

**STRATEGIC EQUALITY PLAN
(SEP)**

2021-2025

DEYES HIGH SCHOOL

COMPLETED: FEBRUARY 2021
INTERIM REVIEW BY: FEBRUARY 2022
FINAL REVIEW DUE: FEBRUARY 2025

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1. Policy Statement:

1.1 Equality Opportunities

We understand “equal opportunities” to describe an environment in which no child or adult is prevented from taking a full part in the life of the school as a result of:

- age
- gender
- physical needs
- behavioural needs
- learning needs
- ethnic background
- religious background
- married status
- civil partnership status
- trans-gender status
- pregnancy and maternity leave
- sex and sexual orientation

At Deyes High School we have a mono-cultural demographic. However, we welcome and seek to share differences and celebrate mutual respect, always striving to inform and enrich our student’s experiences and understanding of equality, diversity and inclusion. We recognise the importance of allowing all our students and their families’ equal access, as far as possible, to the facilities and activities we have to offer. High standards are possible for all and we seek to ensure that our expectations are challenging everyone, whatever their level of intellectual or physical ability, gender, race or religion. We try to extend this welcome to our staff, parents and carers, students and the community. Our students and families may have unequal starting points and may need special attention and provision in order to work with others on a more equal basis. We seek to provide these opportunities and raise awareness within the community of the needs that they have. It is important that we encourage the active involvement of our students and help them to understand their rights as well as the need to respect the rights of others. We actively engage with our community to ensure that prejudice, discrimination and stereotyping are challenged and to provide a harmonious working environment in which everyone feels valued.

1.2 The Aims of the Policy

We aim to:

- Achieve the highest standards of teaching and learning for everyone, irrespective of ethnicity, religious belief, age, gender, sexuality, ability and disability or social background
- Encourage respect for and understanding of the beliefs, doctrines and personal circumstances of individuals
- Involve, as far as possible, representatives from diverse groups within our catchment in school life
- Consider, when defining school policy and procedure, the implications for different groups within our catchment
- Seek to promote the welfare in school of individuals who have specific physical, emotional, learning and religious needs
- Deal swiftly, effectively and firmly with comments and incidents that are detrimental to the well-being of others.

2. Our Distinctive Character, Priorities and Aims

2.1 Deyes vision, mission and values

Vision:

To excel in all that we do so that everyone flourishes and achieves their full potential

Mission:

To realise this vision, we will:

- Place teaching and learning at the centre of all we do.
- Make the process of learning vivid, challenging and enjoyable.
- Determine the needs of every student and set individual targets.
- Encourage students to be active participants on their own learning.
- Focus on the development of the whole child.
- Have high expectations of every member of our school community.
- Celebrate and reward success in all aspects of school life.
- Include everyone and respect difference.
- Live the school's core values.
- Involve everyone in school improvement by informing, listening, valuing and responding.
- Maintain an attractive and well-resourced environment which stimulates and supports teaching and learning.

4G Core Values

Our core values bind our community together and provide us with a common purpose. We believe these values underpin the outstanding achievements of our students and staff. Deyes High School recognises the importance of developing the 'whole child' and our core values reflect the aspirations of all members of our learning community. We believe that future citizens will be defined as much by their values as by their achievements and qualifications. We offer supportive pastoral care that embodies the core values. We provide guidance and a range of experiences designed to nurture our students towards valuing themselves, the school and their community.

Good: See and approach the world to benefit others

Growth: Believing talents and intelligence can be developed through training

Global: Seeing opportunities and thinking 'BIG'

Grit: The power of passion and perseverance

2.2 Unicef Rights Respecting School- Deyes Charter

Deyes High School uses the UNICEF Convention on the Rights of the Child as the basis for the development of this policy. We currently hold the bronze award in recognition of our work in this area. Pupils have identified 6 Articles from the charter to which they wish to give prominence in the school. These are:

1. Article 2: No discrimination
2. Article 3: The best interests of the students
3. Article 12: Respect for the views of the student
4. Article 23: Student with disabilities
5. Article 28 & 29: The right to goals & education
6. Article 31: Leisure, play and culture

Key to this policy are Article 2, 12 and 23.

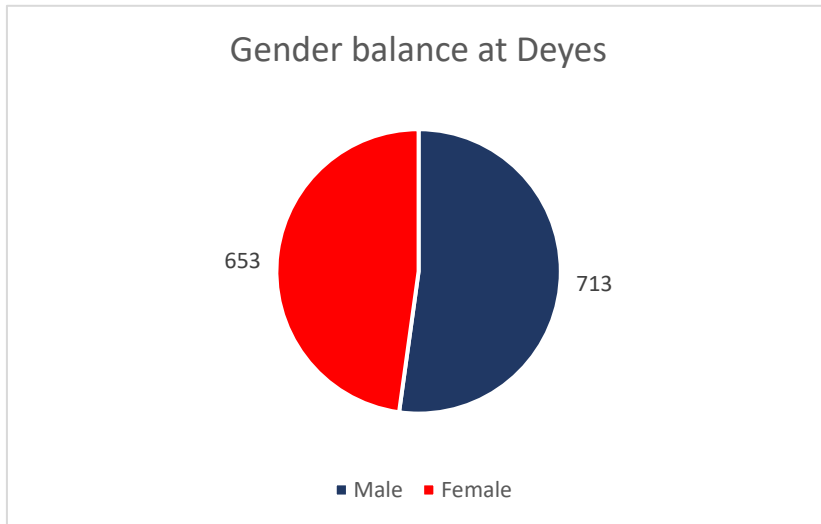
2.3 Characteristics of Deyes High School

Deyes High School is the sponsor school within 'Lydiate Learning Trust'. Currently there are 1366 pupils aged 11 – 18 on roll. Although the immediate vicinity of the school is a relatively affluent area, there are areas of deprivation within the catchment area (10.98% free school meals (150 pupils) and 16.03% Disadvantaged (219 students)). The school lies within the borough of Sefton. The school has a smaller than usual intake of children with SEN, compared to other schools within the borough; 10.76% (147 students) of the Schools current pupils have special needs; 6 pupils with EHCPs of special needs (E) with a further 103 on SEN School support (K). There are 0.37% (5) pupils who are 'looked after' by someone other than their natural parents. Deyes is typically a mono-cultural setting with 97% of students being of a 'white British' ethnic background.

This data was collected from our school census.

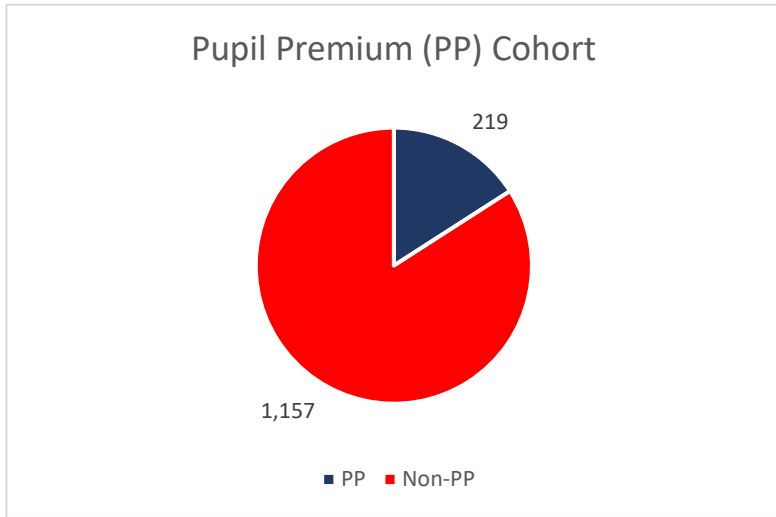
Graph 1.2.1

Pie chart showing the percentage of each gender attending Deyes High School for 2020-21.



Graph 1.2.2

Pie chart showing the percentage of pupils attending Deyes High School for 2020-21 classed as Disadvantaged/PP.



Graph 1.2.3

Pie chart showing the percentage of pupils attending Deyes High School for 2020-21 who are registered as having a special educational need (SEND, either K – SEN support or E-EHCP).

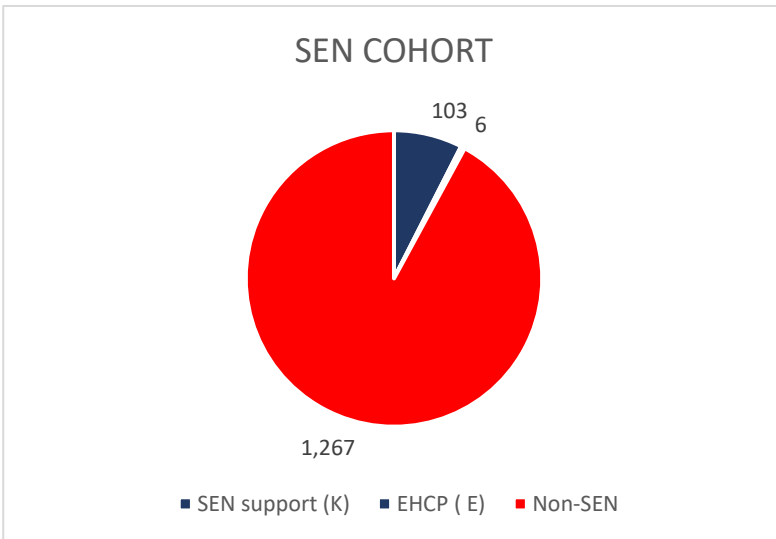


Table 1.2.1

Ethnic breakdown of pupils attending Deyes High School for 2020-21.

White British	1,334
Asian	2
Any other ethnic group	1
Any other white background	9
Indian	1
Pakistani	1
Traveller of Irish Heritage	1
White Irish	1
White & Asian	6
White and Black African	7
White & Black Caribbean	5

3. Deyes Equality Objectives:

The schools chosen equality objectives are:

- 1. To ensure the schools commitment to equality is evident in its strategic development planning, operations, promotion and self-review**
- 2. To promote equality and diversity amongst school stakeholders in order to raise awareness and encourage understanding and contributions from all**
- 3. To achieve inclusivity and cohesion between all student groups, through education, understanding and celebration of different cultures, religions, sexualities and ethnicities**
- 4. To use performance data to monitor student attainment and respond variation between groups of learners. In particular, high ability boys and disadvantaged**
- 5. To ensure all pupils have equal access to the curriculum, free from limitations, discrimination and barriers**
- 6. To improve the levels of attendance across all key stages in line with school attendance targets, responding to variation between groups of learners, as identified by internal and local authority data. In particular, for disadvantaged students, so that they meet or exceed non-disadvantaged**

4. Deyes Equality Acton Plan

4.1 Purpose

The objectives are audited annually at various levels within the organisation including LLT, the Governing body, Senior leaders and middle leaders. Feedback as to success and impact of actions towards objectives are collected from staff, students and parents.

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

The school has relevant action plans covering all relevant protected characteristics, as detailed below. These describe how the school is taking action to fulfil both the general and specific duties in relation to equality and diversity.

The action plans show:

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

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

4.2 Deyes High School: Equality Policy and Action Plan 2021-2025

Equality objective 1: <i>To ensure the schools commitment to equality is evident in its strategic development planning, operations, promotion and self-review</i>				
Our Research: Whilst Deyes' commitment to equality is evident, it also needs to be more visible. The school strategic planning process and key documentation, including policies and curriculum materials, do not all yet clearly and explicitly references and address equality. The school has started to develop a systematic and rigorous process to continually question, challenge and improve their approach and commitment to equality but this can be further refined.				
Success criteria: An annual audit is completed to assess the current position with regards the school's commitment to equality, this shows improvements from the baseline audit data. The school SEP is reviewed and shows progress towards achievement of all 6 equality objectives. By promoting further, the work school leaders have put into addressing equality will be clearer in documents such as the Staff Handbook, minutes from Governors Meetings, SLT meetings, newsletters and marketing materials				
Actions:				
	Description	Responsibility	Target date	Evidenced through
1.1	Ensure school processes and documentation are equality-focused and references are visible	VBE	March 2021	Staff training and annual review of related school policies
1.2	Self-evaluation processes identify how further improvements will be made	SLT JRI	February 2022	SES process, equality and diversity annual audit
1.3	Ensure curriculum materials (both academic and personal development) signpost equality clearly	EGR JRI	July 2021	Quality assurance of curriculum plans, rationales and schemes of learning
1.4	Equality and diversity is threaded through the school strategic marketing plan	VBE/ JRI JYO	September 2021	Annual review of school website, social media platforms and prospectus materials
1.5	Provide inclusive engagement opportunities for the wider school community through outreach with feeder primaries, local residents and local businesses	JRI	September 2021	Feedback from external stakeholders
1.6	Complete successful external reviews which deem equality and diversity provision to be effective	JRI	July 2021	External review judgements and reports
Evidence of progress towards achieving the objective:				
Impact statement:				
Suggested amendments for subsequent years:				

Equality objective 2:

To promote equality and diversity amongst school stakeholders in order to raise awareness and encourage understanding and contributions from all

Our Research:

Although the School's commitment to equality is evident, it is not always visible. By identifying and exemplifying in our work the focus we have on equality and diversity will establish a higher profile for equality issues across all school functions. Increased opportunities for pupils to engage in 'equality and diversity' learning needs to be signposted.

Success criteria:

Equality and diversity issues are signposted in the wider curriculum in school, more clearly evidenced in school publications and staff, pupils, parents and governors are more familiar with our equality stance. The new school website is populated with clear, detailed and informative information regarding equality objectives. All governors complete online or face to face training on equality legislation. All school staff receive resources, advice and training available on equality legislation

Actions:

	Description	Responsibility	Target date	Evidenced through
1.1	Communicate clear and concise mission, aims and core values to all stakeholders through creation of a new Deyes website with a distinct area for 'Equality Objectives'	VBE JRI	February 2021	Annual review of school website, social media platforms and prospectus materials Staff/parent/student voice reports
1.2	Equality objective training for the Deyes Governing body, followed by annual reporting of progress towards the objectives set	JRI	January 2022	Training records Governor minutes Head teachers report Equality and diversity impact report
1.3	Equality objective training for the Deyes staff, opportunities for contributions at department level, followed by annual reporting of progress towards the objectives set	JRI Middle leaders	January 2022	Training records Subject level equality and diversity plans Equality and diversity impact report
1.4	Seek feedback via pupil voice (termly). Specific PV undertaken with SEND pupils to discuss accessibility	JRI HDU	Ongoing	Student voice schedule/report

1.5	Seek parent/carer feedback via Parent Consultation Evenings. Specific PCV undertaken with SEND parent/carers during annual review process	JRI HDU	Ongoing	Parent voice report, SEND annual review case studies
1.6	Promote equality, diversity and inclusive actions across the staff body through adopting flexible working and training for staff to eliminate any unconscious bias in recruitment.	VBE/GLE	Ongoing	Annual LLT recruitment analysis Training records Review of related policies
1.7	Reference to equality and diversity through curriculum documentations (both academic and for personal development), which shows that plans have been carefully made to cater for the needs of all learners and key groups	VBE EG JRI	September 2021	Quality assurance of curriculum documents Systematic subject-based review meetings Deep dive and Faculty review reports External review reports
1.8	A high quality and robust transition process for new students, focusing on equality and diversity (inclusive of enhanced transition for vulnerable individuals/groups such as SEND students)	JRI/HHI	October 2021	Transition offer Student voice/Parent voice

Evidence of progress towards achieving the objective:

Impact statement:

Suggested amendments for subsequent years:

Equality objective 3:

To achieve inclusivity and cohesion between all student groups, through education, understanding and celebration of different cultures, religions, sexualities and ethnicities

Our Research:

Deyes High School is a mono-cultural demographic. We prepare our students for the wider world through our high quality personal development programme. Additional opportunities for more diverse experiences with peers from different cultural and ethnic backgrounds would help to underpin the teaching.

Success criteria:

This objective will be judged to be successful if students recognise, from personal experience, the different forms of discrimination that people experience and reproduce in their closest environment, regardless of the origin country where they come from. As a school, we continue to promote the culture of equality and non-discrimination through education in values of acceptance, respect, equality, solidarity and cooperation which are inherent in any democratic society. Through education, students acquire skills and competencies that help strengthen their social fabric. We successfully promote participation among young people as agents of social change, empowering critical thinking and motivating them to build and participate in social inclusion activities in school and their communities. Pupils display in actions and words that they are fully committed to equality and diversity.

Actions:

	Description	Responsibility	Target date	Evidenced through
1.1	To identify how greater awareness of equality and diversity can be further signposted in the Personal Development curriculum (<i>form time programme, assemblies, SMSC sessions, deep learning days</i>)	JRI SLT Form Tutors	September 2021	Half termly reviews of PD provision (inclusive of staff and student voice) External judgements and feedback Quality assurance data for the PD curriculum
1.2	To provide inclusive opportunities for student leadership and enrichment experiences, in order to develop equality and diversity understanding and capacity across the student body (<i>LGBTQ+, Peer Mentors, trips, extra-curricular clubs</i>)	JRI Year teams Subject teams	July 2022	Student leader records Meeting minutes Termly student leadership reports Personalised pupil pledge passports (plus analysis of achievement data)
1.3	Ensure the personal development programme signposts equality and diversity clearly and teaches explicit ways for all students to be inclusive and develop their character. With a particular focus on discrimination, prejudice, tolerance, acceptance and kindness; underpinned by the school 4G core values	EGR JRI	July 2021	Quality assurance and audit of PD programme Personalised pupil pledge passports (plus analysis of achievement data) Student voice report External judgements and feedback for PD provision

1.4	Strict reporting and monitoring of all instances of bullying, racism and homophobia, in order for interventions and conflict resolution to be provided for these rare occurrences, so that repeat offences are not committed	AAR	Ongoing	Central reporting records Behaviour records; including exclusion data and behaviour data Head teacher/Safeguarding report Staff training records
1.5	Facilitate wider learning experiences, cross-trust or beyond, in order to address the monoculture demographic at Deyes	JRI	July 2022	Personalised pupil pledges and related data analysis Review of personal development programme External judgements and feedback for PD provision Student voice report

Evidence of progress towards achieving the objective:

Impact statement:

Suggested amendments for subsequent years:

Equality objective 4:

To use performance data to monitor student attainment and respond variation between groups of learners. In particular, high ability boys and disadvantaged

Our research:

Impact reports for directed funding and intervention plans identify that current strategies are having a favourable and direct impact on these identified groups of students, but there are still improvements to be made in these areas. Aspirational targets are set for these groups in order to encourage positive progress and high levels of attainment. Classroom teachers provide Adaptive Teaching strategies to try to close the gap between disadvantaged and non-disadvantaged. Tracking of progress at each AP collection date allows for early identification of key individuals who need support to enable personalised intervention.

Success criteria:

This objective will be judged to be successful if the gap being closed or reduced for disadvantaged students, in comparison to non-disadvantaged and more-able boys reaching their full academic potential. Progress data should be favourable when compared to national average and similar schools.

Actions:

	Description	Responsibility	Target date	Evidenced through
1.1	Fully embed new PIRA/PUMA systems for providing baseline assessments in order to more accurately set progress target and set them appropriately	JEL KMO RHU	October 2021	PIRA/PUMA data analysis Termly progress data Data drop analysis reports
1.1	Collect data at all assessment windows and assess progress made against targets from a personal, class and subject level, with particular focus on high ability boys and disadvantaged. Review the impact of interventions.	JEL EGR	Termly	Termly progress data Data drop analysis reports Head teachers report Governors/SLT meeting minutes External judgements and feedback for outcomes
1.2	Ensure aspirational goals for SEND/ disadvantaged pupils and utilise data produced to arrange bespoke activities for learners under achieving (such as literacy intervention and mentoring most recently, the national tutoring programme)	JEL JRI HDU	October 2021	Termly progress data Tracking of intervention programmes through provision mapping
1.3	Monitor disadvantaged funding ensuring the spend explicitly impacts positively on performance.	EGR	September 2021	Disadvantaged spend and impact report External examination data External judgements and feedback for disadvantaged offer

1.4	Maintain and further develop the systematic and focused review cycle for class and subject level performance at KS4 and KS5, with key designation senior leaders who have responsibility for key cohorts (<i>disadvantaged and More Able</i>)	VBE EGR JEL ARY	September 2021	Class gap plans Subject review meeting minutes Deep Dive and Faculty Review reports
1.5	Further develop a systematic approach to reporting performance outcomes to the Governing body and LLT on a termly basis	VBE/JEL	September 2021	Governing body schedule and records Governors/LLT meeting minutes Head teachers report
1.6	Refine the staffing structure and remit for current middle leader who is responsible for improving the progress of 'More Able' learners in order to asses and ensure momentum and impact	EGR/BSH	July 2022	Job description Line Management meeting minutes Termly progress data Data drop analysis reports Head teachers report
Evidence of progress towards achieving the objective:				
Impact statement:				
Suggested amendments for subsequent years:				

Equality objective 5:*To ensure all pupils have equal access to the curriculum, free from limitations, discrimination and barriers to learning***Our Research:**

Equality and diversity are key goals that need greater emphasis in the subject curriculum. Equality and diversity need to be signposted as an integral part of not only Personal Development, but all subject areas consistently.

Success criteria:

This objective will be judged to be successful if all students engage in an appropriate and full curriculum offer, suited to their ability and future aspirations. Staff and students display in actions and words that they are fully committed to equality and diversity and can clearly identify the links in all areas of the curriculum.

Actions:

	Description	Responsibility	Target date	Evidenced through
1.1	A new school build is expected within the next 2 years through Government funding, to ensure a more accessible physical site, with more suitable features and facilities for disabled individuals, ensuring transitional site access during the build period is still suitable for all	VBE PHA	July 2023	New build plans Planning meetings
1.2	Create a roadmap to ensure equality in terms of CEAIG provision across Y7 to 13	JRI AKO LKI	September 2021	NEET figures Student and parent voice QA of roadmap and CEAIG provision External judgements and feedback for PD offer
1.3	Ensure external input through employer engagement during deep learning day for Personal development topics which are more specialist and sensitive in nature (<i>such as Sexual health, Consent, Drugs, Gangs, Knife Crime</i>)	JRI AKO LKI	July 2022	QA of PD provision Student and staff voice External judgements and feedback for PD offer
1.4	Build a more consistent capacity within LLT for a systematic approach to exam access assessments for SEND learners	JRI HDU EWY	July 2022	Exam access arrangements database
1.5	Develop a bespoke adaptive curriculum plan with 'reasonable adjustments' for the most complex SEND learners	HDU	September 2021	SEND case studies SEND annual review documentation SEND analysis of performance data Head teacher reports for Governing body

1.6	Seek to maintain, and possibly expand, the KS5 collaborative offer with neighbouring schools	PDE	July 2022	QA of KS5 curriculum offer Analysis of recruitment and retention figures for College@Deyes Student voice
1.7	Maintain and develop a flexible KS4 options process so that all learners, regardless of academic ability or pathway, have access to the full range of subjects on offer	JEL	June 2021	Review of Year 9 options process and documentation Student/parent/staff voice
1.8	Continue to apply mixed ability setting to Y7, in the absence of KS2 data. This is to ensure no discrimination or limiting achievement, and ample stretch and challenge for all pupils	JRI TOW	July 2021	PIRA/PUMA performance results Student and staff voice
1.9	Continue to develop and improve the already progressional and high quality personal development programme which focusses on the key aspects of character education, CEIAG, British Values, SMSC and RSE; whilst being underpinned by the school's 4G core values.	JRI LKI	September 2021	QA of PD provision External judgements and feedback for PD offer
1.10	Ensure the academic and personal development curriculum maps are responsive to recent events in that the remote offer is of equally high quality and that there is an aspect of recovery and responsiveness (for example, with regards to mental health of pupils, lack of technology during remote learning and potential lost learning time)	EGR JRI Subject Leaders	September 2021	QA of academic and personal development curriculum plans National tutoring scheme database/impact reports Student voice Safeguarding referrals
1.11	Provision of IT equipment and paper-based resources during the extended period of remote learning for students within vulnerable groups , including disadvantaged and SEND learners	EGR HDU	January 2021	Engagement and attendance data during remote learning Laptop log Student/parent voice (in response to remote learning)
1.12	Embed and develop new Lexonic intervention systems so that learners meet or exceed the expected literacy levels, in line with their peers	SPO CGI HDU PGR AML	July 2022	Lexonic participation and achievement database Termly progress data reports/analysis Student and parent voice

1.13	Reasonable adjustments made to the curriculum offer and learning materials for individual students who join Deyes, reviewed and developed with every new intake	AAR JRI HDU	Ongoing	SEND review documentation/case studies Student/parent voice Annual Sefton admissions analysis report
1.14	Further development of enrichment offer to ensure increased uptake in leadership and extra-curricular activities for all groups; with a particular focus on driving up engagement and participation from SEND and disadvantaged pupils	JRI EGR	December 2021	Student leadership rota and accompanying analysis Student voice

Over the course of the next 2 years, Deyes will benefit from a new build school, which will bring improved physical accessibility to the site for all learners, most notably those with disability and mobility challenges.

Evidence of progress towards achieving the objective:

Impact statement:

Suggested amendments for subsequent years:

Equality objective 6:

To improve the levels of attendance across all key stages in line with school attendance targets, responding to variation between groups of learners, as identified by internal and local authority data. In particular, for disadvantaged students, so that they meet or exceed non-disadvantaged

Our Research:

Attendance overall at Deyes is good, often meeting or exceeding national average data. Continued work needs to be carried out with individual families, in order to reduce persistent absence of key students. Developments in recording and tracking attendance data are underway, which is being underpinned by training to advance the skills of the attendance team

Success criteria:

This objective will be judged to be successful if attendance meets or exceeds national average for all student groups, with the gap being closed or reduced for disadvantaged students, in comparison to non-disadvantaged

Actions:

	Description	Responsibility	Target date	Evidenced through
1.1	Regular and robust monitoring of attendance data, including weekly discussion of key group attendance at senior leadership level, and data analysis sharing with the LLT board and the Governing body	AAR/ KKI/FMC CKA	February 2021	Head teachers report Governors report Weekly attendance figures
1.2	To develop a staged approach to attendance intervention, whereby all stakeholders are clear about the different levels of attendance support available and the consequences of poor attendance	AAR	February 2021	Attendance intervention documentation Staff, student and parents/carer voice Weekly attendance figures
1.3	To add capacity to the internal attendance team by employing an 'Attendance & Engagement Officer' to work with individuals and groups of students who struggle with regular attendance	VBE/ AAR	January 2021	Recruitment of Attendance & Engagement Officer
1.4	New methods of support investigated using student voice research. Consideration of programmes such as STAR peer mentoring utilised (student that attends regularly)	AAR KKI FMC	June 2021	Mentoring records Head teachers report Governors report Weekly attendance figures
1.5	Training is provided to advance the skills and understanding of the attendance team in order to	AAR	March 2021	Training records Attendance analysis reports

	record, monitor and analyse attendance data effectively, to inform cohorts and individuals requiring attendance intervention			
Evidence of progress towards achieving the objective:				
Impact statement:				
Suggested amendments for subsequent years:				

5. 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 Governors, staff, parents/carers, including those identified as difficult to engage.

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 SEF process.

5. 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 through an audit which will be completed by the end of February 2022

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 nondisabled 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. Head teachers 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.

Lydiate Learning Trust Equality Objectives

1. To reduce gaps in attainment between boys and girls and between other protected groups as identified in local data.
2. To reduce gaps in levels of attendance between different protected groups as identified in local data.
3. To ensure all have equal access to all aspects of the curriculum and are making good progress.
4. To raise awareness of equality and diversity issues amongst students, staff and Governors e.g.; through PSHCE, Safeguarding training, curriculum etc.
5. To provide cultural development and understanding through a rich range of experience both in and beyond the schools.
6. To undertake an analysis of recruitment data and trends with regard to race, gender and disability and report on this to the Board of Trustees annually and identify any areas to address.



Deyes
High School

Deyes High School

A Rights Respecting School

Our School Charter for the Rights of Children

Article	Name	Description	Student actions	Staff actions
2	No discrimination	There should be no discrimination within our school community, regardless of race, religion, intelligence, disability or any other aspect	<ul style="list-style-type: none"> Students should report all discriminatory comments Stand up for people who are being discriminated against 	<ul style="list-style-type: none"> Provide learning activities on discrimination Develop an effective reporting strategy for discrimination Monitoring of current issues
3	The best interests of the Student	All parties should act with the best interests of students at heart. This includes the governing body, teaching staff, support staff and other students.	<ul style="list-style-type: none"> School council to show student voice Other student focus groups to develop each area of the school 	<ul style="list-style-type: none"> Responsibility areas to consult with student bodies to aid with development and changes Have a child centred focus to all strategies
12	Respect for the views of the Student	When making decisions for the students of the school, the student body should have the right to voice options within a mature and democratic structure.	<ul style="list-style-type: none"> As above Involvement of students on decisions impacting upon students 	<ul style="list-style-type: none"> Ensuring students views are taken into account Allowing students to be able to speak freely within the classroom setting
23	Students with Disabilities	Children with ANY disadvantages should have the full support of their fellow students and all staff.	<ul style="list-style-type: none"> Students expected to help those in need, developing a sense of 'community' Report on any issues these students may face 	<ul style="list-style-type: none"> Offer a support network within school for those with disabilities Communication with home and outside agencies Support with accessibility and free movement within school
28 & 29	The right to Goals and an Education	All children should have the right to a broad and thorough education. This education should allow students to develop to their fullest potential and achieve short and long term goals.	<ul style="list-style-type: none"> Don't prevent anyone else from learning in a positive manner Encourage self and others to reach goals 	<ul style="list-style-type: none"> Ensure a positive classroom learning environment Aid students in developing goals Effective career and future prospects guidance
31	Leisure, Play and Culture	Students should be able to relax, rest and play. There should be a wide range of cultural, artistic and recreational activities.	<ul style="list-style-type: none"> Encouragement to join clubs personally and through peers Rewards system to acknowledge wider school involvement 	<ul style="list-style-type: none"> Provision of extra-curricular clubs and cultural activities Encourage support from the wider community

As selected by Future Focus – the School Student Council