



## **EQUALITY OBJECTIVES 2021-2025**

“Everyone is entitled to be treated fairly and without discrimination in every aspect of school life...”

“We respect the equal human rights of all members of the community...”

“We recognise the diversity amongst the people of our school, city, country and world and seek to learn about and celebrate difference...”

“We will ensure that our students understand British Values and how these impact on our daily lives”

Overarching aim:

To provide opportunities for all members of the school to learn about the discrimination experienced by different people and its impact on their lives; to reflect on and enact ways in which individuals can contribute to creating a safer, more respectful and more equal environment for all and to celebrate the positive impact of a diverse society.

Action Plan Aims	Actions/Tasks	Lead Staff
<b>1. Ensure that all progress/attitudinal analysis and intervention planning carefully considers all groups including: *(gender, disadvantaged, SEND, BAME, EAL) and that any progress gaps are swiftly addressed</b>	<ul style="list-style-type: none"> <li>• PGAP data is broken down into groups to allow staff to review and plan for intervention (and celebration) as required</li> <li>• Reflection/review of exam results to include analysis of all groups</li> <li>• PASS survey data to include a full review of all identified groups</li> </ul>	KEY, HoA, WIJ
<b>2. Ensure that attendance for all student groups (see above*) is at least as good as the national average, and ideally better/improving</b>	<ul style="list-style-type: none"> <li>• Routine comparative data analysis reviews attendance metrics for all groups</li> <li>• Interventions and support plans are agreed for individual students with external agency involvement utilised as required</li> <li>• Develop greater parental engagement to support improvement</li> </ul>	WIJ, HoA, A. Ives
<b>3. EAL students (including in year admissions/new arrivals to the UK) receive targeted support to ensure a successful transition into their learning at Springfield</b>	<ul style="list-style-type: none"> <li>• Agency support is sought from Portsmouth Ethnic Minority Achievement Service (EMAS) via an ongoing service level agreement</li> <li>• School SEND team develop a targeted package of individual support as required</li> <li>• Ongoing training of all staff to enable them to meet effectively the pastoral and learning needs of students with EAL</li> </ul>	EMAS SEND/DET HoA, BRG

<p><b>4. Support the initiatives to raise the profile of the anti-bullying (including peer on peer abuse) work of the school via lessons, tutor time, the PDL programme, Student Voice and COPs involving city wide issues.</b></p>	<ul style="list-style-type: none"> <li>• Procure and administer the GL PASS survey - Use the results analysis to gather further information and support initiatives which create a more inclusive and equal school</li> <li>• Further targeted input built into the tutor/RSE/PDL programme</li> <li>• Restorative/relational approaches work used to explore feelings and help students to understand the impact of their actions</li> <li>• Utilise <a href="http://www.girlsonboard.com">www.girlsonboard.com</a> resources and support to improve relationships between groups</li> <li>• Pastoral/educative interventions to address incidents of discrimination/prejudice and support attitudinal</li> <li>• Promotion of related work to the wider community, including parents e.g. through Springfield News</li> </ul>	<p>BUN, WIJ, HoA</p>
<p><b>5. Mark the national or international recognition of key world issues with at least one activity such as display, assembly, project or visitors to raise pupil's awareness. For example: Black History Month, International Women's Day, Holocaust Memorial Day.</b></p>	<ul style="list-style-type: none"> <li>• Regular assembly/curriculum themes throughout the year; assemblies are flexible to reflect world events. Visitors to present the assembly and if possible stay and work with selected subject area or targeted pupils</li> <li>• Themes mapped into PDL offer to ensure coverage and high profile</li> <li>• Guests to work with pupils and teachers in appropriate curriculum areas e.g. History</li> <li>• Student voice groups to identify areas/events of interest and plan/deliver assemblies/activities with support</li> </ul>	<p>BUN, WIJ, JAN</p>
<p><b>6. Provide access to and resources for individuals, groups, subject areas to follow up their interests and/or commitment to particular issues and provide the necessary support and recognition within school</b></p>	<ul style="list-style-type: none"> <li>• E.g. Focus group project sexuality, prejudicial language, gender, vegan/vegetarianism</li> <li>• Faith groups are represented via student voice</li> <li>• Those who require it have access to prayer space</li> <li>• Signposting to local organisations e.g. through Springfield News and assemblies</li> <li>• Staff actively seek opportunities to promote inclusion and celebrate diversity through the extra-curricular offer (as well as formal curriculum)</li> </ul>	<p>BUN</p>
<p><b>7. Include, where possible, direct reference or access to the Equal Opportunities dimension of the world of work, public services and Sport. For example, visitors from charities, government organisations, HR in industry who deal directly with equality issues</b></p>	<ul style="list-style-type: none"> <li>• Continue with 'Girls Network' programme 21-23</li> <li>• Brilliant Club</li> <li>• Ensure RSHE curriculum updated annually to ensure relevance and response to contemporary themes</li> <li>• Develop a 'one stop shop' of pod casts on the VLE to access by any pupil as necessary on SRE related issues</li> <li>• PE department offer a wide range of experiences related to equal opportunities</li> </ul>	<p>BUN, SNK, WAB, KEY, BRG, LAF, ALJ</p>

<p><b>8. Use Focus Days, new National Curriculum topics and theme weeks etc. to create lively, active sessions that allow pupils to explore their own role in a diverse society</b></p>	<ul style="list-style-type: none"><li>• Plan a cohesive range of annual activities which reflect diversity and support students to explore tolerance and understanding</li><li>• Use themed assemblies as a 'launch pad' for further PDL work</li></ul>	<p>BUN, KEY, WHK</p>
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