

## Budmouth College Equality Objectives 2016 to 2020 (Reviewed and evaluated annually – April 2017)

Lead member of staff: Mark Cavill

Link governor: Andrew Prowse

Governors Personnel and Resources Committee

To develop further, how leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the college and more widely in the community

EQUALITY OBJECTIVE	Lead Person	Timescale	Resources	Success criteria/outcomes	Actions	Evaluation
<p><b>1a. 'Eliminate unlawful discrimination, harassment &amp; victimisation'</b></p> <p>Continue to publicise this plan and disseminate the equality policies and the policies for equal access to the curriculum and the physical site.</p>	MJC	Reviewed annually	<p>Questionnaires</p> <p>INSET</p> <p>Assemblies</p>	<p>All Staff INSET delivered</p> <p>New Staff Induction Delivered</p> <p>Policies consistently monitored and reviewed</p> <p>Relevant policies, completed, updated and placed on the website</p> <p>SMSC themes and Assemblies delivered</p> <p>Objectives reviewed through student and staff questionnaires</p>	<p>Questionnaires show that the majority of staff, students and parents understand the relevance of the policies.</p>	<p>All staff, new staff and students are now aware of the Equality Policies.</p> <p>Equality Policies published on website and reviewed annually</p>

EQUALITY OBJECTIVE	Lead Person	Timescale	Resources	Success criteria/outcomes	Actions	Evaluation
<p><b>1b. 'Eliminate unlawful discrimination, harassment &amp; victimisation'</b></p> <p>Continue to maintain use of central log for behaviour and bullying incidents. Continue to maintain records of racial and bullying incidents; exclusions and suspensions; by gender, ethnicity, age and disability</p>	<p>JS/ SLT</p>	<p>Reviewed annually</p>	<p>Already in place</p>	<p>SLT and Behaviour Support Leaders clear about purpose of incident logs and how to use to reduce incidents</p> <p>Database in place to record all such information</p>	<p>Ongoing review and use of data to record aspects of College Life</p>	<p>Personnel and Resources Committee</p> <p>Parent questionnaires Annually</p> <p>Student questionnaires Annually</p> <p>Staff Consultation Annually</p> <p>Equality of access for all</p>

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<p><b>1c. 'Eliminate unlawful discrimination, harassment &amp; victimisation'</b></p> <p>Continue to review and develop Anti-Bullying Strategies.</p>	<p>JS/ SLT</p>	<p>Reviewed annually</p>	<p>BSL/PL/SLT Meeting Time</p>	<p>Clear understanding of nature of any bullying behaviours</p> <p>On going Assemblies and Tutor Time used by BSLs and PLs and BOSS to consistently undermine poor behaviour and bullying. Reviewed annually</p>	<p>Annual review of Code of Conduct. See Anti-Bullying Analysis and incident log, student, parent and staff feedback for evidence.</p> <p>On-going training for students and staff.</p> <p>PSW working with parents.</p> <p>Completed application for BIG Award.</p>	<p>On-going questionnaires Annually</p> <p>Central Log in place and regularly reviewed by BSLs/PLs and Assistant Principal annually.</p> <p>Os have reduced. See Os analysis of individuals and classes for evidence with actions. Learning Walks, Lesson Observations, Student/Staff and Parental Questionnaires.</p> <p>Review of support for Cover Supervisors and action plan initiated.</p> <p>Focus on different groups particularly Pupil Premium</p> <p>Annual Review of College Anti Bullying strategies</p>

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<p><b>1d. 'Eliminate unlawful discrimination, harassment &amp; victimisation'</b></p> <p>Continue to use central log and questionnaires to identify patterns of behaviour that lead to harassment.</p>	<p>SLT, PLs and BSLs</p>	<p>Reviewed annually</p>	<p>Central Log Meeting Time</p>	<p>Fewer incidents of behaviour which leads to harassment</p>	<p>SLT continue to monitor patterns of behaviour. Issues are addressed through PLs/BSLs assemblies and individual action.</p> <p>SLT, PLs, BSLs continue to regularly monitor groups.</p>	<p>Parent and Student Questionnaires demonstrate few concerns over bullying and poor behaviour.</p> <p>Any poor behaviour is addressed by BSLs and through parent and student contact. Apr 2017</p> <p>Learning Walks and Lesson Observations are used to evaluate and monitor Behaviour.</p> <p>Student Voice Survey of areas of concern communicated to relevant staff and review completed.</p> <p>Behaviour Management training for Lunchtime Supervisors.</p> <p>Analysis of number of incidents at lunchtime and put action plan into place.</p> <p>Learning Walks and lesson Observations monitor differentiation and the quality of challenge and engagement for disadvantaged students in lessons.</p>

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<p><b>2a. Advance equality of Opportunity</b></p> <p>Continue to develop measures to improve attainment of disadvantaged students and SEND.</p>	SLT/SLs/PLs/BSLs	Reviewed annually	<p>Tracking of Progress reporting</p> <p>Regular INSET.</p> <p>TOPs strategies through PLs and Pupil Premium Funding</p> <p>RAP meetings</p> <p>DEPT. meetings</p> <p>Tutor Meetings</p> <p>Learning Walks</p> <p>Lesson Observations</p> <p>Performance Management Process</p>	<p>Support vulnerable students to help themselves and to ensure that they are fully catered for within the College.</p> <p>To close the gap between attainment of disadvantaged and non disadvantaged students</p>	<p>Annual INSET</p> <p>INSET/Training for Vulnerable Groups.</p> <p>Epipen. Training/Cerebral Palsy/Travellers/Visual Impairment/How to support SEND students in your classroom.</p> <p>BESD/EAL INSET</p> <p>SENS Assisted Technology. Speech/Language Training.</p> <p>Visual Impairment Training.</p> <p>Hearing Impairment Training</p> <p>ADHD Training Selective Mutism Training</p> <p>ASD @ KS5 Training Attachment Training</p> <p>PLs and SLT continue to develop TOPs and intervention strategies to improve the attainment of disadvantaged and most able students.</p>	<p>Results Review</p> <p>RAISE Online 2017</p> <p>Updated Provision Maps now refine Plan/Do/Review process - 2017</p> <p>Director of Inclusion and Progress Leaders use SEND Register to identify those students who are making less than expected progress and put specific interventions in place - 2017</p>

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<p><b>2b. Advance equality of Opportunity</b></p> <p>Continue to develop and implement interventions to address challenging behaviour</p>	<p>SLT/SLs/PLs/BSLs</p>	<p>Reviewed annually</p>	<p>Employ County Psychological Service and Educational Psychologist to develop Understanding Challenging Behaviour Strategies and Anger Management Strategies for vulnerable students</p>	<p>Support vulnerable students to help themselves and ensure they are fully catered for within the College.</p> <p>Support all staff to ensure that they have the skills and strategies in place to engage effectively with challenging behaviours</p>	<p>SLT and Director of Inclusion monitor behaviour of specific groups</p> <p>Team Teach Training in place to support staff in de escalation techniques April 2017</p> <p>Achievement Show INSET Feb 2017 addresses disadvantaged students' behaviour strategies</p> <p>Barry Stay INSET May 2017 addresses disadvantaged students' behaviour strategies</p>	<p>SLT Call outs for behaviour are monitored</p> <p>SEN training for all staff annually: Behaviour management Training for all staff via TfEL and Staff Development programme</p> <p>PLs and BSLs continue to support staff with challenging behaviour in the classroom.</p> <p>Behaviour Management Training/Attachment Training</p> <p>Targeted Behaviour Strategies in all Yr Groups</p> <p>Continued focus on targeted behaviour group.</p> <p>Some reduction of students that have repeated negative behaviour. See external exclusion figures and targeted behaviour group analysis. Focus on closing the gap for vulnerable students through targeted behaviour group.</p>

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<p><b>3a. Foster Good Relations</b></p> <p>Continue to Develop cultural understanding of other areas of UK and the world and to encourage citizenship</p>	SLT/KEW	Reviewed annually	All staff and outside speakers/agencies and on-going Development Days	Students can relate to their position in the world in an age appropriate, non stereo typical way	SLT to monitor impact of Development Days	<p>All students from KS3/4 and 5 involved in Development Days 2012 - 2017 which have included:</p> <p>Operation Amphibian' Red Cross Humanitarian Day with outside facilitators.</p> <p>Personal Safety Day, with outside visitors.</p> <p>Enterprise Day.</p> <p>Next Step Day at Weymouth College.</p> <p>Next Step and UCAS applications.</p> <p>Alphabet of a Teenager then literacy work based on this.</p> <p>Languages/Sustainability. Blitz – Dorset Police.</p> <p>Mental Health Day</p> <p>Sixth form, Health Day.</p> <p>Literacy, Emotional Literacy, Numeracy around the world.</p> <p>What is Citizenship?</p> <p>Why do we vote?</p>

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<p><b>3b. Foster Good Relations</b></p> <p>Encourage integration of SMSC across the College.</p>	SLT/ CDE	Reviewed annually	Policy Handouts Displays Curriculum Development Assemblies	<p>To have a policy for SMSC delivery.</p> <p>To continue to develop staff awareness of SMSC</p> <p>To share good practice on delivery of SMSC within the curriculum</p>	<p>SMSC policy introduced and is now on the College R drive</p> <p>SMSC staff hand-out produced</p> <p>SMSC assemblies delivered</p> <p>SMSC Classroom displays created</p> <p>SMSC resources available on FROGLEGS Website</p> <p>SMSC weekly themes on college calendar</p>	<p>All staff and students are now aware of the importance of SMSC</p> <p>SMSC is now an area for development in our College Improvement Plan:</p> <p>To ensure the college prepares students positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</p>