

The Leek Federation



Equality Policy Review June 2015

STATEMENT OF INTENT

Tackling inequality is a major priority for The Leek Federation. We want to ensure that our young people stay healthy and safe; secure an excellent education and reach the highest possible standards of achievement; enjoy their childhood; make a positive contribution to society and the economy; and have lives full of opportunity, free from the effects of poverty. To achieve this we must focus extra attention and support on those children, young people and families struggling against disadvantage and discrimination. We are proud of the progress we have already made in tackling inequality, both as a provider of education and as an employer. We are, however, very aware of the need to do more.

In our Equality Scheme we set out our commitments for tackling inequality and discrimination. For the period 2013 – 2015 we identified the key equalities issues we intended to address against our Strategic Intentions.

In the Scheme we set out our equality priorities for 2013-2015.

HOW WE MONITORED IMPACT

Our two year Strategic Intentions document, for the period 2013-15, set out our objectives, and our equality priorities are part of that framework. A significant priority has been about securing the wellbeing of children and young people, and safeguarding the young and vulnerable.

To achieve these aims, we focused on:

- improving further the quality of our service for our Vulnerable children and their families
- enhancing inclusion in sport and PE
- reducing bullying.

1. **To close the gap in educational achievement for children from disadvantaged backgrounds** - we:

- supported improvements in the foundation stage by continuing to fund the development of the Leek Education Partnership
- closed further the gap between the attainment of students from disadvantaged backgrounds, as evidenced in our data collection systems and Raiseonline
- removed barriers and provided better support for students with disabilities
- ensured equal access to all aspects of school life
- raised the attainment of all students and closed gaps between those who are currently at risk of falling behind and their peers, including students with Special Educational Needs (SEN) and other learners, by improving further the implementation of the SEN framework and the quality of SEN support in the federation
- contributed to placement stability and provided more personalised support for the education of vulnerable young people.

2. **To ensure young people are participating and achieving their potential to 18 and beyond** - we:
 - enhanced access, participation and attainment post-16 of disabled learners, learners from minority ethnic communities, and young people from vulnerable groups.
 - ensured that income from the student bursary was targeted at vulnerable young people

3. **To keep children and young people on the path to success** - we:
 - reduced rates of exclusion from our schools
 - ensured equal access for disabled young people and for young women and men from minority ethnic communities to positive activities
 - sought to contribute to a decrease in the proportion of our young people not in education, employment or training two years after leaving our schools
 - addressed youth crime issues through the taught curriculum, as part of our community cohesion work

4. **To lead and manage the system** - we:
 - supported the development of diversity within the workforce working with children, young people and families
 - discussed, monitored, and acted on, equalities in:
 - our staffing and performance management structures
 - all emerging policy, including the Children's Plan
 - developed our understanding, capacity and compliance, on promoting equalities and assessing impact in the schools
 - restructured our Governors Committee structures to provide additional opportunities for governors to discuss equalities issues
 - ensured that our evidence collection and analysis responded to equalities priorities in:
 - our role as an employer
 - the way our external communications and our web site promote access, challenge stereotypes and represent equalities
 - the use of our procurement policy to promote equalities
 - how we involved and consulted specific groups of children and young people in developing policy within the federation

Delivering them has made a vital difference for some of our young people and families.

In reviewing our equalities work, governors had access to a variety of sources of information

- Independent and external reviews of various aspects of our work, for example, Pupil Premium
- Minutes of all meetings of the governors
- Minutes of all the meetings of the federation Headteachers group
- Databases on student progress and attainment
- External examination results
- Analysis of behaviour and exclusion statistics
- SEN reports on a termly basis
- Analyses of new staff appointments
- External subject reviews in all schools
- Feedback from the meetings of the School Management Groups
- CPD databases for staff attendance at training events and on Training Days
- Performance Management reviews for all staff
- Analysis of spending patterns on, for example, Pupil Premium, resources