list-style-type: none"> <li>• Evidence towards meeting targets of prior EQUIA is recorded and assessed for effectiveness</li> <li>• New EQUIAs identify targets for further development of equal opportunities across the school</li> </ul>
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Evidence and Impact

To do in May 2021- particularly with a review of SoW and statements of intent across all departments and with regard to new RSE curriculum ('Learning for Life')

14. Tackling Unconscious Bias	<b>MEDIUM</b>	To aim to ensure that there is no unconscious bias in (a) recruitment practices and (b) marking and feedback to students	<p>First Year:</p> <ol style="list-style-type: none"> <li>1. Begin to explore unconscious bias: staff training</li> <li>2. Establish a working group to look at unconscious bias in recruitment and in marking / feedback</li> </ol>	JPR et al. (tbc)	July 2019	<ul style="list-style-type: none"> <li>• Staff training undertaken on unconscious bias and cascaded through the school through inset opportunities</li> <li>• Working group established to review current recruitment practices and identify any aspects where unconscious bias could present itself and suggest recommendations</li> <li>• Working group also explores ways to trial marking and feedback practices that avoid / minimize unconscious bias</li> </ul>
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## Evidence and Impact

TSA conference and workshops planned to tackle unconscious bias. Two strands: in recruitment issues / HR on the one hand, and in marking, feedback and T&L in the classroom on the other hand. (This event planned for June 2020 has been postponed to November 2020 due to coronavirus outbreak).

**Date of next annual Review: May 2021**  
**(J. P. Robinson)**

### Relating to Action Point 5 (Above)

Student Feedback on Equal Opportunities at DAOS (Spring 2019) to Inform Future Planning:

Year Group	What the School does well	Challenges to consider
8	<ul style="list-style-type: none"><li>- Pastoral team is quick to respond to issues raised</li><li>- Tackling racism (through EFT, assemblies, responsiveness to complains)</li><li>- Generally tolerant place to study</li><li>- RS rooms open at lunch time for prayer for different faiths</li><li>- Sporting opportunities broadened for all (Yr8 mixed football, rugby and Hockey trips open to all abilities – not just top teams)</li><li>- School comes down tough on racism and sexism</li><li>- New Yr10 Girls' Leadership group for all female students</li><li>- Relationships education in Yr7 was very inclusive</li><li>- Availability of pastoral team and form tutors to support and intervene in issues, and supportive older students we can talk with</li><li>- School welcomes all</li><li>- Wide range of opportunities across many disciplines (students highlighted Music and PE as accepting of students of different abilities)</li></ul>	<ul style="list-style-type: none"><li>- Removal of graffiti in parts of the school (around PE?)</li><li>- Challenging offensive language in playground fights</li><li>- Boys' hockey team would be good</li><li>- Opportunity for boys to do dance in PE</li><li>- Tackling homophobic / bi- and transphobic language (seems to be on the increase again)</li><li>- Sometimes perception that pastoral team believes the person first making an allegation more than people who are subsequently questioned</li><li>- Would welcome more education around fake news and social media which foments racism (suggested theme for an assembly)</li><li>- More education around building resilience to the realities of life and not taking offence at everything you personally disagree with</li></ul> <p>Many of the above challenges have been addressed and acted on by the school (see details action plan above).</p>

9	<ul style="list-style-type: none"> <li>- Religious food requirements have been met (several students mentioned this)</li> <li>- Everyone has opportunity to engage in extracurricular activities of many kinds (regularly mentioned)</li> <li>- Really good equality re gender and disability (mentioned several times)</li> <li>- Lunch queue timings change each day, so different year groups get chance to be first (several students mentioned this)</li> <li>- LGBTQ History Club</li> <li>- Availability of prayer rooms at lunch time</li> <li>- Good wheelchair access</li> <li>- Teachers giving everyone equal amount of attention (perception of some students)</li> <li>- Science Ambassadors to promote science to all students</li> <li>- More equality in sports offerings now</li> <li>- Equality issues tackled in assemblies</li> <li>- BME representation on staff</li> <li>- Recognition of Black History Month</li> <li>- Debate Club to promote informed opinions and respectful conversations</li> </ul>	<ul style="list-style-type: none"> <li>- Uniform (unspecified details)</li> <li>- More clubs (unspecified as yet)</li> <li>- Girls' basketball team would be good</li> <li>- Uniform made non-binary, more fluid, or same for boys and girls (suits for everyone?)</li> <li>- More vegetarian options at break</li> <li>- More LGBTQ support – a Pride day?</li> <li>- Fair access to Maths Challenge. Some sets aren't even invited to participate</li> <li>- Proper elections for school council (i.e. lower school participation in choosing)</li> <li>- Less sexism from teaching staff (unqualified remarks)</li> <li>- Same sports clubs for boys and girls (seems to link to basketball issue, but also more girls' rugby and football)</li> <li>- Annual whole-school referendums to agree some whole-school decisions</li> </ul> <p>Some of the challenges raised by Yr9 have been acted on and plans are underway to address gender bias, for example, and the school is changing the way students have a voice, and the new House structure is also having a positive impact on inclusion and engagement of all students.</p>
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