

DEAN TRUST Wigan

**STRATEGIC EQUALITY PLAN
FOR DEAN TRUST SCHOOLS
Dean Trust Wigan**

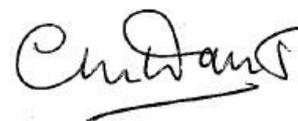
The Dean Trust Schools

Dean Trust Wigan

Strategic Equality Plan 2019 – 2023

Strategic Equality Plan agreed by DTW Governors:

(Signed by Chair)

A handwritten signature in black ink, appearing to read 'C. Daint', with a horizontal line underneath.

Date: *January 2019*

Updated: *January 2021*

Scheme due for review: *January 2023*

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West**

1. Our Distinctive Character, Priorities and Aims

The following principles underline everything we do;

- A respect for all pupils and their parents.
- A full commitment to professionalism.
- A well-ordered and caring school community.

The school aims to;

- Help pupils to achieve their full academic potential while offering all pupils equality of opportunity in learning, regardless of gender or special educational needs, while preventing racial discrimination and prejudice.
- Help pupils to acquire knowledge and skills relevant to adult life, employment and leisure in a fast-changing world.
- Help pupils to be literate and numerate.
- Help pupils to develop lively, enquiring minds with the ability to question and argue rationally while applying themselves to tasks and physical skills.
- Prepare pupils for future economic roles as producers, consumers and citizens.
- Help pupils contribute to an industrialised and highly technological society, allowing them to understand enterprise, wealth creation and entrepreneurial skills.
- Encourage the principles of common sense and courtesy and to develop a respect for other people and their property.
- Help pupils develop sensitivity, empathy, tolerance, self-control, sympathy and an understanding of others while helping pupils understand and respect the world in which they live and the interdependence of individuals, groups of people and nations.
- Increase pupils' awareness of the wide variety of religious and cultural experiences, beliefs and practices to be found in the world so that they may develop an awareness and understanding of their own beliefs and respect the rights and values of others. Help pupils to understand the effect of human activities on the environment.
- Create a happy and stable environment in which learning can take place.
- Help pupils to develop an interest in their own good health and acquire the skills to make positive choices and decisions throughout their lives.
- Help and encourage all concerned to maintain the school's reputation.

1.1 Trust Values

All schools within the Dean Trust are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. The Dean Trust aims to develop a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and data used to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At the Dean Trust, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of Dean Trust Wigan

Dean Trust Wigan is an average sized 11 to 16 mixed school, with 726 pupils on roll. There is a marginally higher proportion of boys in the school (51.4%). The number of pupils eligible for free school meals is 45.2% (Ever6 FSM 54.8%), which is in the highest percentile range nationally. The school serves the most deprived area of Wigan, with an IDACI score of 0.28, compared to a Local Authority score of 0.17 and a National average of 0.20. 53% of pupils live within the top 10% of most deprived areas compared to a Local Authority average of 13%. ACORN data shows 87% of pupils live in families that are financially stretched (219 pupils) or in urban adversity (407 pupils).

The school is proud to be part of this community and wants to be seen as a catalyst to challenge the expectations of the people who live here. The school works to ensure pupils attain qualifications that allow them to leave able to access increased opportunities.

Chart 1.2.1; Chart showing the percentage breakdown of gender of pupils attending Dean Trust Wigan.

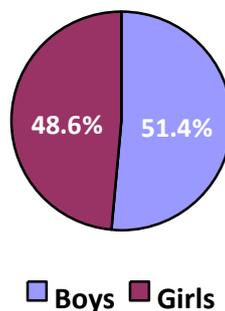
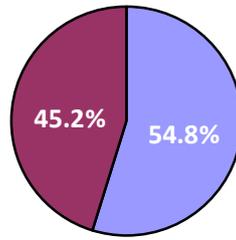
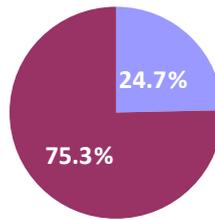


Chart 1.2.2; Chart showing the percentage breakdown of pupils who are classed as Pupil Premium (PP) attending Dean Trust Wigan.



■ PP ■ Non-PP

Chart 1.2.3; Chart showing the percentage breakdown of pupils who are classed as having special educational needs (SEND) attending Dean Trust Wigan.



■ SEND ■ Non-SEND

Table 1.2.4; Ethnic breakdown of pupils attending Dean Trust Wigan School for 2020/2021. Data collected from spring school census.

Ethnicity	Number of Pupils
White - British	644
Any other White background	21
Information Not Yet Obtained	9
Black - African	9
Other ethnic group	8
Any other mixed background	6
White and Asian	4
Any other Black background	4
Refused	4
White and Black Caribbean	3
White and Black African	3
Chinese	3
Gypsy/Roma	2
Any other Asian background	2
White - Irish	1

Pakistani	1
Indian	1
Traveller of Irish heritage	1
Roma	1

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

The school will aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, the school will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils 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 the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

The purpose of the schools Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of the school community and in all aspects of the school plans and policies as defined within the Equality Act 2010.

In setting the equality objectives for the school, due regard is taken in respect of the Equality Act general duty to;

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it by;
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic,

- b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it,
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in Section 5 (p.10) and Appendix 1.

2. Responsibilities

2.1 Governing Body

The Trust board and School governing bodies have set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and staff, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- apply Nationally agreed pay and conditions for employees
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child or staff member is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will assess the progress of the SEP annually, as part of its Annual Reporting activity

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;

- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Trust's and school's policies, ensuring that all staff are aware of their role in equality.

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting the school in deciding what actions needs to be taken in order to improve equality and eliminate discrimination within the school community. The information also subsequently helps the school to review its own performance, therefore, it needs to be detailed enough to measure how well the school is delivering on its equality duties. The information also helps create impact assessment and evaluate the school's aims; identifying those that have been achieved and those that require additional work.

Engagement is based on the information gained about representation of different groups. The school aims to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. The school takes particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes, but is not limited to the following:

- an analysis of the responses received from pupils, parents/carers, staff in questionnaires.
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and

appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;

- pupil attainment and progress data relating to different groups;
- children and young people's 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 enrichment activities 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 activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

3.3 Engagement

The school involves stakeholders including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We consider the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely considered when we set priorities. These include, but are not limited to the following:

- The school's links to the Trust Board and Governing Body,
- Parental and Pupil Questionnaires,
- Involvement with Community based activities
- Work with our local Primary schools
- Representation at SEND forums within the local community,
- Links with local churches and annual Christmas Services for our pupils.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school promote equality and ensure that no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to

ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance of the specific duties of the Act, it will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, the school will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

The schools chosen equality objectives are:

1. Ensure the School's commitment to equality is evident in its strategic development planning, promotion and self-review process.
2. To reduce the gaps in attainment across all key stages (between each individual grouping and non-vulnerable pupils).
3. Ensure enhanced awareness of equality and diversity issues amongst pupils, staff and governors and where observed, that barriers to participation are removed to enable all staff and learners to play a full part in the life of the school.

The school has relevant action plans covering all relevant protected characteristics, as detailed in Appendix 2. These describe how the school is taking action to fulfil both the general and specific duties.

Our action plans are cross-referenced with the School Improvement Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- who has lead responsibility.

The school evaluates the effectiveness of the SEP on a regular basis (at least annually), through the governing body and when the school is inspected.

6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage.

All data collected will be used solely for the purpose of analyzing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans.

This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by January 2023.

The Dean Trust Schools

Strategic Equality Plan 2019 – 2023

Appendices

- Appendix 1 School Equality Objectives and Action Plan**
- Appendix 2 Current School Access Plan**
- Appendix 3 Regional Equalities Objectives**

Dean Trust Wigan Equality Policy and Action Plan 2019-23

Area 1	Evidence / Outcomes	Success Indicators	2020/21 Review	Lead Person	Monitor
<p>Ensure the school's commitment to equality is evident in its strategic development planning, promotion and self-review process.</p>	<p>The school's commitment to equality is evident in the following documents: School Prospectus Staff Handbook 3 x yearly Headteachers reports to Governors (reflecting equality issues raised across the school) Other promotional materials Commitment to be included in whole school /department review and evaluation documents</p>	<p>Ensure that the school's commitment to equality is embedded in its key strategies, policies and documents</p>		<p>Deputy Headteacher Behaviour, Welfare & Personal Development</p>	<p>Headteacher</p>
	<p>School opened in 2010, and as a new build was fully compliant with DDA regulations. All building work completed since this point have also complied with access regulations.</p>	<p>School building remains fully accessible and any facility development has equality of access in its planning</p>		<p>Site Supervisor</p>	<p>Director of Resources</p>

Area 2	Evidence / Outcomes	Success Indicators	2020/21 Review	Lead Person	Monitor
<p>To reduce the gaps in attainment between each individual vulnerable grouping and non-vulnerable pupils. This will be evidenced through the progress made from KS2-4 for targeted groups of pupils.</p>	<p>Evaluation of the quality of the curriculum and annual updates. KS4 qualification offer meets current national requirements (P8, A8 and Ebacc and Post 16 access opportunities)</p>	<p>Ensure we provide a broad and balanced curriculum that meets all learners needs</p>	<p>En/Ma equality of opportunity to be addressed</p>	<p>Deputy Headteacher Curriculum & Assessment</p>	<p>Headteacher</p>
	<p>Evaluations of quality of teaching Views of learners, parents and staff Analysis of pupil progress by subject, cohort, gender, pupil group and teaching group Effective strategies for improving teaching: identifying best practice, monitoring and acting on findings, coherent CPD (inc. Coaching, training, mentoring, curriculum development, and tackling underperformance) Systematic performance management</p>	<p>Evaluate the quality of teaching and its impact on the learning of all protected characteristic groups</p>	<p>System to evaluate the quality of teaching and its impact now in place</p>	<p>Assistant Headteacher Teaching & Learning</p>	<p>Headteacher</p>
	<p>Attainment and progress from historic examination and test results, RAISE online and comparisons with national standards Attainment and progress of current learners Attainment and progress of sub-groups of learners. Including SEN, Gender, LAC Attainment & progress in different subjects. Use of 'Narrowing the Gap' in school report to identify specific issues Provision of necessary interventions Data collection points 3 times a year</p>	<p>Analysis of data to monitor learner achievement and respond to variations between groups of learners, courses and key stages, using trends over time and comparisons with other schools</p>	<p>Progress and attainment indicators not in line with NA. Pupils who are PP/SEND do not achieve as well as their peers yet.</p>	<p>Deputy Headteacher Curriculum & Assessment</p>	<p>Headteacher</p>
	<p>Pupil Premium Improvement Plan Planned use of school's additional funding Monitored through PP Strategic Group which meets termly</p>	<p>Attainment gaps are reduced over time</p>		<p>Deputy Headteacher Curriculum & Assessment</p>	<p>Headteacher</p>

Area 3	Evidence / Outcomes	Success Indicator	2020/21 Review	Lead Person	Monitor
Ensure enhanced awareness of equality and diversity issues amongst pupils, staff and governors and that barriers to participation are removed to enable all staff and learners to play a full part in the life of the school.	Admission procedures Diverse, non-stereotypical images in all marketing materials. Appeals Policy and records	Ensure that the school's commitment to equality is evident in its admission procedures		Headteacher	Chair of Governing Body
	Curriculum provision / documentation in Form Time activities that signpost diversity and equality issues Annual whole school assemblies delivered through SLT in the theme of 'equality' School displays eg Inspiration Corridor	Provide a clear and coherent learning experiences enabling learners to understand others, value diversity and human rights, and participate responsibly in their communities	Plan in place and structure in place for staf/curric time/resourced curric evident. Early stages of impact.	Assistant Headteacher Behaviour & Welfare	Deputy Head Behaviour, Welfare & Personal Development
	Planning documentation and DDA audits Wheelchair access to all areas and work undertaken Provision of study/social space for learners with disabilities Contractors employed by the school are made aware of the school's expectations regarding equality	Ensure that where practicable, all buildings are accessible to all staff and learners		Director of Resources	Headteacher

Appendix 2



ACCESSIBILITY PLAN 2019 – 2023

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. This plan is available in large print or other accessible format if required.

Aims of the plan

We are committed to providing a fully accessible environment which values and includes all pupils, staff, councillors, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Background

The buildings layout and facilities.

Dean Trust Wigan is committed to making reasonable adjustments to allow disabled pupils to access educational provision within our building.

The school building occupies three stories of a new building completed in April 2010. The area totals approximately 9900 square metres. It has two lifts, a ground floor and lower ground floor that are accessible without lifts. All outside sports and grounds facilities are accessible to all. There are 55 classrooms and each floor has a least one accessible toilet. All areas and rooms have the correct width doors to enable access for everyone. All floors have emergency refuge call points with an emergency evacuation system in place at each evacuation escape route at the end of each corridor floor. There is height adjustable furniture located in rooms throughout the building.

We plan, overtime, to further increase the accessibility of provision for all pupils, staff and visitors to our building.

ACCESIBILITY AT DEAN TRUST WIGAN

Safe traffic routes and pedestrian routes.

Access to Dean Trust Wigan is via a short street called Greenhey that leads up to the buildings entrance gates. There are two pedestrian gates located either side of the main entrance gates that are fully accessible to all. Each pedestrian route that leads to the main entrance has a zebra crossing with ramped visual impaired hatchings. Road markings and directional signage are clearly defined with a vehicle drop of point turning circle.

Arrangements for pedestrian access in and out of buildings.

Access to the school building is via the main entrance for pupils, staff and visitors and the lower ground entrance is for pupils and staff only (due to safeguarding requirements). Each entrance is fully accessible to all with the main entrance fitted with automatic sliding doors. The main entrance reception desk is built to accommodate access for mobility impaired persons and has use of a hearing induction loop. All entrances, exits and escape routes in and out of the building are flat and level and accessible by all.

Designated disabled parking areas for visitors.

There are seven disabled parking areas clearly marked and signposted located at the top car park making travel to the main entrance and public library a very short distance and easily accessible for all visitors.

There are also two disabled parking areas located at the bottom car park.

Delivery vehicles.

There is one large delivery area clearly marked and signposted for deliveries to the building. The delivery area is located at the top car park away from pedestrian routes, with easy access to the main reception and school kitchen facilities. The waste and recycle refuse are also located at the top car park giving ease of access for refuse vehicles away from pedestrian routes.

Overall layout of the building.

All external and internal areas, rooms, corridors, halls and lifts are accessible to all pupils, staff and visitors with directional signage being clear and logical.

Corridors and walkways

All corridors throughout the building are of a suitable width to accommodate access for all. Corridor fire doors have hold open door closers giving ease of access, only closing upon fire alarm activation. Directional and fire signage is clear on all corridors and exit doors. All doors leading to classrooms off corridors open inwards and comply with part M of the building regulations. Disabled toilet doors open outwards and recessed off corridor travel routes, so as not to cause obstruction.

Internal doors and stairways

All doors throughout the building are the same and comply with part M of the building regulations. All doors where required have observation panels, open the correct way and are furnished with DDA compliant ironmongery. All stairways are wide, have handrails and balustrading. Staircases have yellow step nosing, are easily identifiable at the top, and bottom steps. Emergency refuge points and evacuation chairs are located at the top of each staircase including fire evacuation staircases.

Passenger lifts

There are two passenger lifts located on each side of the building where there are three floors allowing easy access for all. Lifts can accommodate up to 12 persons. The lift call buttons and controls are DDA compliant.

Access to toilet facilities

Each floor has a wheelchair accessible toilet and a general use toilet facility. Each toilet has alarm call that when activated sounds on a control panel in the main reception advising the location of the toilet where assistance is required.

Internal surfaces, walls and surroundings

All internal walls, surfaces, doors, floors, balustrading and ceilings have a contrast of different colours throughout all areas of the building to assist partially sighted persons when moving from area to area.

Directional signage

All external and internal directional signage throughout the building is clear and of the same standard, font and colour giving easy reading for all.

Lighting

Lighting is of the same standard in all corridors and classroom areas. Lighting faults and repairs are recognised via the building's BMS system. Emergency lighting is tested automatically throughout the building during evening hours via the BMS system.

Acoustic environment

Acoustic performance within the building, room to room is of a good standard allowing little transfer of sound between teaching and circulation areas.

Means of escape, sounders and alarms

The buildings fire detection system is a GENT system throughout with the main control panel located at the main reception.

The fire alarm system's smoke and heat detection is armed with sound for partially sighted persons and flashing strobe for hearing impaired persons upon alarm activation. Each room and area has a ceiling speaker system to allow messages to be transmitted around the whole building if required.

The lower ground floor rooms and halls have the benefit of hearing induction loop systems.

Building management and maintenance of services

All of the building's equipment and machinery are maintained and serviced on an annual basis and a record of service is kept up to date.

APPENDIX 3

Regional Equality Objectives North West

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non- disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.
2. Implement Government Bullying Guidance and reduce Identity based bullying in schools Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.
3. Reduce gaps in levels of attendance between different protected groups as identified in local data Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.
4. Reduce the number of NEETs The North West has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24-year-old group within England. Being NEET is a major disadvantage to young people.
5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff. Headteachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.
6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors. None statutory guidance on the Public Sector Equality Duties states that all Schools must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors. An example of this is the may be the Channel – Safeguarding Vulnerable People from Being Drawn into Terrorism for staff.