



GARTREE HIGH SCHOOL

Equality objectives

Gartree High School fully recognises its public sector equality duty under section 149 of the Equality Act 2010 and will, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited under the Equality Act 2010;
- Advance equality of opportunity between people who share a “protected characteristic” and people who do not share it; and
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

Every child reaching their full potential, is at the heart of the work we do at Gartree High School. We analyse and interpret our data and feedback carefully to identify any potential issues for pupils in relation to the protected characteristics. In addition, all of our analysis and interventions take into account FSM and PP status as well as any child in care or adopted. This is to ensure that the appropriate actions and interventions are in place for any child that may be disadvantaged.

1. To promote diversity in all of its forms.

To ensure that all sections of our community feel welcome and provided for at Gartree High School.

Actions: Through our admissions policy, open evening, open mornings, publications, website and school promotions, we encourage high aspirations in students across the local area and in order to recruit students from all backgrounds. We ensure that all sections of the community feel they can benefit from, and have, equal access to our education provision.

Monitoring and evaluation: Analysis of the characteristics of the annual intake at the entry point (Year 7). Comparisons to our school census data made. Careful monitoring of such data to identify emerging issues and trends.

2. To encourage high levels of progress and attainment for all students

Our school aim is the pursuit of excellence for all, therefore we track and monitor progress individually and by groups (e.g. SEN, PP, Gender, EAL, Ethnicity). We regularly analyse data to identify gaps in progress and act to ensure these gaps are closed through a targeted approach of support and intervention.

Actions: Continuous monitoring and tracking of student progress. By the teacher on a class by class basis, by departmental subject and by cohort/year group. External data/ results and outcomes will also be interpreted to identify actions and interventions needed with specific groups and individuals. This will involve the pastoral team, Heads of department and SLT to plan, prepare and deliver appropriate interventions, mentoring and meetings to ensure that we do all we can to reduce barriers to learning.

Monitoring and evaluation: Analysis of the impact and final outcome for students. Case studies and individual plans as appropriate.

3. Encourage a high level of attendance for all students.

High levels of attendance are required for a child to reach their full potential academically and to develop socially and emotionally to find their place and contribute successfully in society. Evidence suggests a strong link between attendance levels and school success in terms of outcomes. We aim to promote high levels of attendance for all students regardless of age, gender, ethnicity, SEN or disadvantaged status.

Actions: Our Pastoral Manager is responsible for the internal monitoring of attendance of all students and groups of students in all year groups. This allows us to identify and intervene if any student's attendance figures fall. This will involve close partnership with parents/carers and individual mentoring as appropriate. Students regularly review their attendance and are encouraged to set attendance goals. Promotion of good attendance occurs within school and with parents and carers.

Continuous monitoring and analysis of attendance by group

4. To ensure representation of all groups in school events (curriculum and enrichment)

To ensure that all students in all year groups and all groups of students will be represented to reflect the school community.

Actions: Analysis of the groups representing the school to enable us act accordingly. This may mean active encouragement of some groups, offering support, improving school communication with some groups and some parents, reaching out to specific groups. Evaluating the selection/ recruitment of groups. Seeking out opportunities that will appeal to all groups represented in our school.

Continuous monitoring and analysis of representation by group