
	Equality Policy	
	GB sub-committee: Personnel and Student Wellbeing	
	Co-ordinators: T. Lambert & S. Taylor	
	Last Reviewed: Autumn 2023	Next Review: Autumn 2024

Review Date Due	Review Completed	Amendments Y/N
November 2023	November 2023	N/A
November 2024		
Interim Review of Objectives		

Signed by 
Margaret Chapman (Head Teacher)

Signed by 
Claire Barnard (Chair of Governors)

Single Equality Policy

At St Albans Girls' School (STAGS), we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from our school, irrespective of race, gender, gender reassignment, disability, faith or religion, socio-economic background or any other **protected** characteristic. We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and are able to participate fully in school life.

We will ensure that all equality strands are woven into the everyday working of our school, particularly in relation to formulating policy and practice around both delivery of our service and employment but also in relation to other functions such as setting budgets, making appointments and funding.

The progress of all our students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure high quality inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment in which we respect all and shape futures. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. This policy is fully reflected in our school's vision and values which seek to promote good relationships between everyone in the school community, building an atmosphere of mutual trust and confidence.

Purpose of Policy

The purpose of this policy is to reflect how we are integrating equality into the school's core priorities and functions, which enables us to:

- Demonstrate how promoting equality and eliminating discrimination can help to raise standards
- Ensure that equality and diversity are part of the school's core business both as a provider of education and as an employer
- Promote community cohesion and good relations between students and staff of different backgrounds through education
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all

Applicability

This Equality Policy applies to all of the school's students, staff, governors, parents/carers, visitors and community users.

The policy supports our responsibilities in relation to the Public Sector Equality Duty under section 149 of the Equality Act 2010. This states that, in carrying out their functions, public bodies, including schools, are required to have due regard to the need to:-

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

The Equality Act 2010 has broadened the groups that are protected to include nine protected characteristics. We all have one or more of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics are:-

- (i) **Age:** where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).
- (ii) **Disability:** a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- (iii) **Gender Reassignment:** the process of transitioning from one gender to another.
- (iv) **Marriage and Civil Partnership:**
In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
- (v) **Pregnancy and Maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
- (vi) **Race:** Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- (vii) **Religion or Belief:** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- (viii) **Sex:** A man or a woman.
- (ix) **Sexual Orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes

This plan extends, however, to cover all aspects of vulnerability, Children Looked After and those with Child Protection plans.

EQUALITY OBJECTIVES

Aims and Objectives

At STAGS, we will ensure compliance with relevant legislation and that no one with a protected characteristic receives less favourable treatment. As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

FOSTERING GOOD RELATIONS

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

EQUALITY CONSIDERATIONS IN DECISION-MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Avoids any religious holidays
- Is accessible to students with disabilities
- Is of reasonable cost with evidence of best value for money
- Ensures financial support is available and clearly promoted to all families

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students.
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all students when planning for future learning and setting challenging targets. Ensure equality of access for all students and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population, and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents/carers in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations, and the impact on learning.
- Community cohesion The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths / beliefs, and socio-economic backgrounds.
- Cultural capital is the accumulation of knowledge, skills, behaviours and experiences that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence. Cultural capital represents the key ingredients that a student will draw upon to be successful in society, their career, and the world of work.
- Cultural capital gives a student greater influence. It helps them to achieve goals, become successful and rise the social ladder without necessarily having the wealth or financial capital to do so.

At STAGS, cultural capital is developed across the whole curriculum through personal, social, physical, spiritual, moral and cultural development. How we foster excellent relations and promote students' spiritual, moral, social and cultural development. This is an integral aspect of school life and as such it permeates through teaching and learning, the pastoral system, assemblies and relationships preparing our community for living and working in modern day Britain and adhering to British and our School's values.

Personal Development

- An ambitious, knowledge-based curriculum which is focused on helping students to remember
- things in the long term
- Careers Education Information and Guidance, including work experience and careers events.
- PSHE provision
- The school's wider pastoral support framework including house assemblies, rewards and sanctions, attendance support and the school's behavioural expectations
- Transition support as children move between years and beyond Y13
- Mental health and wellbeing provision through the pastoral team

- Sex and Relationships Education (SRE) through PSHE
- Safeguarding procedures for all students in our care

Social Development

- The PSHE curriculum
- The assembly programme linked to British and school values
- Year 11 Mentoring programme
- Charitable work and fundraising, First Give, the House System
- Student Voice, developed through the Student Parliament

Physical Development

- The PE curriculum
- Healthy eating through food technology, the school restaurant and catering providers
- Health Education through the PSHE
- Extra-curricular activities including sport, Duke of Edinburgh, field trips, Languages visits and other provision after school
- Sports Day and the celebration of sporting achievements through the house system
- The promotion of walking and cycling to school

Spiritual Development

- The Ethics and Philosophy curriculum
- The assembly programme
- Support for the expression of individual faiths
- Visiting speakers
- Interfaith events

Moral Development

- The Ethics and Philosophy curriculum
- The school's behaviour system
- Contribution to local and national charitable projects
- Environmental and Sustainability projects – recycling, Eco Leaders
- The PSHE programme

Cultural Development

- The art curriculum, including visits to national galleries and local museums.
- The music curriculum including peripatetic teaching, and choir.
- Access to modern foreign languages, including trips abroad.
- The English curriculum and associated theatre visits to support learning.
- Author visits to work with groups of students.
- Cultural trips such as those to China, France, Italy, World Challenge
- In addition to whole school provision and development of cultural capital, each curriculum area makes its own contribution to students' cultural capital development.
- Curriculum Enrichment Week activities and opportunities broaden horizons

Diversity and Inclusion Initiative

- Equality, Diversity and Inclusivity is one of our four whole School Key Area Targets to ensure priority focus on our core values
- Students organise events such as World Religion Week, Black History Month and LGBT awareness
- STAGS Talks and STAGS Talks About provides forums of safe space for students to engage in discussion
- Anti Bullying ambassadors are trained to support EDI
- Students actively participate in diversity events and activities within the school throughout the year

- A parent EDI group and governor parent representative ensure that the wider school community is engaged in broader discussions of all aspects of EDI

Reasonable Adjustments

At STAGS, we are aware of our duty under the Equality Act 2010 to provide reasonable adjustments for disabled members of our school community. A disability is defined as a physical or mental impairment that has a long-term and substantial adverse effect on the student's ability to carry out normal day-to-day activities.

Schools may, and often must, treat disabled students more favourably than non-disabled students by making reasonable adjustments to ensure that a disabled student can benefit from what they offer to the same extent that a student without a disability can. The Equality Act 2010 extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students.

At STAGS we take positive steps to ensure that disabled students, staff and visitors can fully participate in the education provided by the school and that they can enjoy the other benefits, facilities and services that we provide for others.

We maintain an accessibility plan that will be resourced and implemented as appropriate. The plan is reviewed annually and is available to view on the academy website.

Staff, recruitment, professional development and training

STAGS complies fully with legislation that protects our staff (including teacher, teaching assistants, supervisors and trainee teachers) from discrimination on the grounds of gender, transgender status, race, disability, sexual orientation, religion or belief or age. With regard to disability, we make reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison to a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, transfers, dismissals, training and employment practices (e.g. dress codes) and disciplinary procedures. We commit to the following;

- Make an effort to ensure that the diversity of our workforce reflects that of our local community and wider society
- Ensure the safety and wellbeing of our staff and act on incidents of harassment and discrimination
- Provide regular training for staff to enable them to recognise and deal effectively with prejudice related incidents

STAGS is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. STAGS acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Roles and Responsibilities

General Duty under the Equality Act 2010

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having “due regard” means that whenever we make decisions, take action or develop policy, we must assess whether there is an impact to any of the groups with protected characteristics, and that the equality duty must be integrated into school functions.

Our Specific Duties to enable us to meet our obligations under the Public Sector Equality Duty (PSED): The Specific Duties require us to:

- A. Publish annually information quantitative and qualitative, showing compliance with the PSED set out in clause 149 of the Equality Act 2010
- B. Set every four years one or more specific measurable equality objectives that further the aims of the equality duty

The responsibilities of the Governing Body:

- To adopt and monitor the Equality Policy and equality objectives.
- Ensure the school takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.
- Support and guide the school to have ‘due regard’ for equality in all its functions.
- Ensure the school complies with the two ‘specific’ duties to publish equality information and objectives.
- To designate a named governor with responsibility in this area to ensure that the school eliminates unlawful discrimination and promotes equality of opportunity.

The EDI (Equality, Diversity & Inclusion) link governor will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they’re familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Head Teacher

The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors
- Ensures that all staff are aware of their roles and responsibilities regarding the promotion and delivery of equality in school
- Reports to the governing body any issues or suggested amendments
- challenge inappropriate language and behaviour, bias or stereotyping

The designated member of staff for EDI will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in the action plan below.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classrooms.
- deal with, and report, any prejudice-related incidents that may occur.
- support all students in their classes.
- keep up to date with equalities legislation relevant to their work
- have an inclusive and collaborative approach to their dealings with each other

Students are expected to:

- treat each other with respect and courtesy
- explore diversity with a healthy and positive approach
- value diversity
- speak out if they witness or are subject to any inappropriate language or behaviour or feel that they have been treated unfairly
- Set a good example regarding behaviour and social awareness to all

Parent/Carers and visitors are expected to:

- familiarise themselves with the school's single equality policy and support it by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality policy
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- visitors are provided with safeguarding guidance with reference to expectations of the Single Equality Policy

Associated policies and responsibilities of senior staff

Responsibility for	Key person
Single Equality Policy and Audit	Miss T Lambert (DHT) Mr P O'Neill (Trust Business Manager)
Disability equality	Miss T Lambert (SENCO) Mr P O'Neill (Trust Business Manager)
SEN	Miss T Lambert (SENCO)
Accessibility Plan	Mr P O'Neill (Trust Business Manager) Mrs M Hewett (Operations Manager)
Gender equality	Miss S Taylor (AHT)
Sexuality equality	Miss S Taylor (AHT)

Ethnicity equality	Miss S Taylor (AHT)
Disadvantaged students, progress and wellbeing	Mrs P Jarvis (AHT)
Anti - Bullying	Mrs P Jarvis (AHT)
Equality and diversity in curriculum content	Miss S Taylor (DHT) Miss R Cardani (AAHT)
Equality and diversity in pupil wellbeing	Miss T Lambert Miss S Taylor (AHT)
Equality and diversity – behaviour, suspensions and exclusions	Mrs M Chapman (EHT) Mr P Kershaw (HOS)
Participation in all aspects of school life	Miss S Taylor (AHT) Miss Lambert (DHT)

Monitoring and review

This single equality plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and students, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information will be gathered through:

- identification of students, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language
- student attainment and progress data relating to different groups
- students' views, actively sought and incorporated in a way that values their contribution
- information about how different groups access the whole curriculum and how they make choices between subject options
- sports and activities choices of all groups
- uptake of the extended school offer by group
- exclusions data analysed by group
- records of bullying and harassment on the grounds of any equality issue
- data on the recruitment, development, and retention of employees
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage

At regular intervals throughout the year the senior leadership team will provide monitoring reports for review by the governing body. These will include:

- progress against targets relating to equality and future plans
- school population
- recruitment and retention
- key initiatives

This policy links to other policies and in general the principles of equality will apply to all other school policies.

Published Data

We will publish the following data on the school's website: -

- Equality Objectives will be reviewed at least every year

Concerns or complaints

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the schools Complaints Policy.

Checklist for school staff and governors:

- The school collects information on race, disability and gender with regards to both students and staff, e.g., student achievement, attendance, exclusions and staff training
- The school analyses student achievement in terms of progress and standards for different groups and takes action when the trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g., through class assemblies and student voice
- The school monitors bullying and harassment of students in terms of difference and diversity (i.e., different groups) and takes action if there is a cause for concern
- Visual displays and multimedia resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school environment is accessible to students, staff and visitors to the school
- Open evenings and other events which parents, carers and the community attend are held in accessible parts of the school and issues such as language barriers are considered
- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information

St Albans Girls' School Equality Objectives and Action Plan 2023-2024

Objective	Lead	Actions	Deadline	Success Criteria
To reduce the number of prejudice behaviour incidents	Heads of Key Stage	<ul style="list-style-type: none"> To provide follow up work education work with all students that exhibit prejudice behaviours 	July 2024	Reported prejudice behaviour are reduced with no repeat offenders
Ensure that examination access arrangements allow fair access to all	SLT Exams lead	<ul style="list-style-type: none"> To ensure that students are assessed appropriately and when new circumstances arise that these are considered in conjunction with JCQ guidance 	Ongoing for each exam series 2023-2024	Access arrangements are applied fairly and consistently for all external examinations and internal assessments
To raise awareness and consideration of protected characteristics and to promote the STAGS School Values of Support, Trust, Ambition, Generosity and Success.	Directors of Learning & EDI Lead	<ul style="list-style-type: none"> Using effective form time activities, assemblies, PSHE and the curriculum Recognition and participation in weeks and days informing and celebrating diversity To actively seek the views of students who will act as ambassadors to promote diversity 	Ongoing	In learning counts students are able to speak about the importance of inclusion and diversity and what that means in school and the wider world. They will be able to describe examples of where they have experienced this teaching and learning.
The attendance of all vulnerable and disadvantaged students is at least in line with the average school attendance	Heads of Key Stage & Attendance lead	<ul style="list-style-type: none"> To monitor and report attendance of all demographic groups. AIO to meet regularly with Deputy Headteacher Parents to be kept informed of their child's attendance Pastoral and SEND staff to work collaboratively with parents and students to identify and remove barriers preventing attendance 	Ongoing	The gap between the attendance of the vulnerable and disadvantaged students is comparable to the average school attendance

The academic progress of vulnerable and disadvantaged students to be in line with the average school progress	Heads of Key Stage	<ul style="list-style-type: none"> • Teachers are fully aware of students within their own teaching groups. • Through in class monitoring in learning reviews and through CLs the student engagement and progress is monitored • Assessment and grade card data is used to target individuals that require more support 	August 2023	Vulnerable and disadvantaged student attainment is comparable to whole school attainment
To ensure that there is equity across all groups in the wider curriculum	EDI Lead	<ul style="list-style-type: none"> • Monitor the attendance of students to enrichment including trips • Investigate reasons why parents may not attend • Make adjustments to encourage attendance of all 	Ongoing	Wider curriculum registers show participation from all groups
Review recruitment process and safer recruitment policy regularly to ensure it meets safeguarding standards and no group is adversely discriminated against on the basis of gender, ethnicity, disability or cost	HR Lead & Team	<ul style="list-style-type: none"> • Regular review of staff profile • Investigate any complaints or concerns raised by candidates before, during or after the recruitment process 	Annually – September 2023	Safer recruitment policy is adhered to. Complaints investigated fully if received.
Ensure that parental engagement to school events, e.g., parents evening of all groups is comparable	Heads of Key Stage & Head of School	<ul style="list-style-type: none"> • Monitor the attendance of parents to school events • Investigate reasons why parents may not attend • Make adjustments to encourage attendance of all groups of parents 	Ongoing	Improved attendance across all groups

Equalities Duty - Action Plan 2023-24

Inclusion and equality of opportunity are central to the School Development Plan. Through compliance with the Equalities Duty we ensure every student has equal access to all areas of life. The table below outlines how we demonstrate 'due regard' to the general duty of the Equality Act 2010

Eliminate Unlawful Discrimination, Harassment and Victimization	Advance Equality of Opportunity	Foster Good Relations
<ul style="list-style-type: none"> ● Accessibility Plan ● CPD and PD focuses on adaptability, reasonable adjustments, teaching and learning to ensure progress for all and safeguarding ● A behaviour log is maintained by all Directors of Learning and incidents of discrimination are noted and monitored by Senior Leaders ● Restorative practice is undertaken where appropriate ● Staff are reminded of reasonable adjustments required for certain individuals as necessary e.g. by email, by notices in briefing. Senior Leadership Team oversees strategic development with a focus on these areas where required following review ● Regular liaison with governors which informs and updates all areas of the SIP 	<ul style="list-style-type: none"> ● Where necessary, the SEND Team will coordinate external professional provision for individuals or groups ● In-depth analysis of attainment data at each data catch takes place at a senior level and is shared with staff. EAA is organised ● PSHE schemes of learning, tutorial programme and assembly content are regularly adapted to reflect current and topical issues ● Lessons are regularly observed by Curriculum Leaders and SLT to ensure accessibility and progress against teacher standards ● Progress for disadvantaged groups is a key driver of the SEF. SIMS Connected and Edulink are kept and updated regularly to ensure all staff are aware of relevant barriers to learning that some students face and support students in reflecting upon any barriers to learning. ● BYOD is available for all and include additional aids such as overlays, different colour paper, enlarged reprographics. As required 	<ul style="list-style-type: none"> ● The form tutor is the primary contact for parents/carers. ● Transition programme liaison with primary schools; summer school for Year 6-7 STAGS Values foster attention on respect and teamwork as core values and these are rewarded as key in lesson and out of lesson qualities ● PSHE schemes of work, assemblies focus on British and STAGS Values. REP work explores cultures and religions to teach understanding and tolerance. ● SMSC cross curricular map and audit highlight curricular and subject coverage ● Students are aware they can talk to staff who will listen to any concerns and act upon them if necessary ● Students know how to keep safe and how to communicate effectively with staff and students in relation to this ● Report a concern highlighted on the website and around school, including form rooms and toilets and SSO. Online safety workshops - Dignify and internally via assemblies and subjects