

Equality Objectives Action Plan

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Approved by:	Full Governing Body		
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Equality objectives action plan

1. Dealing with prejudice

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
A number of recent Prejudice-related Incident Reports have indicated that there have been some instances of racist and homophobic behaviours in school.	To ensure pupils understand why racist and homophobic bullying is wrong; are appropriately sanctioned if they are perpetrators; and are supported if they are victims.	To improve teaching around prejudice and bullying, with racism and homophobia specifically being addressed – this will be done via assembly in the Spring term during tolerance week. (January 2024) To improve training for staff in how to handle incidents of racist bullying and support victims – this will be enacted as soon as possible (January 2024)	Head of School, Personal Development team, PSHE Lead and PSHE teachers.	The number of prejudice-related incidents of racist bullying will decrease significantly.	To be reviewed in the Summer term.
A small number of year 9 and 10 boys are displaying misogynistic behaviours across the school community.	To ensure all pupils understand why misogynistic behaviours have no place in the JCSC school community.	To provide specific interventions for targeted year 9 and 10 boys to address the comments and behaviours they are displaying (April 2024)	Head of School and PSHE lead.	The number of misogynistic behaviours will decrease.	To be reviewed in Autumn term 2024.

2. Celebrating diversity

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>The school's teaching on text that are from less diverse authors and so not address the experiences of neurodiverse or minority groups.</p>	<p>To ensure that the school celebrates diversity through a range of different text accessed during PSHE/ tutor periods.</p>	<p>To diversify teaching through access to a range of text. For example: "Can You See Me?" and Windrush Child (September 2023)</p>	<p>Literacy Lead, PSHE Lead</p>	<p>The school's teaching on diversity will be extended to address neurodiversity and the experiences of some minority groups.</p>	<p>To be reviewed in the next Autumn term.</p>
<p>There have been some reports of students being interested/ involved in gang culture and some instances of knife crimes within the community.</p>	<p>To ensure all students in school understand the risks of gang culture and knife crime.</p>	<p>To provide targeted workshops work vulnerable students in year 9 regarding the risks of gangs and knife crimes. Meeting with Amble Youth project- April 2024 Prison, Me No Way- June 2024. Additional PSHE session to address the risks of knife crime. (April 2024)</p>	<p>Head of School, PSHE Lead</p>	<p>The school community will be more aware of the risks of knife crimes and gang culture. The school community will understand how to keep themselves safe within the community.</p>	<p>To Be reviewed Autumn 2024.</p>

3. Facilitating equality in the workplace

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>An internal promotion decision was made while another candidate for the promotion was on maternity leave, leading to this member of staff not being considered for the promotion – this could be considered unequal treatment.</p>	<p>To ensure the school's HR procedures do not inadvertently discriminate against staff who are pregnant and/or on maternity leave.</p>	<p>To review how the school keeps in contact with staff on maternity leave and other forms of extended leave – this will be considered in the next governing board meeting at the end of the Autumn term.</p>	<p>The governing board and HR manager.</p>	<p>The school's HR procedures will be adapted to ensure staff on leave are given adequate contact during their leave and notified of any HR decisions affecting them, such as promotion opportunities.</p>	<p>To be reviewed at the end of the Summer term.</p>

4. Enabling representation

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>The local area has a high proportion of white, British families, which is reflected in the school's pupils. As a result of this, the composition of the current governing body comprises of white British governors with no representation of other ethnicities.</p>	<p>To ensure the school's governing board is representative of the school's local community but is inclusive of other ethnicities in its practices.</p>	<p>To consider whether the current governing board is able to sufficiently represent the potential needs of other ethnicities, and if not, how this will be rectified – this will be considered in the next governing body meeting at the end of the Summer term.</p>	<p>The Chair of Governors and the Full Governing Body.</p>	<p>The school's governing body will be able to account for the potential needs of pupils and families of other ethnicities when making decisions.</p>	<p>To be reviewed in the governing body meeting at the end of the autumn term.</p>

5. Supporting inclusion

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>The higher-level pupils with neurodiversity. At times, the school environment can be noisy and busy.</p>	<p>To ensure all areas of the school are as accessible as possible for all members of the school community.</p>	<p>To facilitate access to the Quay and the reflection room for students who are feeling over stimulated.</p> <p>To create a sensory room which can be accessed by students who are overstimulated during the school day.</p>	<p>SENDCO</p>	<p>Neurodiverse students, through pupil voice, are able to identify a place to go when they feel overstimulated in classrooms.</p>	<p>To be reviewed after the Autumn half-term.</p>