



Pleckgate High School Equality Objectives

Reviewed and set: 2017/2018 (to be updated at least every four years)

The Public Sector Equality Duty (PSED) requires all schools to publish specific and measurable equality objectives, to be updated at least every four years.

What issues and challenges can equality objectives address?

Equality objectives may relate to any of the three aims of the public sector equality duty. They may be linked to challenges already identified in the school improvement plan, might respond to gaps identified through data analysis, or may result from consultation with pupils, staff and parents.

Equality objective 1: *To improve transitional provision for students who are international new arrivals (INA) and who have English as an additional language (EAL).*

Why we have chosen this objective:

In recent years the school has admitted a larger proportion of students who are INA/EAL. We feel it is important that INA/EAL students receive targeted support and a smooth transition into school life.

To achieve this objective we plan to:

- Establish an INA/EAL unit in school that provides focussed and tailored support to enable students to access the school curriculum and feel safe and welcomed.
- Staff training, support and guidance to respond to the challenges of teaching INA/EAL students.

Progress we are making towards achieving this objective:

- The INA/EAL unit was established in September 2015 and provides both short and long stay provision for students.
- Many students are now accessing the wider school curriculum and there are marked improvements in reading, writing and spoken English.
- Circles of friends have been successfully established to enable students to settle in to school life.

Equality objective 2: To close the absence gap between students eligible for free school meals (FSM) and students not eligible for FSM*

**(Socio-economic circumstances is not a protected characteristic under the Equality Act 2010, however we have selected this as an additional objective as closing this attendance gap is a priority for the school)*

Why we have chosen this objective:

Absence indicators for the academic year 2016/17 highlighted a 3.2% gap between FSM and Non FSM students in school.

To achieve this objective we plan to:

- Regular student voice to evaluate student engagement in school life.
- Regular pastoral/attendance leads meetings to target early intervention with students and families.
- Regular contact with parents/carers of students of concern including prioritised home visits for disadvantaged students

Progress we are making towards achieving this objective:

- Established routines for ensuring absence is intervened with immediately
- 2017/2018 attendance data suggests that the gap has closed to within 2.7%