Equality Action Plan – 2014 -2017

Core Purpose	Strategic Theme	Areas for Development	Amplification	Desired Position	Lead	SDP/ SSR Link	EA 2010 link
Woodbridge High School continues to be committed to ensuring equal access and opportunity to all its pupils and is proactive in ensuring no pupil is disadvantaged due to a "protected characteristic" as outlined in the Equality Act 2010.	1.Attainment	1.1 Skills for learning	The delivery of Literacy, Numeracy, LH2L and Emotional Intelligence skills	All pupils achieve a minimum of Level 4 at the end of year 7. LH2L and EI skills delivered so pupils may better access and manage their learning.	AA	1.1.2 2.4.1 2.4.2	2.8 5.21
		1.2 Organisation	Staff deployment and training. Student allocation to sets/groups	Strongest staff teach the lowest achieving pupils. Staff training is based on pupil needs. Groups/ sets based on academic ability, not behaviour or attitude.	LG links	1.2.2 2.2.1	2.8
		1.3 Bespoke Support	Inclusive classroom practice, climate of learning, additional support , 1 to 1 and Learning Support Department.	An approach to teaching that meets the learning needs of every pupil. Positive, aspirational climate of learning established in every classroom.	FK	1.4.1 1.4.2 2.1.3	5.21
		1.4 Monitoring	Effective monitoring of individual pupils (case studies) and groups of pupils (focus groups)	Effective monitoring of at-risk pupils and pupil groups to ensure early intervention is implemented, maximising pupil opportunities.	GM, FK	1.1.1 3.2.2 3.2.3	5.28
	2. Behaviour Intervention	2.1 Tracking	Incidents on SIMs, On-call, internal and external exclusion	Effective tracking of incidents and exclusions to inform whole school policy. Ensure no student group is being disadvantaged.	FK	1.1.1	5.20
		2.2 Statistical Analysis	Analyse emerging patterns, identify root causes.	Reduce negative behaviour cycles and incidents. Reduction in both internal and external exclusions.	FK	3.1.2	5.28
		2.3 Intervention for Equality	Put in place intervention to ensure equal opportunity for all.	Successful intervention that allows all pupils and pupil groups to succeed. Equality of opportunity for all pupils.	FK	3.4.1	5.29
	3. Celebrating Diversity	3.1 Diversity Education	Educate students on diversity matters. Empower staff and students to be role models.	Pupils are well informed of different cultures, values and beliefs and celebrate their diversity. Pupils and staff lead as role models through sharing experience	AA	1.3.2	5.23 5.24 5.28
		3.2 Incident Review	Track and monitor incidents of bullying and incidents relating to the "protected characteristics" as outlined in Equality Act.	Reduction of incidents such as bullying related to protected characteristics as outlined in the Equality Act 2010.	FK	3.4.1	1.7 3.1 - 30 4.2
		3.3 Staff recruitment and promotion	Ensure a comprehensive approach to both recruitment and promotion. The faculty to reflect student body.	A staff body that is representative of the student body in all its characteristics. Pupils have appropriate role models.	HT		8.3
	4.Inclusive Participation	4.1 Inclusive Curriculum	Curriculum content, choice and delivery to be accessible and reflective of a diverse student body	A comprehensive curriculum that is encompassing of all in its content, choice and delivery. A variety of curriculum pathways that meet the needs of all pupils.	SH	1.3.3 2.3.1	2.8 to 2.12
		4.2 Extra-curricular Activities	To offer a comprehensive extra-curricular provision at the heart of which is celebrating diversity	A range of pupil led extra-curricular activities are offered that acknowledge, celebrate and perpetuate diversity.	JC	3.3.3	5.19
		4.3 Support Services	To ensure a comprehensive support structure for pupils including FT, YC, LG, professional support, LSD and parent engagement	A pupil support structure that is fully comprehensive with sufficient expertise to ensure all pupils receive the support required to succeed.	FK	3.2.1	4.16
		4.4 Physical Access	To ensure an accessible infrastructure and access to all support tools required (such as laptops).	All pupils can access all parts of the building and are provided with all resources as necessary.	JC	4.1.2 4.3.1	4.13