



# Swakeleys School for Girls

## Equality Scheme

20014/15 to September 2017

**Updated:**

March 2015 by C Devereux

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# 1: Vision and Values

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## Our equality vision and the values that underpin school life

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Swakeleys School for Girls is a genuine comprehensive school taking pupils of all abilities from diverse backgrounds through an open and fair admissions procedure. We are a girls school with a mixed Sixth Form.

The aims of Swakeleys School for Girls have always been underpinned by the Every Child Matters agenda, ensuring that at both strategic and operational levels, all stakeholders have a full awareness and are active in supporting the following aims:

1. To create a school community based on equal opportunities in which each individual is valued, and where learning will thrive so that girls will gain a sense of achievement from the learning process.
2. To provide a challenging and stimulating environment which will enable every girl to achieve the highest level of skills, knowledge and qualifications of which she is capable.
3. To teach self discipline and a sense of responsibility to self and others and to foster a commitment to excellence.
4. To widen the horizons of all our learners, to make them aware of the rich cultural diversity of our society, and to prepare them for the wide variety of roles open to women in today's world.
5. To foster close links with the local community and to be flexible as an institution so as to evaluate and respond to new initiatives, both from inside and outside the school.

Our intention is that Swakeleys School Equality Scheme reflects the very good practice already in place and clearly demonstrates a whole school approach to disability, gender and race, alongside the need to always address and support any incidents of bullying which may arise from these, or other areas such as LGBT issues.

We have a rich mix of ethnic groups, cultures and languages. We celebrate this diversity and aim to ensure that all our pupils are given opportunities and aspire to further and higher education.

The introduction of a House System this year has provided the foundation for a whole new sense of community spirit and support. Every member of the school, pupils, sixth form, teaching and support staff are part of one of our 6 Houses. Each House is named after a famous, inspirational female role model (Elizabeth Blackwell, Marie Curie, Florence Nightingale, Jane Austen, Rosa Parks and Anne Frank) and all have a house colour. This provides a real sense of pride and identity and the half termly House Assemblies bring all members of that House together to celebrate achievements in various House competitions throughout the year. It has also provided a new cross-year group approach to what we do in school.

We are also the first secondary school in England to be awarded the Equalities Award (May 2011) which is a national award that recognises policy and provision in relation to:

- Advancing equality of opportunity
- Eliminating discrimination, including homophobia
- Fostering good relations and community cohesion

Our current Equality Objectives can be seen below:

- To narrow the gap further between PP and non PP pupils with regard to progress and attainment.
- To fully utilise the Pupil Premium funding to ensure equal opportunities for all and to support parents in understanding the eligibility criteria.
- To continue to celebrate and embrace cultural differences within our school community.
- Encouragement of girls to consider less stereo-typical careers.

## 2: School Context

### The characteristics of our school

#### A brief description of our school and its community setting

Characteristic	Total	Breakdown (number and %)
Number of pupils	1054	or Single sex /girl
Number of staff	75	79% Female 19% Male
Number of governors	11	55% Female 45% Male
Religious character	None	Specialist status English, RE and Oracy
Attainment on entry	Slightly below the national profile	
Pupils eligible for FME	308	29%
Deprivation factor	The school is situated on the edge of Hayes/West Drayton where few adults have been involved in higher education and less than 19% are categorised as High social class households. A very small proportion of families are categorised as 'wealthy achievers' or 'urban prosperity' compared to national and Hillingdon. Conclusions: most pupils come from an area of significant economic deprivation and from non professional backgrounds.	
Disabled staff		None at present
Disabled pupils (SEN/LDD)	241	Show with statements/school action/school action plus
Disabled pupils (no SEN)	0	Both disabled pupils have SEN
Pupils who speak English as an additional language	334	31%
Average attendance rate		94.5%
Significant partnerships, extended provision, etc.	4	Highfield Primary, Brunel University
Awards, accreditations, specialist status	4	Top 100 Award Nationally for FSM pupil progress, Humanities Specialist Status: English, RE, Oracy and Literacy. Accredited BTEC Centre. Investors in People, International Schools Award Healthy Schools Status

#### Current situation

##### **The standard procedures and processes of our school – disability**

Our special educational needs policy is in place to ensure that any pupil with a special educational need has that need identified and addressed. It is the objective of the governing body to ensure that all pupils have access to a broad and balanced curriculum, including the National Curriculum and that this curriculum is appropriately differentiated to meet the needs to all pupils. This has been particularly important for one pupil who joined in September 2009 who is blind and staff have demonstrated the implementation of written policies in action to support this student.

Before students join the school in Year 7 the Head of Inclusion visits many of the feeder primary schools in order to meet the pupils with SEND and their teachers. If it is felt that it would be beneficial pupils are invited to visit and tour the school separately from their peers. These procedures aid the

transition from primary to secondary school. For the first two weeks each year 7 class is supported by a teaching assistant. This teaching assistant is able to guide the pupils to all their classes and support any pupils who are struggling with the transition. They are also able to pass on any relevant information about particular pupils to the Head of Inclusion.

When pupils join the school the Head of Inclusion ensures that all relevant information relating to SEND is received from the pupil's previous school. This is then reassessed in the light of the new context of Swakeleys School for Girls. When students arrive in year 7 they are assessed using CATS (Cognitive Ability Tests) and they undertake standardised reading and spelling tests (ARTS). The Head of Inclusion then analyses this data and will make any necessary changes to the Inclusion register based on this information.

Each year all students in the school undertake reading and spelling tests. This allows monitoring of the progress of students with SEND and allows the Head of Inclusion to identify any other students who are not making the expected levels of progress and therefore may need to be identified as SEND. The Head of Inclusion liaises with teaching staff within the school so that any student who presents difficulties not highlighted by the schools assessment programme can be assessed and supported.

SEND students who are supported within the class have their progress recorded on a lesson by lesson basis by the teaching assistant. Their progress is monitored and reviewed regularly by the subject teacher, the teaching assistant and the Head of Inclusion. Students who are supported out of class on a one to one basis have their progress monitored by the teaching assistant and the Head of Inclusion on a regular basis. Students who are supported out of class in small groups have their progress assessed at the beginning and end of the intervention that they receive.

Students with SEND are enabled to access a balanced and broadly based curriculum (including the National Curriculum) because all lessons and homework activities are differentiated. In some subjects students are also set according to ability. Teachers plan lessons to include a variety of learning styles and multi sensory approaches to enable all students to participate to their full potential. In rare circumstances appropriate some students are disapplied from Modern Foreign Languages if it is felt that they would benefit from time to consolidate knowledge from their other subjects and where because of their SEND they would struggle to access this learning.

Our Sixth Form continues to have links with DASH (Disabled Association of Hillingdon). Events have included a DASH workshop delivered to year 12 which gave them first hand experience of the difficulties that need to be overcome in everyday life and work at the local Centre with disabled children.

### **The standard procedures and processes of our school – gender**

As the only girls school in Hillingdon, we pride ourselves in our promotion of equal opportunities and aspirations for young women, both academically and beyond in their future careers. However, we also acknowledge the need to prepare the girls for a mixed and multi-cultural environment and do so in a variety of ways. Our PSHCE programme includes the delivery and discussion surrounding gender stereotypes in the world of work, and our PE Department's most successful sport is football, again challenging and promoting young women in areas that are traditionally viewed as male dominated. PSHCE also includes the delivery of Sex Education to ensure that the girls have appropriate knowledge of gender issues from both perspectives, and not just the female view. Our School Council debates will often address topical and controversial topics, many which include gender related issues such as sexual orientation.

We have a co-educational Sixth Form provision. To ensure a smooth transition and integration into a mixed education environment, we hold an Induction Day which all students attend. We tie this in to the

week of the joint Year 11 Prom with our neighbouring boys school, Abbotsfield, both of which help to break down social barriers between gender prior to commencing A level courses.

### **The standard procedures and processes of our school – race**

We believe that:

- All individuals are of equal worth and all have a part to play in the school community.
- No pupil shall be denied access to any of the school opportunities on the grounds of race.
- In this multicultural school we value the rich variety of our students' backgrounds and will promote opportunities for the mutual sharing of cultures.
- Multicultural education should be at the heart of the school curriculum for all the above reasons and also in order to prepare students for life in a multicultural society. As a school we must, and do, act against any discriminatory attitude or practice.
- Racist comments and incidents, however small, must never go unchallenged or ignored, but must be dealt with immediately.
- Graffiti must be removed as soon as possible.
- Complaints by students of racist behaviour must always be taken seriously and acted on.
- All incidents of racism must be reported through the usual channels.
- We encourage the parents of all students to meet staff and to visit school. In the absence of interpreters, we are glad to accept the help of students or family members.
- Our school uniform is designed to allow alternatives acceptable to different cultural and religious groups.
- Bilingualism is a positive asset. It should be seen and used as such.
- Displays and assemblies in the school will reflect the diversity of the world community, as well as that of our local community.
- The curriculum as delivered through faculties will acknowledge, value and, where appropriate, use the diversity of the students' cultural backgrounds.
- Faculty handbooks will include a commitment to anti-racism.
- In selecting materials for use in lessons, we shall use positive racial and cultural images wherever possible avoid negative images.
- Where unsuitable material has to be used, challenge the negative or stereotyped images.
- PSHCE programmes will include opportunities to explore the cultural backgrounds and practices of all students.
- RE reflects the religious and cultural diversity of the world community.
- In assemblies we use positive role models and acknowledge festivals from a variety of cultures.
- We encourage the inviting of visitors from a wide range of backgrounds, to help foster the school's multicultural policy.

School Council in particular aims to:

***"Promote and ensure as far as possible the aim that discrimination of any nature from any source will not be tolerated in Swakeleys."***

### **The standard procedures and processes of our school – community cohesion**

A key strength of the Swakeleys School for Girls is "the scope it provides for students to take responsibility. Large numbers of students contribute to the work of School Council which has proved highly influential in contributing to school improvement" (Ofsted 2009).

Swakeleys School for Girls is "highly valued in the local community. This is because parents know that Swakeleys' girls enjoy coming to school and benefit from the excellent range of activities which promote students' personal development and well-being" (Ofsted 2009).

"Almost all students reported to inspectors that they feel safe in school" (Ofsted 2009).

The previous statements from Ofsted epitomise what we feel about our school. The following outlines a wide and extensive range of community links we have, all of which to continue to grow from strength to strength:

- Senators from School Council contribute to the Hillingdon Youth Council, and recently the UK Youth Parliament.
- Through annual charity events, non uniform days and sponsored activities, pupils have raised money for a variety of causes such as Red Nose Day, Mencap, Sport Relief and Cancer Research.
- The new House System has developed a new side to community at school with pupils across year groups working together for their House, along with a range of teachers and support staff who may not usually work together.
- Pupils are also encouraged to contribute to the improvement of their own school community. The environment committee of the School Council make suggestions for improving the conditions within the school. This has been followed up by planting of huge numbers of bulbs around the school site.
- In August 2011, ten Year 11 students spent three weeks teaching PE in a township school in South Africa, as part of the work of the Hillcrest AIDS charity. They successfully raised over £15,000 to cover the cost of the trip and equipment to donate to schools. This is the second time we have supported this cause.
- Positive contribution is recognised by the monthly Jack Petchey Award which is determined by Senators of School Council from student nominations and the Jack Evans Award is given annually to a pupil for outstanding service to the school.
- Our 4 PESSCL link primary schools have support from our students to encourage lunchtime playground activities by visiting these schools daily.
- An Interfaith Network has been set up via our Specialist status, involving 11 secondary schools and local primaries. At most, 47 students attended this event and questionnaires show that 100% wanted to be involved in a similar event.
- Students contribute to partner primary schools through their support for learning and physical activity but also as role models for primary students. They contribute to secondary partners by promoting collaboration and teamwork and enabling new initiatives to flourish.
- There is an extensive range of extra curricular teams/physical activities currently taking place in school – dance, trampolining, gymnastics, football, netball, hockey, basketball, badminton, athletics, volleyball, rounders and dodgeball. The PE Department also run Inter House Sports competitions for years 7-9 which prove very successful.
- Individual and team sporting successes are also strong with numerous successes at Borough level and County and National representation.
- Every year there is a whole school sports day where all students participate and all staff attend. This is now based on our House System.
- Humanities week has enabled our specialism to have an impact on healthy lifestyles with activities such as 'Brat Camp', abseiling, kayaking etc.
- In response to requests from partner primaries we have delivered paired reading to as many students as possible in one school, provided enterprise education for all pupils in another and delivered mini interschool sports days for a cluster of schools. We have also involved staff in training from the RSC which has led to involvement of primary students in the Hillingdon Shakespeare festival hosted at Swakeleys. Feedback from all activities has been used to shape next steps.
- Our partner secondary school asked for support with drama. We shared inset, delivered workshops and hosted the Shakespeare festival.
- We have provided inset for RE teachers in the Borough to support an identified need in relation to NQTs and staff at another local secondary school.
- Partner primary schools say they have benefited from the work we have done in relation to literacy, the teaching of Shakespeare, and enterprise education. They have asked for these programmes to be continued and developed.
- Secondary schools tell us that our interfaith and RSC work has been very successful and they would like it to be extended.

- We host a variety of debating/public speaking events for schools across London along with sports days for local primaries.
- Vulnerable students are also catered for through a well developed peer counselling scheme (Swakeleys Against Bullying (SWAB)). The members of SWAB meet monthly and they are extremely active in raising awareness of the school's anti-bullying procedures. Along with staff and other members of the school community, they put on assemblies to promote tolerance of the school's racial, cultural and physical diversity. On average 20 students play an active role in SWAB and all of these have received training as counsellors.

## 3: Legal Background

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### The duties that underpin our scheme

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Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

### The National and Legal Context

The Equality Act 2010 establishes 9 strands of “protected characteristics” related to:

- Age
- Disability
- Ethnicity and race
- Gender
- Gender Identity and transgender
- Marriage and civil partnership
- Pregnancy, maternity & breastfeeding
- Religion and belief
- Sexual identity and orientation

The Act comprises a **general duty** and **specific duties**.

The **general duty** (also known as the Public Sector Equality Duty) requires us to have due regard to the need to:

- i. Eliminate discrimination, harassment and victimisation.
- ii. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- iii. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to meet the 3 aims of the general duty, we have 2 **specific duties**:

- i. To publish information which demonstrates our compliance with the duty to have due regard for the 3 aims of the general duty.
- ii. To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims.

We are required to assess our current school practices through an equality analysis, identify any inequalities and set equality objectives to address them.

### **Community cohesion duty** – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, ‘vulnerable’ children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them,

and to develop the skills of participation and responsible action. We are committed to following DfE guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

## 4: Roles and Responsibilities

### Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

#### Commitment to implementation

Headteacher Sue Pryor retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, managers and key staff will report to the Headteacher on actions and progress. Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	Sue Pryor (Headteacher)
Disability equality (including bullying incidents)	Gilly Hare (Deputy Headteacher)
SEND/LDD (including bullying incidents)	Gilly Hare (Deputy Headteacher)
Accessibility	Helen Manwaring
Gender equality (including bullying incidents)	Gilly Hare
Race equality (including racist/LGBT incidents)	Gilly Hare
Equality and diversity in curriculum content	Claire Devereux
Equality and diversity in pupil achievement	Claire Devereux
Equality and diversity – behaviour and exclusions	Gilly Hare
Participation in all aspects of school life	Gilly Hare
Impact assessment	Sue Pryor
Stakeholder consultation	Sue Pryor
Policy review	Claire Devereux
Communication and publishing	Claire Devereux

#### Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

#### Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

## Commitment to action

**Governors will:**

- |                       |   |
|-----------------------|---|
| Policy Development    | <ul style="list-style-type: none"> <li>● Provide leadership and drive for the development and regular review of the school's equality and other policies</li> </ul>   |
| Policy Implementation | <ul style="list-style-type: none"> <li>● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies</li> <li>● Highlight good practice and promote it throughout the school and wider community</li> </ul>  |
| Behaviour             | <ul style="list-style-type: none"> <li>● Provide appropriate role models for all managers, staff and pupils</li> <li>● Congratulate examples of good practice from the school and among individual managers, staff and pupils</li> <li>● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul> |
| Public Sector Duties  | <ul style="list-style-type: none"> <li>● Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</li> </ul>   |

**Headteachers and senior staff will:**

- |                       |   |
|-----------------------|---|
| Policy Development    | <ul style="list-style-type: none"> <li>● Initiate and oversee the development and regular review of equality policies and procedures</li> <li>● Consult pupils, staff and stakeholders in the development and review of the policies</li> </ul>   |
| Policy Implementation | <ul style="list-style-type: none"> <li>● Ensure the effective communication of the policies to all pupils, staff and stakeholders</li> <li>● Ensure that managers and staff are trained as necessary to carry out the policies</li> <li>● Oversee the effective implementation of the policies</li> <li>● Hold line managers accountable for effective policy implementation</li> </ul> |
| Behaviour             | <ul style="list-style-type: none"> <li>● Provide appropriate role models for all managers, staff and pupils</li> <li>● Highlight good practice from departments, individual managers, staff and pupils</li> <li>● Provide mechanisms for the sharing of good practice</li> <li>● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>         |
| Public Sector Duties  | <ul style="list-style-type: none"> <li>● Ensure that the school carries out its statutory duties effectively</li> </ul>   |

**Line managers will:**

- |                       |  |
|-----------------------|--|
| Policy Development    | <ul style="list-style-type: none"> <li>● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard</li> </ul>  |
| Policy Implementation | <ul style="list-style-type: none"> <li>● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary</li> <li>● Be accountable for the behaviour of the staff team, individual members of staff and pupils</li> <li>● Use informal and formal procedures as necessary to deal with 'difficult' situations</li> </ul> |
| Behaviour             | <ul style="list-style-type: none"> <li>● Behave in accordance with the school's policies, leading by example</li> <li>● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)</li> </ul>   |
| Public Sector Duties  | <ul style="list-style-type: none"> <li>● Contribute to managing the implementation of the school's equality scheme</li> </ul>  |

<b>All staff: teaching and non-teaching will:</b>	
Policy	<ul style="list-style-type: none"><li>● Contribute to consultations and reviews</li></ul>
Development	<ul style="list-style-type: none"><li>● Raise issues with line managers which could contribute to policy review and development</li></ul>
Policy	<ul style="list-style-type: none"><li>● Maintain awareness of the school's current equality policy and procedures</li></ul>
Implementation	<ul style="list-style-type: none"><li>● Implement the policy as it applies to staff and pupils</li></ul>
Behaviour	<ul style="list-style-type: none"><li>● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme</li><li>● Provide a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>● Contribute to the implementation of the school's equality scheme</li></ul>

## 5: Stakeholder Consultation

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### Involving our learners, parents/carers and other stakeholders

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Swakeleys School for Girls is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan). In 2012 we introduced an 'Open Door' policy every Monday after school. A member of the Leadership team is available from 3.30pm-5.30pm at main reception for parents to discuss any issues which they wish. Whilst take up has not been high, parents and Governors are very appreciative that this service is available as required. We have also introduced a 'Parents Forum' group which has regular meetings with the Headteacher and allows parents to raise any issues of choice.

Questionnaires are issued during parents evenings to gain feedback on a range of issues relating to the ECM agenda and, on average, 50 pupils are involved in every subject review.

#### **Disability**

We currently have a blind girl who has never seen and a profoundly deaf girl. We have provided staff inset and gained feedback on the best way to manage lesson resources, planning and delivery. The TAs attached to the pupils also provides continuous feedback during the lesson on what teachers can and can't expect them to do. Numerous meetings were also conducted prior to the girls starting to ensure we had everything in place.

The development of these relationships has provided a constant stream of informal but valuable feedback about what the school can do to cater for these student. Regular meetings with the parents in the early stages also helped prepare the teachers before she started.

#### **Gender**

We encourage all girls to participate in all aspects of the curriculum both within school and beyond. Gender stereotypes are always challenged through a range of activities including work experience placements, assemblies addressing differences and PSHCE. Particularly via the latter, we gain student and staff feedback in order to improve the topics covered. School Council sub-committees also form a vital part of student feedback and these views are all fed back to main School Council for further discussion at tutor group level. One particularly notable introduction resulting from student feedback which also challenges societal norms was the introduction of girls football at extra-curricular level which is now fully established and continues to achieve success at Borough and County level.

#### **Race**

To gain feedback on how all racist issues are handled we have a log sheet to record details. This sheet must be used whenever there is an alleged racist incident reported. It must be filled in by the member of staff to whom the complaint is made, and the very least that must be done is to discuss the incident with the pupil(s) concerned. It is also advisable to ask the students to write their version as well. When completed, the form should be passed to the relevant YLC who will monitor these forms and then pass them to the Form Tutor. The Deputy Head will record all racist incidents and will interview all concerned to ensure all points of view are heard.

#### **Community cohesion**

As mentioned in section 2, community cohesion is an incredible strength of our school, and this has been reinforced within the school community by the introduction of the House system which involves all members of the school community. Events run are evaluated using questionnaires to gain

stakeholder feedback to all parties involved, both from our school and all others. Feedback is always summarised and logged and acted on where appropriate the next time the event is run.

**Other:**

**Anti-bullying**

Our anti-bullying policy is one that underpins the reinforcement of any issues which need addressing relating to disability, gender and race. It is run by the pupils, for the pupils and to this end is continually gaining feedback from pupils to ensure the process is accessible and effective. This is done via the Deputy Head link teacher regularly meeting with the SWAB committee to gain views.

## 6: Impact Assessment

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### Evaluating the impact in terms of the outcomes

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#### Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each summer term.

We have a number of school policies which all aid in our evaluation of the impact of our Equality Scheme including:

- Admissions
- Attendance
- Equal Opportunities
- Anti-bullying
- EAL Ethnic Minority
- Equal Opportunities
- Every Child Matters objectives
- Special Educational Needs
- Physical Activity
- Child Protection
- Citizenship
- Race equality
- Collective worship
- Numeracy
- Literacy

All policies are reviewed annually and ratified by the Governing Body. They are also all held on the shared staff drive for easy access.

Our examination analysis and tracking procedures break down progress and attainment for many different groups of girls including:

- EAL
- Ethnic minority groups
- Travellers
- Looked After Children
- Free School Meals
- SEND

From this, interventions are identified and actioned for the above groups. However, as an inclusive school, we aim to provide interventions for all girls, and our most dominate group of girls is white working class.

## 7: Our School's Equality Priorities

### Key priorities for action

#### Achievements to date

##### Disability

Excellent integration of blind pupil and deaf pupil. They both report that, for the first time, they feel 'included' and are happy to come to school'.

##### Gender

As a single sex girls school we challenge stereotypes and encourage all girls to achieve in all areas many of which have been documented in this scheme and include our continued success with girls football, girls achieving in Science and taking part in STEM projects, girls taking on leadership responsibilities in School Council and the UK Youth Parliament. The opportunity to mix with the opposite sex is provided via enrichment and in Sixth Form, again highlighted in this scheme in section 2.

##### Race

Achievements include numerous assemblies delivered by ethnic minorities to develop awareness of different races and cultures. We always celebrate Black History month and work includes starters in every lesson in every subject relating to this and assemblies are delivered to the whole school by this ethnic group. This work is supported by our Specialist Status work which includes workshops on African Drumming and storytelling, which Highfield Primary attend.

##### Other

'Swakeleys Against Bullying' (SWAB) is very well embedded at Swakeleys and continues to do very good work at peer group level.

### Areas the school has identified as priority areas

	Priority	Category	Diversity strand	Background
1	Stakeholder consultation	Statutory	Community	Continued work to increase parental engagement
2	LGBT agenda	Statutory	Gender	As a girls school we are very conscientious of these issues and need to educate staff and pupils surrounding all aspects of LGBT
3	EAL integration	Curriculum and beyond	Race	Continued development of support given to develop English skills.
4	Staff recruitment information	Staff	Disability	Our website contains no information about the accessibility to our building. We will update information to include accessibility details.
5	Communication and publishing	Statutory	Disability Race Gender	We will update our website to include more explicit references to our commitment to equality and diversity.

## 8: Action Plan

### Making progress on equality issues (*\*indicates already actioned and now to be consolidated*)

Priority issue and objective	Category	Diversity strand	Task	Responsibility	Review/impact assessment
1 Parents Forum and Open Door*	School measure	Community	<ul style="list-style-type: none"> <li>Parents Forum group established and regularly meeting with the Headteacher.</li> </ul>	Headteacher	Attendance and feedback from parents
			<ul style="list-style-type: none"> <li>Open Door every Monday between 3.30pm and 5.30pm</li> </ul>	Leadership	
2 Maintain awareness of homophobic comments and increase support of LGBT pupils*	School measure	Gender	<ul style="list-style-type: none"> <li>Assemblies to the main school delivered by pupils/LG to raise awareness of homophobic language and issues surrounding LGBT pupils. School Council debate to address this area in some form.</li> </ul>	Leadership	Increased by school population of LGBT agenda. Increased support of pupils how may be LGBT.
			<ul style="list-style-type: none"> <li>Staff training on homophobia and LGBT pupils and how to support them.*</li> </ul>	Leadership	
3 EAL integration	Curriculum and beyond	Race	<ul style="list-style-type: none"> <li>Further development of support for EAL pupils who join the school, particularly in year 7*.</li> </ul>	SEND Dept	Continued tracking of pupil attainment, strengths and areas for development which may need extra curriculum time
			<ul style="list-style-type: none"> <li>One-to-one programme of Literacy mentoring*</li> </ul>	SEND Dept	
4 Staff recruitment information	Staff		<ul style="list-style-type: none"> <li>Update website to contain information about the accessibility to our building.</li> </ul>	Heads PA	Evidence clear to navigate to on website
5 Communication and publishing	Statutory		<ul style="list-style-type: none"> <li>Update our website to include more explicit references to our commitment to equality and diversity.</li> </ul>	Heads PA	Evidence clear to navigate to on website