





STRATEGIC EQUALITY PLAN FOR DEAN TRUST SCHOOLS

Dean Trust Ardwick

The Dean Trust
Dean Trust Ardwick

**Strategic Equality Plan
2020 – 2023**

Strategic Equality Plan agreed by Trust Board Governors:

.....   **(Signed by Chair)**

..... 11th January 2021 **Date**

Scheme due for review: September 2023

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1. Our Distinctive Character, Purpose and Aims

Dean Trust Ardwick's Core Purpose:

Empowering all pupils to find their purpose and thrive as citizens of the world *by* providing pupils with a curriculum which exposes them to powerful knowledge, places them on an ambitious pathway and develops the character traits needed to seize the opportunities that exists.

This is enabled and underpinned by our culture and climate.

The school aims to:

- Help pupils to achieve their full academic potential.
- Help pupils to acquire knowledge and skills relevant to adult life, employment and leisure in a fast changing world.
- Help pupils to be literate and numerate.
- Encourage the principles of common sense and courtesy and to develop a respect for other people and their property.
- Help and encourage all concerned to maintain the school's good reputation.
- Create a happy and stable environment in which learning can take place.
- Help pupils to develop:
 - a) lively, enquiring minds;
 - b) the ability to question and argue rationally;
 - c) the ability to apply themselves to tasks and physical skills.
- Help pupils to understand the effect of human activities on the environment.
- Help pupils understand and respect the world in which they live and the interdependence of individuals, groups of people and nations.
- Help pupils develop sensitivity, empathy, tolerance, self-control, sympathy and an understanding of others.
- Prepare pupils for future economic roles as producers, consumers and citizens.
- Help pupils contribute to an industrialised and highly technological society.
- Help pupils to understand enterprise, wealth creation and entrepreneurial skills.
- Help pupils to develop an interest in their own good health and physical and mental well-being and acquire the skills to make positive choices and decisions throughout their lives.
- Increase pupils' awareness of the wide variety of religious and cultural experiences, beliefs and practices to be found in the world so that they may develop an awareness and understanding of their own beliefs and respect the rights and values of others.
- Offer pupils equality of opportunity in learning, regardless of gender or special educational needs.
- Combat racial discrimination and prejudice.

1.1 Trust Values

At the Dean Trust, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

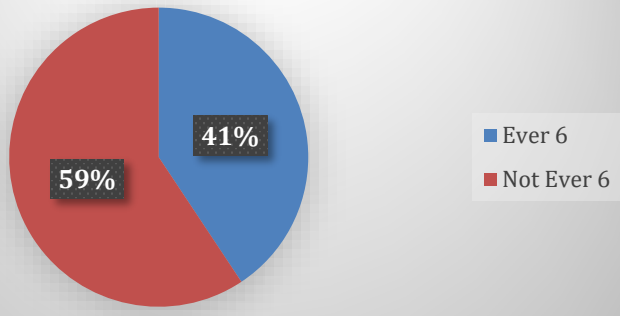
The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At the Dean Trust, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our School

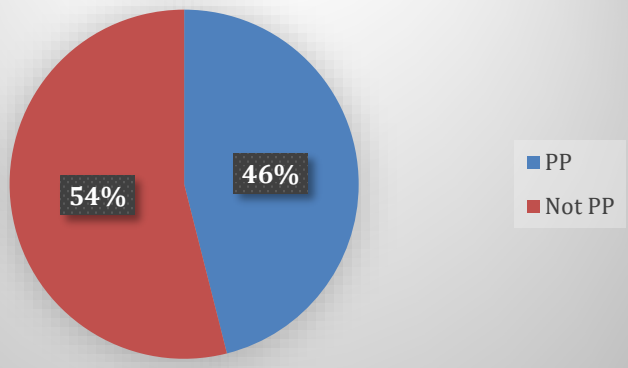
Dean Trust Ardwick is a secondary school with approximately 1280 pupils on roll of ages 11-16. Dean Trust Ardwick serves the community of Ardwick and Longsight; two wards just outside the city centre of Manchester. These wards experience higher than average levels of economic deprivation. We have a high level of pupils eligible for the Pupil Premium compared to the national average. FSM6 is 41% of the school cohort. The school is in the highest percentile nationally for ethnic minority pupils, with 95% of the cohort being non-White British. Pupils receiving SEND support, 15%, is also higher than the national average from the January 2020 census. The average attainment on entry to the school from KS2 is below the national average. Reading ages on entry are often lower than the national average.

The school has just seen its first KS4 data results although this was done through the CAGs system. Dean Trust Ardwick is an oversubscribed school and has a high number of year 6 pupils, from across the city, making it their first choice. Dean Trust Ardwick is a thriving and ambitious community. Leaders within the school and the trust are continuing to develop the school and build upon its success.

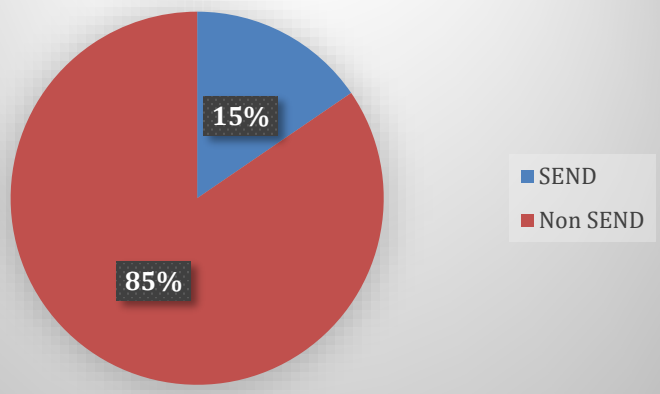
FSM Ever 6



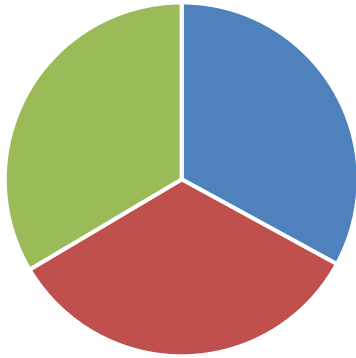
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SEND

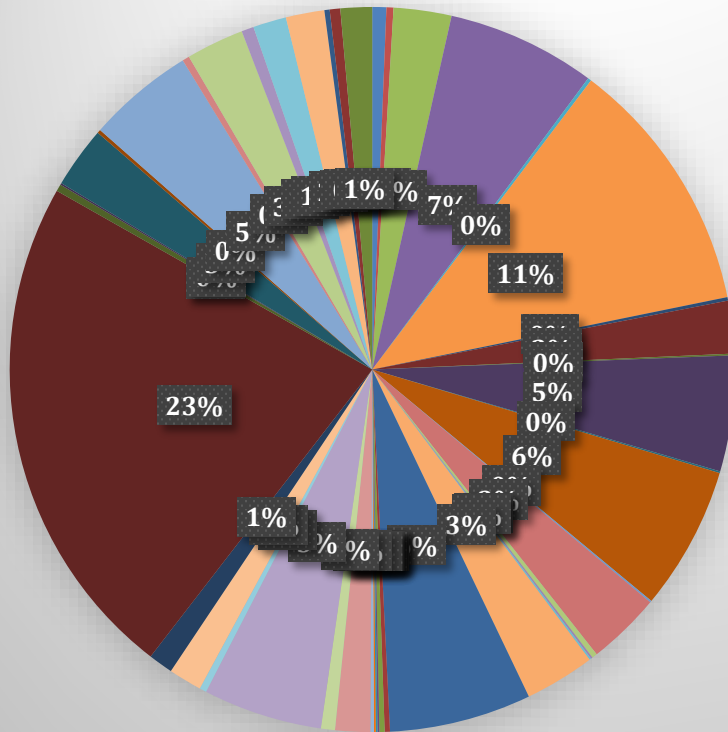


KS2 Data Averages



■ Reading Average ■ Maths Average ■ Total Average

Ethnicity



- Afghan
- African Asian
- Arab
- Asian and any other ethnic group
- Asian and Black
- Bangladeshi
- Black - Ghanaian
- Black - Nigerian
- Black - Sierra Leonian
- Black - Somali
- Black - Sudanese
- Black and any other ethnic group
- Black and Chinese
- Black Caribbean
- Chinese + any other ethnic group
- Gypsy/Roma

1.3 Mainstreaming Equality into Policy and Practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents/carers in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

1.4 Setting our Equality Objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their age, race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means:

- a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our SEP and Equality Objectives are set in the light of:

- The regional equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. Gaps in attainment and achievement for the following cohorts;
- Disadvantaged pupils Male and Female pupils;
- Special Educational Needs and Disability Pupils.

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment and achievement gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP); promote community cohesion.

Our School Equality Objectives are set out in **Section 5 (p.12) and Appendix 2**.

2. Responsibilities

2.1 Governing Body

The Trust board and the governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and staff, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child or staff member is discriminated against whilst in our school.

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Trust/ Authority and school policies
- ensuring that all staff are aware of their role in ensuring equality.

2.3 Staff – Teaching and Non-Teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

3. Information gathering and Engagement

3.1 Purpose and Process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of Information Gathered

The wide range of information is gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and achievement data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equality duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely considered when we set priorities.

Support from the Trust Board and Governing Body Parent questionnaires and feedback

Pupil voice activities and School Council Feedback

Involvement with Community groups

Work with our local Primary schools e.g. supporting and sponsoring events and offering Primary engagement/opportunities to work with Dean Trust Ardwick

Representation at SEND forums within the local community

Representation at Looked After Children forums

Working closely with Manchester LEA on attendance support/admissions support and guidance

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

- 1. Working to reduce gaps for protected groups within our school for achievement, achievement and attendance.*
- 2. Ensuring that all pupils irrespective of their needs have full access to all areas of school life.*
- 3. Reduce Identity based name calling within the school.*

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Improvement Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and when the school is inspected.

6. Publication and Reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected is used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the Trust, school or local authority. Such information is stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2022.

The Dean Trust Schools

Strategic Equality Plan 2020 – 2023
Dean Trust Ardwick

Appendices

APPENDIX 1

Regional Equality Objectives North West

- 1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data** National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non- disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.
- 2. Implement Government Bullying Guidance and reduce Identity based bullying in schools**
Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.
- 3. Reduce gaps in levels of attendance between different protected groups as identified in local data**
Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.
- 4. Reduce the number of NEETs**
The North West has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group within England. Being NEET is a major disadvantage to young people.
- 5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.** Headteachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.
- 6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**
None statutory guidance on the Public Sector Equality Duties states that all Schools must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors. An example of this is the may be the Channel – Safeguarding Vulnerable People from Being Drawn into Terrorism for staff.

APPENDIX 2

School Equality Objectives and Action Plan

Equality Objective 1. To reduce gaps in attainment for pupils between those with protected characteristics against those with none: SEND				
Our Research: Identified gaps between the performance of SEND pupils at the school compared to non-SEND at KS3 and KS4.				
Information from Engagement: Senior member of staff with responsibility for KS4 outcomes and a further senior member of staff who will track the progress of identified groups. SEND awareness is improving across the school due to the widening of the Inclusion department and acquisition of a Deputy SENCO. Further appointments of LSAs from September 2020.				
Data Development: <ul style="list-style-type: none"> • Audit of SEND performance across individual year groups and whole school to identify trends. • Complete a Training Needs Analysis of LSAs on how to support pupils with SEND in order to maximise progress in lessons. • Working relationship between Inclusion and teaching staff to improve focusing on the needs of the child. • Middle leadership development to challenge underperformance within the faculty of SEND pupils. • Frequent pupil and parent voice sought. 				
This objective will be judged to be successful if... <ul style="list-style-type: none"> • The performance gap between disadvantaged pupils and the non-disadvantaged pupils diminishes. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Head of Year to lead in data analysis of attendance, attainment and progress.	CAD	October 20	Ongoing
1.2	Collect and analyse data at each assessment window for SEND across whole school.	SAW KIM REB	October 20	Ongoing
1.3	Develop the use of LSAs following the EEF guidance.	REB HAY KIM	October 2020	July 2022

Equality Objective 2.

Ensuring that all pupils irrespective of their needs have full access to all areas of school life.

Our Research:

The school is acquiring more students who have a registered disability such as VI pupils. As the number of pupils grow within the school with disabilities, how can we ensure that we have a universal offer ensuring there are opportunities for pupils with this protected characteristic to be included; Specifically looking at enrichment and further personal development opportunities that are part of a pupils 'Journey' through the school. What adjustments are needed to practises to ensure fairness and access.

Information from Engagement:

Staff who are responsible for trips, Duke of Edinburgh, Leadership roles have ensured that pupils with these protected characteristics have had the opportunities to participate.

Pupils with disabilities and disorders will need to have plans developed to ensure participation and are not disadvantaged.

Improvement of Mental Health and wellbeing is a focus for school welfare team.

Data Development:

- New school building to be included in disability access plan.
- Equality impact assessment to be completed as part of strategy development within enrichment programme.
- Pupil voice to be captured from pupils with protected characteristics on the school offer.
- Tracking of pupils with protected characteristics participation in the wider life of the school.
- Pupils accessing information and interventions (school nurse, therapeutic services) to be tracked and measured.

This objective will be judged to be successful if:

- Child satisfaction survey over 95%
- Sign up to extra-curricular by students with physically disability increase

Actions:

	Description	Responsibility	Start date	End date
1.1	Audit of the school offer for uptake for pupils with disabilities and / or disorders	SEND Faculty	November 2020	November 2021
1.2	Analysis of accessibility of offer to all recognised impairments within the school community	KIM, LIH	November 2020	July 2021
1.3	Child satisfaction data collection at various points and action plan established	LIH, RAM, Year Teams	December 2020	December 2021

Equality Objective 3

Reduce Identity based name calling within the school

Our Research:

2019-2020 log shows an increase in name calling logs towards children within school who have protected characteristics.

Information from Engagement:

Elements of the PSHCE curriculum and dedicated specific areas of focus; Anti-Bullying etc., designed to promote inclusion and equality. Anti-bullying policy updates.
Safeguarding policy updates to include Peer-on-Peer abuse.
Staff reporting procedures clarified and therefore numbers of reports are increasing.
Accomplished elements of the award from the Proud Trust and Rights Respecting School Award.

Data Development:

Data report produced each half term and shared with year teams, and pupils themselves.
Data to detail specific groups identified as victims and perpetrators.
Pupil voice data to be captured more effectively.
Curriculum development via character Education and RSHE.

This objective will be judged to be successful if...

- Reported name calling is diminished.

Actions:

	Description	Responsibility	Start date	End date
1.1	Analysis of trends across school and individual year group with targeted interventions.	Year Team, LIH, CAD	October 2020	October 2021
1.2	Link name calling to areas of character development: Empathy and restorative practices across the curriculum.	Year Team, HOF, LIH	December 2020	Ongoing
1.3	Increase the range of opportunities for pupils to engage with external educator providers on race, religion, gender and LGBTQ+	PHB, LIH	December 2020	Dec 2021