

Rednock School Equality Objectives 2015-2019

Objective	Action	Led By	Dates	How will the impact be monitored?
Ensure all members of the school community are aware of the Equality Duty	Publish and promote the Equality Plan through the school website, staff meetings and assemblies.	SCU KE SLT	Throughout year	Rednock school is continually promoting equality through the curriculum, assembly, tutor programme and enrichment days. The school community challenges inequality and supports equal opportunities in a variety of ways e.g. Support groups (Young Carers, ELO, Breakfast club etc). The delivery of ideas and challenges regarding equal opportunities are implicit and explicit; they are integral to day to day life at Rednock. Moving forward, it would be beneficial to further sign post how concerns can be raised and the support that is available.
Ensure students achieve in line with expectations, irrespective of race, gender and disability.	Monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for students. Provide additional support for students who are underachieving.	STW SLT	Annually in September and throughout year	<p><u>Gender</u></p> <p>Gender analysis is an ongoing part of our reporting through governors' committees and forms part of the data sheet for KS4.</p> <p>Historically girls have made greater progress than boys in many areas, but last years (2017-18) ASP analysis showed that girls performance was weak in many areas. It was a year with 58% girls in the cohort so the impact in school figures was marked. Analysis of shadow data showed that this was influenced by a relatively small number of low attenders.</p> <p>P8 for girls was roughly in line with boys (0.08 gap), but the girls performance was about ½ grade below national figures. The performance for boys was in fact roughly in line with national for all elements of P8 (and was ¼ grade better than national for the open element).</p> <p>The performance for girls was much weaker and a more useful comparison with national shows that girls were half a grade behind in maths and ¾ grade behind in English.</p> <p><u>Ethnicity</u></p> <p>The school does not have a wide ethnic diversity with the vast majority of each year's cohort reported as White British and stating English as their</p>

				<p>first language (just over 3%). As a result of this we do not focus regularly on reporting between ethnic groups.</p> <p>This ethnic group is widely reported as the weakest performing and so our school’s ethnicity tends to produce a negative pressure on school performance figures.</p> <p><u>S.E.N.D.</u></p> <p>S.E.N.D. monitoring is used for checking progress of those with disabilities. The reporting for these students is best viewed through the individual case studies of the S.E.N.D. department.</p> <p>P8 for SEN support was -0.37 versus a national figure of -0.02. Most of this negative progress is down to gender issues discussed above.</p>				
<p>Provide opportunities for all students to make a positive contribution to school life irrespective of race, gender and disability.</p>	<p>Encourage all students to participate in school events, take a leadership role in community and extra-curricular opportunities</p> <p>Monitor and analyse students’ rewards and behaviour points by race, gender and disability and act on any trends or patterns in the data that require additional support for students.</p>	<p>HEM SLT</p>	<p>Ongoing</p>	<p>Exclusion figures for S.E.N.D. students are currently increasing:</p> <table><tr><td>2017-18</td><td>2018-19</td></tr><tr><td>11</td><td>19</td></tr></table> <p>This may be a reflection of the increasing number of students with increasingly complex needs at a time when staffing in this area has been reduced.</p> <p>Figures for rewards and behaviour points over this year and last year are given in the table below for comparison purposes.</p> <p>There is a marked gap between the behaviour of boys and girls.</p> <p>This year the % of P.P. students has remained steady, rewards are in line with the overall % of P.P. students but behaviour of this cohort is under close scrutiny.</p> <p>SEND students receive a disproportionate number of the behaviour points issued.</p> <p>(N.B. Figures taken from end of Term 5)</p>	2017-18	2018-19	11	19
2017-18	2018-19							
11	19							

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Ensure school policy and practice takes into account issues relating to race, gender and disability	Assess impact on identified groups when reviewing school policies on annual cycle.	SLT Governing Body	Ongoing	All policies will endeavour to include reference to equalities impact. This should be formally considered within governor ratification of policies.																																			