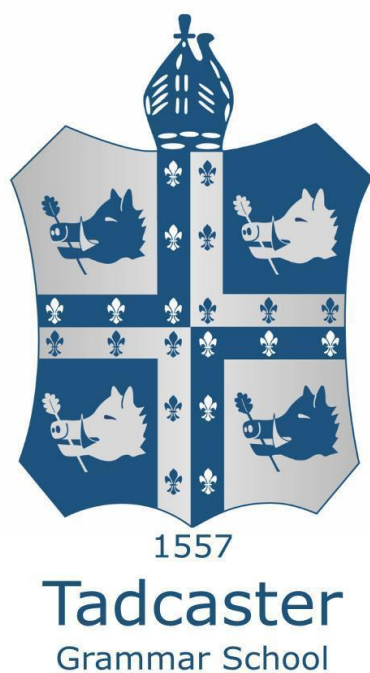


# TADCASTER GRAMMAR SCHOOL



## Equality Information & Policy Objectives

Reviewed by the TGS Governing Body	JUL 21
Interim Review Date	JAN 22
End of Year Review Date	JUL 22

Tadcaster Grammar School abides by the legal framework and is guided by the acting principles within our STAR Multi-Academy Trust Equality Information and Objectives Policy:

<https://web.starmat.uk/wp-content/uploads/2021/12/STAR-MAT-Equalities-Policy-November-2021.pdf>

## 2021-22 - Objectives Review and Action Plan

### Equality Objective 1: Student progress

**1a Evaluate the progress of all student groups, including the aspects of ethnicity, sex, and special educational needs;**

JUL 21 Review:
<ul style="list-style-type: none"><li>● Internal progress data evaluated in relation to key student groups - shared with relevant staff within school in order to inform future continuing professional development, teaching &amp; assessment and intervention</li><li>● Nationally validated data sets suspended in 2019/20 &amp; 2020/21</li></ul>
JAN 22 Review:
<ul style="list-style-type: none"><li>● Rigorous scrutiny of progress of Year 11 students eligible for PP in December 2021 through enhanced feedback from staff, who were afforded time to reflect on each disadvantaged student that they taught</li><li>● All PP students and SEN students progress scrutinised after each report cycle using the Horsforth Quadrant with reviews held with students' Lead Professionals</li><li>● Green vs Pink charts highlight differences in progress based on gender, SEND, pupil premium and prior attainment. These differences are scrutinised at a whole school level and at a subject level, with follow-on actions determined following this analysis</li></ul>

**1b Publish internet links to websites for the school community to signpost externally produced reports on the progress of students in the school.**

JUL 21 Review:
<ul style="list-style-type: none"><li>● Nationally validated data sets suspended in 2019/20 &amp; 2020/21</li></ul>
JAN 22 Review:
<ul style="list-style-type: none"><li>● As above</li></ul>

## Equality Objective 2: Behaviour for learning development

### 2a We will work towards all students being recognised and rewarded for behaviour representing the four key student values;

JUL 21 Review:
<ul style="list-style-type: none"><li>● Launch of lapel recognition system that rewards for all 4 values</li><li>● Recognition system aligned in September 2020 to the key values. Students now earn recognition points in these values during each lesson.</li><li>● Parent Workshop delivered by Educational Psychologist (KS4-5 and KS3 - Summer 2021)</li></ul>
JAN 22 Review:
<ul style="list-style-type: none"><li>● Students continue to get rewarded for positive behaviour and attitudes with 826 students (57% of student numbers) having already secured 1 or more lapels (60 separate achievement points required per lapel). This is an increase of 32% compared to the same date range last year</li><li>● We have launched 'Friday 6' that sees each department recognise 10 students across the school for going above and beyond in their attitude to learning within that department. These students spend period 6 on a Friday with a member of SLT and the CTL to celebrate their success. This initiative has been a huge success with approx 130 students having already been nominated and experienced 'Friday 6'</li></ul>

### 2b Alongside the school priority of reducing the use of fixed term exclusions to zero, students with the protected characteristics should not be overrepresented in any fixed term exclusions used.

JUL 21 Review:
<ul style="list-style-type: none"><li>● Fixed term exclusion has seen a 72% reduction across the school. Students with protected characteristics make up 15% of total exclusions</li><li>● There has been a 90% reduction in SEN/EHCP students this year compared to previous year. In terms of student numbers, this had reduced from 10 students to 1 student</li></ul>
JAN 22 Review:
<ul style="list-style-type: none"><li>● Fixed term exclusions continue to reduce year on year with just 3 FTE this school year. None of the 3 students were SEND/EHCP</li></ul>

### Equality Objective 3: Anti-bullying (Peer on peer abuse)

**3a We will actively promote and monitor the effectiveness of the school anti-bullying strategy with reference to disability, homophobic, racist, sexist/sexual, religious beliefs and transgender bullying incidents.**

***'Absence of reporting does not mean bullying is not taking place'***

JUL 21 Review (MCA):

#### **Promoting an open and honest anti-bullying ethos in the school through:**

- Calendared anti-bullying week (November 2020)
- Ongoing core 'values' messages through bulletin about respect and responsibility - PSHE program 20/21 that discusses issues such as diversity and anti-bullying messages (in collaboration with E+D Group, Student Leadership/Voice):
  - World Aids Day
  - International Men and Women's Day
  - LGBT History Month
  - Safer Internet Day
  - Cultural Diversity World Day
  - Pride Month
  - Career Stereotypes
  - Reporting peer on peer abuse (April 2021 and June 2021)
  - Celebrating Differences
- Assemblies that promote a sense of community
- Equality and Diversity group still able to 'meet' weekly through online G Meet
- Class discussions and role play in Life Skills, Drama (Red Shoes, DNA), English (Refugees, Of Mice and Men etc) and RE that draw out anti-bullying messages
- Acceptable User Agreement updated for online learning, that is signed by all to prevent misuse of the internet and deter cyberbullying
- E-safety covered in Computing lessons
- Rigorous staff supervision at lunch and break times
- Best practice shared with staff in 'Keeping Children Safe in Education' and new Behaviour for Learning policy, as well as ongoing training through Google Classroom.
- Robust investigation of all allegations of bullying
- Ongoing liaison through Headteacher Updates with parents on key matters related to the school's anti-bullying policy
- Support Zone launched

#### **Monitoring the effectiveness of the anti-bullying policy**

- Opening discussion with governors, including the invitation of E+D group Year 12 student (May 2021) - Scrutinising the Growing Up in North Yorkshire survey to explore trends and concerns to embed within curriculum and co-curriculum
- Pastoral Review (June 2021) to explore whether there is an under-reporting of bullying issues

- Developing staff awareness of how all bullying (or associated behaviours) can be better logged on Class Charts so that school has an accurate picture of bullying incidents
- Student awareness of how bullying incidents and discriminatory language will be logged to encourage any incidents to be reported

#### JAN 22 Review:

##### **Promoting an open and honest anti-bullying ethos in the school through:**

- Calendared anti-bullying week (November 2021)
- Ongoing core 'values' messages through bulletin about respect and responsibility - PSHE program 21/22 that discusses issues such as diversity and anti-bullying messages (in collaboration with E+D Group, Student leadership/voice) including scheduled:
  - European Day of Languages
  - Black History Month
  - International Men and Women's Day
  - International Day - People with Disabilities
  - Mental Well-being (dispelling stigma)
  - LGBT History Month
  - Sexual Assault Awareness
  - Cultural Diversity World Day
  - Pride Month
- Assemblies that promote a sense of community
- Equality and Diversity group meeting weekly and in person
- Audit PSHE across the curriculum
- Acceptable User Agreement updated for online learning, that is signed by all to prevent misuse of the internet and deter cyberbullying.
- E-safety covered in Computing lessons
- Rigorous staff supervision at lunch and break times.
- Clear best practice shared with staff in 'Keeping Children safe in Education' and whole staff training - Safeguarding, Anti-bullying and Tackling Sexism and Sexual Harrassment (September 2021 CMU/MCA) and (November 2021)
- New coding for anti-bullying on Class-charts (from Sept 2021)
- Investigation of all allegations of bullying
- Ongoing liaison through Headteacher Updates with parents on key matters related to the school's anti-bullying policy.
- TGS Anti-Bullying Charter launched (Autumn 2021)

##### **Monitoring the effectiveness of the anti-bullying policy**

- Ongoing discussion with governors though regular review
- Personal Development Review (Dec 2021)
- Strategising to develop staff awareness of how all bullying (or associated behaviours) can be better logged on Class Charts so that school has an accurate picture of bullying incidents
- Student awareness of how bullying incidents and discriminatory language will be logged to encourage any incidents to be reported

**3b Alongside the school priority of reducing the instances of bullying to zero, students with protected characteristics should not be over-represented in recorded instances of bullying.**

***‘Absence of reporting does not mean bullying is not taking place’***

JUL 21 Review:
<p>Data do not show students with protected characteristics are over-represented in bullying incidents. However, through discussions with students, evidence that bullying (including homophobic, disablist and sexist slurs) does occur but is not being reported highlights need for action, including:</p> <ul style="list-style-type: none"><li>● Opening discussion with governors, including the invitation of E+D group Year 12 student (May 2021)</li><li>● Pastoral Review (June 2021) suspected an under-reporting of bullying issues</li><li>● Through period 1 and Life Skills (June 2021), student awareness of how bullying incidents and discriminatory language will be logged to encourage any incidents to be reported</li><li>● Parent update (June 2021) from Headteacher’s letter</li></ul>
JAN 22 Review:
<ul style="list-style-type: none"><li>● Developing staff awareness of how all bullying (or associated behaviours) can be better logged on Class Charts so that school has an accurate picture of bullying incidents.</li><li>● Safeguarding Team, Support Zone and Reporting bullying/abuse posters to be put up in all year group areas, including toilets so students are reminded of who they can go to to report an incident.</li><li>● TGS Anti-Bullying charter launched in Anti-bullying week following scrutiny and student work (Nov 2021)</li><li>● Re-writing the Personal Development schemes of Learning to ensure meeting ongoing statutory updates</li><li>● In addition, the school will continue to work with students to afford all learner groups the opportunity to contribute to the formulation of our equality objectives.</li><li>● Exploring diversity and representation in the curriculum through ongoing audit by both staff and students</li><li>● Following focus groups with students on peer on peer abuse - AHE, ZBI and pastoral team (June 2021), further focus groups to be sought on TGS Anti-Bullying Charter (Oct 21), Personal Development Peer Review (Dec 21) and identified matters of equality</li></ul>

## OUR VISION *(Our cause; our key belief)*

<b>Be your best self</b>	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should also be:</p> <ul style="list-style-type: none"><li>• aware of the needs of others in their thoughts and actions;</li><li>• empowered to control their own well-being;</li><li>• able to achieve fulfilment in their current and future lives.</li></ul>
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## OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the STAR Multi Academy Trust **values** of trust, openness and service. In addition:

Staff are guided by the following <b>values</b> which underpin everything we do, every day:	
<b>Students considered first</b>	All of our decisions should put the needs of students first. All students will be known well, included, valued and heard.
<b>High expectations - no limitations</b>	We do not prejudice potential by preconceptions about individuals or groups of students.
<b>The optimum curriculum experience for each student</b>	We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.
<b>The best support for each student</b>	Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.

All <b>students</b> are expected and supported to show the following <b>values</b> every day:	
<b>Ambition</b>	To have a desire to achieve success.
<b>Resilience</b>	To show a determination to achieve success
<b>Responsibility</b>	To take ownership for their actions and work in and out of school.
<b>Respect</b>	To be considerate to themselves and others.