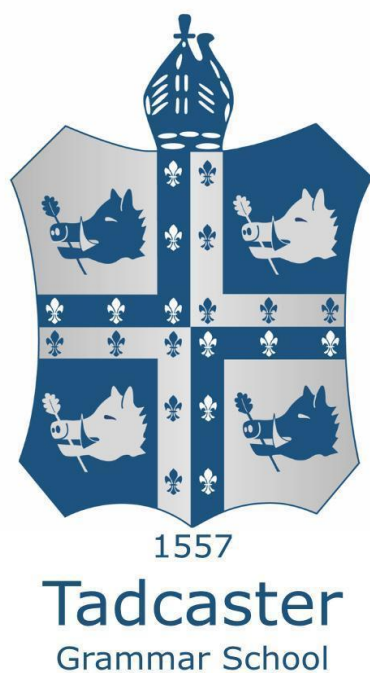


# TADCASTER GRAMMAR SCHOOL



## 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 and outcomes of all student groups, including the aspects of ethnicity, sex, and special educational needs;**

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>
JUL 22 Review:
<ul style="list-style-type: none"><li>● As above. Following the pandemic, results in Summer 2022 will be the first opportunity in three years to effectively analyse the progress of students in terms of final outcomes</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>
JUL 22
<ul style="list-style-type: none"><li>● As above. Nationally validated data will be available in September 2022.</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>
JUL 22 Review:
<ul style="list-style-type: none"><li>● 'Friday 6' launched and embedded with well over 300 students recognised for going above and beyond in the classroom and achieving the 4 values.</li><li>● Caught being brilliant embedded which allows staff to offer instant recognition to students who are caught doing something well. This could be using manners, holding the door open, helping another student etc. Students are handed a mini certificate and entered into a draw to win a prize.</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:
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- Fixed term exclusions continue to reduce year on year with just 3 FTE this school year. None of the 3 students were SEND/EHCP

JUL 22 Review:

- Fixed term suspension continues to drop across the school. Students with protected characteristics are not over represented in the suspensions. National average is 7.5% of the school population. TGS currently is sitting at 1.05% of the student population.

### Equality Objective 3: Anti-bullying (Child on Child 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'*

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 TGS Anti-Bullying Charter and 'How to Report Bullying' launched. All form groups show solidarity for the cause by posting in their form rooms and learning about the importance as part of an SMSC theme week.
- 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) shared with staff and students.
- Parents now alerted to specific bullying issues through Classcharts.
- Investigation of all allegations of bullying
- Ongoing liaison through Headteacher Updates with parents on key matters related to the school's anti-bullying policy.

#### **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

#### JUL 22 Review (MCA):

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

- TGS Anti-Bullying Charter and 'How to Report Bullying' launched (Autumn 2021) with all form groups showing solidarity by posting the charter and support posters in their form rooms. Ongoing reference throughout the year.
- Fundraising and donations for Ukraine as part of TGS response to Ukraine crisis.
- North Yorkshire Police delivered to all Year 10 Life Skills Classes on Sexual Assault and Violence framed within the Fundamental British Values of Rule of Law and Mutual Respect (April 2022)
- Planning within the PP strategy for students arriving from Ukraine with English as an Additional Language (8 students as of June 2022)
- Continue to teach about immigration, asylum and the plight of refugees as part of our SMSC programme
- Equality and Diversity Group recognised as an area of outstanding practice by Local Authority in TGS Safeguarding Review (April 2022)
- Tackling gender stereotypes in the workplace. Careers Visit: Amey Cup Award Challenge <https://www.amey.co.uk/amey-challenge-cup/>  
TGS Year 9 girls won the Amey Cup competition against all other schools competing (June 2022)
- York Pride: students and staff flying the flag of TGS support for LGBTQ+ community (June 2022)
- TGS remains a Stonewall Schools Champion; we are currently working towards Gold Award.

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

- Awaiting report for 'Growing Up in North Yorkshire' survey completed by all Year 8 and Year 10 students at TGS.
- Student Experience Spring Survey reported many positive responses:

Q10 - Is bullying an issue at the school?	Over 75% of students responded that staff were good or very good at resolving it.
Q11 - I feel safe in school	80% of students said they felt safe in school.
Q16 - My school encourages me to look after my emotional and mental health	Over 60% of students responded positively to this question.
Q19 - My school encourages me to respect people from other backgrounds and to treat everyone equally	Over 80% of students responded positively to this question.

Q22 - I would recommend this school to a friend moving to the area

88% said they would recommend the school.

- In terms of areas for review and action, this has been translated to “You Said We Did” Action Plan

**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’***

JAN 22 Review:

- 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.
- 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.
- TGS Anti-Bullying charter launched in Anti-bullying week following scrutiny and student work (Nov 2021)
- Re-writing the Personal Development schemes of Learning to ensure meeting ongoing statutory updates
- 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.
- Exploring diversity and representation in the curriculum through ongoing audit by both staff and students
- 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.



JUL 22 Review:

Behaviour breakdown by reason	2020-21	2021-22
Cyber bullying	1	0
Homophobic Bullying	4	3
Physical Bullying	6	13
Racist Bullying	0	1
SEN Bullying	1	4
Sexual Bullying	0	2
Verbal Bullying	7	32
	<b>19</b>	<b>55</b>
Homophobic Incident	0	35
Racist Incident	6	22
SEN Incident	0	10
Sexualised Incident / Comment	0	50
	<b>6</b>	<b>117</b>

Bullying involving protected characteristics is 10 incidents against 45 incidents of bullying not related to protected characteristics.

As we expected, since we have challenged the under-reporting of incidents, we have seen much more reported. It is the goal of the school to maintain a reporting culture whilst now reducing the number by continuing to promote a culture of no tolerance to discrimination.

## School Vision & Values

### 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.