

Equality strand/characteristic	Equality Objective	Strategy	Monitoring	Responsibility of?	Success indicators
All	<p>To publish and promote the Equality Objectives 2017/18 to the school community</p> <p>PRIDE values are promoted within the school and in the community</p> <p>British Values are promoted within the school and in the community</p>	<p>Publish and promote the objectives through the school's website, assemblies, form times and staff briefings</p> <p>Merit awards to be directly linked to the schools PRIDE values</p> <p>British and PRIDE values displayed and promoted in all classrooms</p> <p>School calendar demonstrates a weekly rota of PRIDE values and the focus for each week when celebrating achievement</p> <p>Worker of the week (WOW) celebrated every Friday and directly linked to the schools PRIDE values</p>	<p>Regular questioning of staff, students and parents with regards to the school's objectives</p> <p>Delivery of assemblies each fortnight that are focused on British and PRIDE values</p>	The whole school led by the Senior Leadership Team	<p>All staff and students are familiar with the principles of the Equality Objectives, British and PRIDE values and use them when planning lessons, creating classroom displays</p> <p>Collection of SMSC evidence from all staff every 6 weeks that covers PRIDE and British Values delivered in lessons, assemblies and tutorials</p> <p>Parents are aware of the Equality Objectives, British and PRIDE values</p>
Race Gender	To monitor and analyse regularly students' achievement by race, gender and disability and to act on any trends in the data that	Senior Leadership Team (SLT), teaching staff and skills coaches will use data to plan interventions via Dedicated Improvement Reflection Time	Achievement data will be analysed by race, gender and disability using SIMs via 6 weekly data drops.	SLT	Data will be analysed and used to plan additional support where required and concerns will be eradicated

Disability	require additional support for students	(DIRT) meetings where needed each half term	Every 6 weeks DIRT interventions will be monitored and impact of strategies reviewed and triangulated – attendance, progress and behaviour		Where evidenced in DIRT meetings and reviewed impact every 6 weeks improvements in progress, attendance and behaviour will demonstrate success and also identify more interventions required
Religion and Belief	In order to keep a high profile on religion and belief we will continue to study and visit different places of worship as part of our school curriculum activities	By July 2016 all KS3 students will have taken part in at least one school visit to a place of worship. All KS4 students will have studied one religion in detail	Students will visit at least one of the following places of worship: Church, Hare Krishna Temple, Gurdwara Temple, Mosque	PSHE, Religion, Ethics and Philosophy teachers	All KS3 students will visit at least one place of worship. All KS4 students will have studied one religion in detail
Race	To celebrate the cultural diversity of students and staff at the school	From September 2015 the school will celebrate student Heritage days. Details will be placed on the school's website and noticeboard. Articles will be written for the school newsletter. The school's menu will be adapted for the day	Information regarding each day will be shared with the school community especially in assemblies	The teacher in charge of SMSC supported by SLT	All members of the school community will be aware of the Heritage days
All	In order to ensure that all students are aware of the protected characteristic of equality strand an 'Equalities Carousel' of activities will take place during the summer term.	Students will learn about each equality strand and characteristic and how inequality may take place.	Students will compile reports, posters, short video clips and leaflets which will be on display throughout the school and via the School's website	All teaching and learning staff with the support of SLT.	All members of the school community to be aware of the equality strands, protected characteristics and how to prevent inequality