

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
Eliminate discrimination for protected groups	<p>See School Self Evaluation and Improvement plan</p> <p>See BRIEF Model - underpinned by high expectations and Quality Teach First</p> <p>Data analysis carried out to track progress and attainment of students based on different cohorts e.g., SEND/PP/Gender/EAL and plan intervention as and where appropriate</p> <p>Appointment of SEMH Teaching Assistants to help support vulnerable students</p> <p>Quality Co-Curricular and Enrichment offer</p>	<p>SLT MLG SENDCO Curriculum Leads Support Staff Teaching Staff</p>	Long Term	<p>Progress data shows improved outcomes and narrowing gaps as a trend – by analysing all achievement and attainment data</p> <p>Through performance management, learning reviews and data analysis it is evident all pupils and students access the work and are provided with sufficient challenge and support</p> <p>Pupils and students feel well supported and data shows progress</p> <p>Pupil premium and other vulnerable groups attendance will increase</p>
Eliminate discrimination for protected groups	<p>Students, staff and parents know that any misconduct will be challenged - See School Behaviour Policy, Anti-Bullying Policy and Safeguarding Policy</p> <p>PSHE curriculum addresses teaching of protected characteristics and respectful relationships</p> <p>Identification of year group needs by Heads of Year, communicated via email, PC Update, meetings</p>	<p>Pastoral intervention by Heads of Year makes use of intervention packages to address prejudice related incidents</p> <p>Parents contacted as appropriate</p>	Short and medium term	<p>Pupil interviews and questionnaires to student leadership teams, present positive outcomes using ImpactEd</p> <p>Parent view using ImpactEd</p> <p>Mental Health Questionnaire from Suffolk Wellbeing review –annually</p> <p>Monitoring of Prejudice related incidents</p> <p>Action with specific detail and follow up</p>

	<p>Assemblies, Tutor Discussions, Awareness Board</p> <p>Established Pride Youth Network with our student leaders to promote and celebrate LGBTQ+ community. Audit of provision in work towards Stonewall Award</p>	<p>Peer Support facilitated by staff</p> <p>All staff</p>		
<p>To promote personal development through all appropriate curricular and extracurricular opportunities, with reference to issues of equality and diversity, so as to equip our students with the skills to be thoughtful, caring and active citizens in school and in the wider society</p>	<p>Ensure a balanced offer of personal development is found across the whole school curriculum</p> <p>Inspirational Futures Programme and Quality CEIAG access for all</p> <p>Use a range of communication channels (eg Twitter, website, bulletins, newsletters, notice boards and screen) to promote school life to its wider community</p> <p>Review of PSHE, RE and assembly programme to address issues of discrimination</p> <p>Maintain an ethos where all members of the school, whether staff or students, are valued and respected as individuals</p>	<p>SLT</p> <p>Curriculum Leads</p> <p>Futures Lead and Co-ordinator</p> <p>All staff</p>	<p>Medium term and ongoing</p>	<p>Personal development is mapped across the school's curriculum to ensure balanced delivery</p> <p>Destination data</p> <p>Student Voice questionnaires, including PSHE audits</p> <p>Staff questionnaires</p>
<p>Monitoring arrangements: SLT to analyse data following publication of data and destinations. Feed into AIP/FIP and update objectives</p>				
<p>Review dates: September 2022</p>				