

Enfield Grammar School Equality Objectives 2020

Objective	How we plan to meet this objective	Responsibility	Completion date
<p><b>Ensure that the School actively seeks to remove any barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils</b></p>	<p>1. Collect &amp; analyse information about pupil's performance and progress, by their protected characteristics, and other backgrounds.</p> <p>2. Continue to improve the progress and attainment of students with a particular focus on those students who are in groups that are classed as vulnerable and who traditionally underachieve relative to the cohort as a whole.</p> <p>To close gaps in attainment and achievement between students and all groups of students; especially pupil premium students, students with SEND and looked after children.</p> <ul style="list-style-type: none"> <li>- Drive to promote Quality Teaching - CPD training, learning walks and observations.</li> <li>- Early identification and referral with regard to SEND.</li> <li>- TA support in class.</li> <li>- EAL progress monitoring and targeted intervention (EAL Learners Club).</li> <li>- Intensive intervention strategies are undertaken with those students who are in receipt of PPG and who are identified as underachieving.</li> <li>- Targeted intervention and catch up classes.</li> </ul> <p>3. Regularly review curriculum provision to ensure that it reflects the pupil needs recognising that our pupils have a range of individual learning needs and are members of diverse communities.</p>	<p>Key Stage Leads</p> <p>Key Stage Leads Heads of Department SENDCo</p> <p>Deputy Head, Curriculum Key Stage Leads</p>	<p>Ongoing</p>

	<p>4. Promote understanding of Special Educational Needs within the School - CPD - SEND and differentiation / outside speakers.</p> <p>5. Monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with SEND.</p>	<p>SENDCo</p> <p>Deputy Headteacher, Inclusion</p>	
<p><b>Demonstrate that the School values diversity and promotes shared values</b></p>	<p>1. Regularly consult families and link communities from a range of diverse cultural backgrounds.</p> <p>2. Promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community through assemblies, Citizenship, PSHE and RE.</p> <p>3. Ensure that parents/carers are encouraged to complete exit surveys after any parent/teacher evenings.</p> <p>4. Organise support in terms of interpreters/translators to improve communication with parents and pupils for whom English is a second language and hearing impairments.</p> <p>5. Continue to build links with Enfield County School.</p> <p>6. By raising awareness that homophobic/racist/sexist language is unacceptable through teaching and sanctions.</p>	<p>Deputy Headteacher, Inclusion</p> <p>Deputy Headteacher, Inclusion Heads of Year Head of Citizenship / RE</p> <p>Deputy Headteacher, Inclusion Heads of Year</p> <p>Deputy Headteacher, Inclusion Heads of Year SENDCo</p> <p>Deputy Headteacher, Curriculum Deputy Headteacher, Inclusion</p> <p>All teaching staff Deputy Headteacher, Inclusion</p>	<p>Ongoing</p>

	<p>7. Deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to any of the protected characteristics.</p>	<p>Deputy Headteacher, Inclusion</p>	
<p><b>The school will continue to look at developing strategies to engage with pupils, parents and members of the local community</b></p>	<ol style="list-style-type: none"> <li>1. Develop links with local businesses and ex students</li> <li>2. Develop mentoring system within school and outside agencies.</li> <li>3. Hold “surgeries” that ALL parents are invited to discuss current areas of concern or other issues that the parents wish to raise.</li> <li>4. Continue to run parental workshops.</li> <li>5. Ensure that all parents/carers and visitors to the School receive welcoming greeting at school and continue to build positive relations with parents/carers.</li> <li>6. Develop a range of rewards which inform parents and promote good behaviour and learning.</li> <li>7. Continue to promote the student council to ensure that pupils have a direct voice to discuss matters that relate to their concerns and overall wellbeing in school and immediate environment. The school council is strong and articulate, and contributes to the school’s decision-making process through its regular meetings with members of the senior leadership team and governors.</li> </ol>	<p>Head of Year 12 Deputy Headteacher, Inclusion</p> <p>Deputy Headteacher, Inclusion</p> <p>Headteacher Deputy Headteacher, Inclusion</p> <p>Deputy Headteacher, Inclusion Parental Engagement Governor</p> <p>Office Manager Deputy Headteacher, Inclusion</p> <p>Deputy Headteacher, Inclusion All Staff</p> <p>Deputy Headteacher, Inclusion Heads of Year</p>	<p>Ongoing</p>

	<p>8. Make reasonable adjustments to accommodate employees &amp; pupils with disabilities.</p> <p>9. Continue to explore and to use developing technology to communicate and engage with parents and pupils.</p>	<p>Headteacher School Business Manager</p> <p>Headteacher</p>	
<p><b>Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.</b></p>	<p>1. The governing body and SLT will develop strategies to support the recruitment of Black and minority ethnic governors and leaders. For example, contact specific media sources that have a largely Black and minority ethnic audience or readership (e.g. radio stations, newspapers and magazines, professional networking groups); target community groups, places of worship.</p> <p>2. Undertake an analysis of recruitment data and trends with regard to race, gender and disability, and report on this to the Pay &amp; Performance committee.</p> <p>3. Train relevant members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</p> <p>4. The school takes steps to ensure that knowledge of its vacancies reaches a wide labour market to recruit from the widest pool of candidates reasonably practicable and may, where relevant, take positive action measures to attract applications from all sections, especially from those that are underrepresented in the workforce.</p> <p>5. Recruitment procedures are reviewed from time to time to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are reviewed from time to time to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.</p>	<p>Chair of Governors Headteacher</p> <p>School Business Manager</p> <p>Headteacher School Business Manager</p> <p>School Business Manager</p> <p>Headteacher School Business Manager Deputy Headteachers</p>	<p>Ongoing</p>