



Equality Action Plan

Policy Date: June 2017

Renewal Date: March 2018

SIR JONATHAN NORTH COMMUNITY COLLEGE
The Equality Act
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STAGE 1: Understanding our School Community – Students

What is the school profile?

- How many children are on roll at the school?

1256 Students in total – all female

What information on students is collected by protected characteristics?

Using SIMS data the following information was available (figures correct as at 23 05 17):

Student Totals by Ethnicity:

Ethnic Category	Total	%
African Asian	6	0.47
Any other Black background	25	1.99
Any other ethnic group	30	2.38
Any other mixed background	36	2.86
Bangladeshi	46	3.66
Black - Somali	50	3.98
Black Caribbean	26	2.07
Chinese	6	0.47
Gypsy/Roma	3	0.23
Indian	275	21.89
Information Not Yet Obtained	8	0.63
Other Asian	51	4.06
Other Black African	40	3.18
Other Gypsy/Roma	1	0.07
Pakistani	84	6.68
Refused	11	0.87
Traveller of Irish heritage	3	0.23
White - British	370	29.4
White European	74	5.89
White Other	19	1.51
White and Asian	30	2.38
White and Black African	21	1.67
White and Black Caribbean	41	3.26
Total	1256	100

Student Totals by Religion:

Religion Categories	Total	%
Buddhist	2	0.15
Christian	228	18.15
Hindu	52	4.14
Muslim	462	36.78
No Religion	209	16.64
Other Religion	17	1.35
Refused	47	3.74
Sikh	50	3.98
{None}	189	15.04
Total	1256	100

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Students by SEN/ Disability Needs:

SEN Need Type Category	Totals	% Totals
Specific Learning Difficulty	28	2.22
Moderate Learning Difficulty	43	3.42
Profound and Multiple Learning Difficulty	0	0
Speech, Language and Communication	7	0.55
Autistic Spectrum Disorder	7	0.55
Visual Impairment	0	0
Multi-Sensory Impairment	0	0
Physical Difficulty	2	0.15
Other Difficulty	3	0.23
Social, Emotional and Mental Health	25	1.99
No Specialist Assessment	5	0.39
TOTAL	120	9.5%

Students by SEN Status Codes:

SEN Status Code	Totals	% Totals
E (Education, Health & Care Plan)	3	0.23
K (SEN Support)	115	9.15
S (Statement)	2	0.15
TOTAL SEN	120	9.5%

Students by Key Pastoral Factors:

Key Pastoral Factors	Totals	% Totals
EAL	436	34.7
FSM	120	9.55
Pupil Premium	393	31.28
Medical Conditions	166	13.21
In Care	14	1.11
CPP Child Protection Plan	3	0.23
CSE Child Sexual Exploitation	3	0.23
CIN Child In Need	1	0.08
Refugee	0	0
Asylum	0	0
Service Children	0	0

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Number of students Pregnant or on Maternity:

- There are no students currently pregnant or on maternity leave.

No information was available on the following protected characteristics:

- **GENDER REASSIGNMENT**
The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
- **SEXUAL IDENTITY**
The school did not have information on whether any of the pupils on roll identified as lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked.

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Policy and practice in the college shows due regard to the aims of the General duties of the Equality Act 2010 which cover the eight protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation			
Priority – Equality Objectives	Action	Lead and timescale	Monitoring and Evaluation of Progress
To narrow the gap in language acquisition for advanced EAL Learners (C/D proficiency)	<p>Students within this cohort to be identified and information shared with staff.</p> <p>Staff to be trained and confident in using strategies to meet the needs of EAL (C/D proficiency) learners.</p> <p>Progress of students in this cohort to be tracked and monitored with specific interventions being deployed where necessary.</p>	Tic EAL 2017-18	<p>Staff familiar with this cohort of students. Staff training has taken place and there is evidence of strategies being deployed through lesson observation, learning walks and book scrutinies.</p> <p>Go 4 Schools and 4Matrix used to track progress of this cohort by the EAL co-coordinator.</p>
To meet the needs of illiterate new arrival students who are NtE	<p>Staff to be confident in meeting the needs of students who are NtE and illiterate in their own language.</p> <p>Training to be given via Key Teachers and whole staff skills sessions.</p>	Tic EAL 2017-18	<p>Staff are aware of the induction process of students who are new to English. Staff have received training via Key Teacher link in Team meeting and attendance a whole school skills session. Staff are prepared for students who are new to English to be in their lessons with suitable resources.</p>
To further raise awareness of gender re-assignment and sexual orientation	<p>Promote awareness of through Stonewall School Champions and/or role models eg. Woman of the Week</p> <p>Staff promote awareness and tolerance through curriculum eg. RS, IAG, English.</p>	Student Support Manager 2017-19 ATH	<p>Learning walks and Follow the student Promoting British Values audit</p> <p>Lesson observations.</p>

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Priority – Equality Objectives	Action	Lead and timescale	Monitoring and Evaluation of Progress
To narrow the gap in performance of SEND students	<p>Skills for Learning staff to track and monitor progress of students on the SEN register. Where students are falling behind, specific interventions will be put in place.</p> <p>Students in Year 11 will be supported to attend Revision and Interventions classes.</p> <p>Key teachers trained in strategies for closing the gap for SEND students.</p> <p>Quality First teaching lead promotes strategies for meeting the needs of SEND students in the classroom.</p> <p>Specific interventions put in place in Year 7 & 8 to narrow the gap.</p>	CTL S4L S4L and SENCO 2017-18	<p>Tracking and monitoring shows the gap in performance of SEND students is narrowing over time.</p> <p>CPD programme shows staff have been given specific training on closing the gap in performance of SEND students.</p>
To improve attendance of students with SEMH needs.	<p>Skills for Learning staff track and monitor attendance of students on the SEN register.</p> <p>Students are rewarded for 100% and improved attendance each week.</p>	CTL S4L S4L SENCO All Skills 4 Learning staff 2017-18	Data regarding SEMH students available. Data shows attendance of students with SEMH has improved over time.
To promote opportunities for students to consider STEM careers and business careers.	<p>Increased number of talks by employers from STEM industries.</p> <p>Increased opportunities for industry visits – eg. Caterpillar Factory</p> <p>Work with Science and Maths to develop programme of activities to promote STEM opportunities.</p> <p>Talks from entrepreneurs and business women in the community</p> <p>Involvement of Enterprise Advisor in promoting business opportunities.</p>	CTL S4L S4L CEIAG admin assistant Pupil Premium Champion CTL Science 2017-18	<p>Evidence from Evolve shows increased opportunities for students to attend visits to industry</p> <p>Evidence of participation by Enterprise Advisor in action planning and delivery of skills sessions / workshops to students.</p>

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To increase participation of SEND students in enrichment activities during lunchtimes and after school.	S4L staff to support students wishing to attend extra-curricular activities. SEND students to be surveyed on activities they have taken part in this year, and what they would like to do in the future, as well as identifying barriers which prevent them from taking part. TAs to be aware of clubs and activities available and to promote these during reviews with named students.	SENCO All Skills 4 Learning staff 2017-18	Evaluation of survey results, with similar survey being conducted in 12 months' time. Increased participation shown through club registers.
To anticipate the needs of incoming pupils from a new group, such as traveller children.	DPI to liaise with specialist teacher from LA with responsibility for Gypsy Roma students. Staff to be made aware of traveller cohort and specific classroom strategies for meeting their needs.	Tic EAL SENCO 2017-18	Effective transition procedure in place from KS2 to KS3. Close monitoring of progress of traveller students.