

Varndean School Equalities Action Plan 2017-18

Our Equalities Group meets regularly to monitor and co-ordinate Equalities work across the school. It is led by AAH and its members include the Student Voice Coordinator, the Learning for Life Coordinator, students and other staff representatives.

| Strategic Target | Current Position & Evidence Source(s) | Action(s) | Deadline | Person Responsible | Resources & Cost | Review & Evaluation Date | Success Criteria |
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| Develop School Calendar such that all protected characteristics are celebrated and catered for. | Many protected characteristics celebrated and catered for through L4L, High impact days, specific events such as stonewall t-shirts. | Create a diversity calendar and ensure the school calendar takes this into account when planning events such as sports day. Specifically look at placement of sports day, enrichment week and assemblies delivered during Ramadan. One equality assembly mapped at the start of the year. Majority of assemblies have a link with equalities. | Start of each year | Equality lead, student equality group and RS/P4C. | Time | Each half term review and check events | More of the protected characteristics celebrated throughout the school year. 2. Whole school events accommodate diversity of our community. |
| Work with community and voluntary sector groups to engage parents and carers from a range of backgrounds. | School needs to engage parents from all backgrounds. | Liaise with outside agencies to support translators at Parents' Eves & Making the Grade | On going | School bases, Form tutors, intervention team. Equality lead. | Time, venue, | Each term. | Evaluation of events through the year by the Equalities Group. |
| Develop student leadership such that students are empowered to shape the school with regards to Equalities. | Currently have a student equality form reps that meet every half term. Languages club runs once a week focuses on culture lead by students. | Identify senior student for equality to attend Student equality group and work with equality lead. Senior Student to plan and develop information and education PowerPoints to send to tutors. Students to lead on organising and developing celebration events throughout the school year. | On going | School bases, form tutors, equality lead, equality allies. | Time, materials for events e.g. t-shirts. | Each half term. | 1. Increase the number of students involved in equalities. 2. Increase in number of equality events throughout the school year. 3. Increase students awareness of equality and diversity shown in student equality survey. |
| Build on Equalities Diversity Learning Walk such that corridors, prospectus and classrooms reflect our diverse community. | A range of images are shown across the school. Diversity walk taken place June 2016. | Yearly diversity walk carried out by LEA and EMAS. Half termly diversity walks carried out by student equality group and equality allies. | On going | Equalities lead, Equality allies, student equality group, display lead and assembly lead. | Time, cost of lanyard. | Half termly | Every display to include at least 3 images which depict the protected characteristics. (if appropriate) |

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| | | | | | | | Learning walks and feedback conducted and shared with staff and students. |
| Staff training to be made available for all staff, for cohorts and for one to one from Equalities lead and Equalities Allies | All staff training delivered at the beginning of year during inset. New cohorts of staff and trainees are given this training on induction days. Learning for life training offered as required. | Relevant training made available to staff when needed. Departments have a focus on equalities within the curriculum and this is monitored and developed by the equality lead. | Ongoing | Equalities lead | Time, training resources. | Each term. | More staff equipped with the skills to challenge discrimination. Training needs identified. Training tailored to the identified needs of form tutors, teaching staff, support staff and equality allies. |
| Trans Policy used to aid school bases with regards to procedures and guidance. | School Bases are trained – approach in different ways. No current guidance | Policy is in place as a guideline for school base staff. | Ongoing | Equalities lead | Time | Ongoing | There is strong, flexible guidance for all staff so we are better equipped as a school to support these students. |
| SAWSS data analysis actions to improve equalities across the school for specific groups: LGBT BAME | SAWSS data now collected from schools every 2 years. 2016-17 data analysed and form the actions for this year. | LGBT: Set up LGBT focus group with staff and students and focus on belonging and bullying/prejudice at Varndean with regards to LGBT. What can we do more? BAME: Staff training drip fed throughout the year on race equality (local providers available to lead this if necessary). Build diversity into curriculum areas through shadow leadership meeting. | Ongoing | Equalities lead and Tim Clarke | Time Potential £ for outside agency training if required | Ongoing | Improvement in SAWSS data with regards to belonging for LGBT students and subject areas celebrate and build in diversity within the curriculum. It is apparent within SoL and lessons. |