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1 - Statement of intent

Poole Grammar School is a progressive school, which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage personal responsibility and personal fulfilment so that all students attain their maximum potential. The school is dynamic and works with the community to prepare its students for life-long learning and adult independence.

Poole Grammar School aims to value and respect all students equally and to provide equality of opportunity wherever possible.

Poole Grammar School is committed to the well-being and progress of every member of our school community and is a place where all members are equal.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following key principles:

- All members of our community are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- We recognise, respect and value difference. We take account of this and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected, embraced and celebrated by all those who learn, teach and visit here.
- We actively promote positive attitudes, mutual respect and relationship building between groups and communities different from each other.
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We observe good equalities practice for our staff. We ensure that policies

and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

- We have the highest expectations of all our students. We expect that all students can make good progress and that all members of the community can achieve to their highest potential.
- We work to raise standards for all students, with a distinct focus on the most vulnerable and disadvantaged. We believe that improving the quality of education for our most vulnerable students raises standards for all.

2 - Intended outcomes 2023-26

This explains the outcomes we are aiming for by the end of the upcoming period (2023-26), and how we will measure whether they have been achieved.

	Intended outcome	What we will do	Success criteria
1	To further improve outcomes and narrow attainment gaps for all students, but in particular for those with protected characteristics (e.g. PP, EAL and SEND students) where attainment and progress does not match expectation.	<p>Use Assessment Data to review the impact of the curriculum and consider impact on those with protected characteristics (e.g. EAL/SEND).</p> <p>Analyse the progress of all students regularly, looking at the progress of groups with protected characteristics and other groups, which are not protected, for example Pupil Premium.</p> <p>Ensure that the curriculum is reviewed, in line with this analysis of assessment, and that curriculum planning, resources and learning activities are adjusted to further improve outcomes and narrow gaps.</p> <p>Ensure that assessment are well-planned, mapped to the curriculum and provide equal opportunity for all students including those with protected characteristics to achieve high quality outcomes. This may include reasonable adjustments.</p> <p>Report the progress of all students, including those with protected characteristics, and implement timely interventions where required.</p>	Gaps in attainment and progress data for those with protected characteristics will narrow/close – e.g. Attainment and progress of all students will be at least in line with expected outcomes

	Intended outcome	What we will do	Success criteria
		<p>Analyse the outcomes of these assessments for impact on those with protected characteristics adjusting lessons or intervention as appropriate to close learning gaps.</p> <p>Look at data from the point of view of those students who fall into more than one group – improving understanding of the intersectionality of data to support a sharper approach to intervention planning.</p> <p>Where applicable, use external examination results and internal data analysis to set up interventions to improvement outcomes, reviewing these on an ongoing basis for any group where intervention has occurred, whether they are protected or not.</p> <p>Ensure that additional support, where in place (e.g. Academic interventions, Peer mentors), is well planned. Target the use of such resources, where appropriate, to support those with protected characteristics making progress at a similar/the same rate as their peers.</p> <p>Ensure that gaps in attendance/punctuality data for those in protected/vulnerable groups, where these exist are narrowed over time.</p> <p>Carry out regular quality assurance checks through the school's monitoring and review processes, ensuring that all colleagues who</p>	

	Intended outcome	What we will do	Success criteria
		are part of this process give due regard to those groups with protected characteristics.	
2	To further develop a coherent, rigorous and ambitious personal development curriculum which promotes and pursues excellence in a stimulating and creative environment where all are committed to life-long learning; ensuring that there is equality of access to this curriculum across all groups including those with protected characteristics.	<p>Strengthen the personal development curriculum so that it is coherent with schools' community values and supports students in life-long learning.</p> <p>Develop a process for students to 'capture' experiences and map their personal development overtime supporting them in being able to confidently articulate their own personal professional development.</p> <p>Monitor and track access to Enrichment, Personal Development, Cultural Capital, Student Leadership and other opportunities to ensure that this is evenly spread and access by all students, including those with protected characteristics.</p> <p>Where appropriate work with students/parents to identify and understand barriers to access and adjust processes to overcome these barriers.</p>	<p>Data shows</p> <ul style="list-style-type: none"> - An even take up/spread of opportunities for all students with no significant differences between students from different groups - Student Voice indicates positive impact of development programme, levels of engagement and value placed on this by students - Disadvantaged/Protected groups engage with activities at the same rate as their peers and are supported to do so where this is not the case (e.g. trips)
3	To promote mental health and wellbeing so that all members of the school community are equally valued and supported, regardless of SEND, Disability, Gender Ethnicity and Sexual Orientation	<p>Develop an ethos and culture where all members of the community respect each other, work together, and celebrate the diverse nature of the school community.</p> <p>Design a broad and balanced school curriculum, extra-curricular offer and activities week, which include a focus on wellbeing and support the development of wider</p>	<p>Data shows:</p> <ul style="list-style-type: none"> • Even take up/engagement with wellbeing opportunities/services • Even engagement with interventions to promote wellbeing and health <p>Students actively acting as mental health first aiders.</p>

	Intended outcome	What we will do	Success criteria
		<p>student skills to make safe and happy choices in school and in their lives.</p> <p>Ensure that all students, and staff, across the school have equal access to group and/or 1:1 counselling or supervision services provided as part of the school's offer (e.g. ELSA)</p> <p>Monitor referrals to counselling, and other services, to do with supporting wellbeing for both staff and students including analysing data by protected characteristic.</p> <p>Analyse data to internal and external services to ensure that any specific issues related to a group with protected characteristics are picked up and acted upon.</p> <p>Ensure that student voice is heard in relation to policy and process around anti-bullying, especially in relation to gender, ethnicity, SEND and Sexual Orientation.</p> <p>Where required, specific groups – both with and without protected characteristics – will receive interventions to promote their wellbeing and their health.</p> <p>Strengthen use of wellbeing and other data to target support at areas of most need.</p> <p>Analyse wellbeing, behaviour, safeguarding and other data to adjust and adapt curriculum plans, pastoral support and the wellbeing programme to areas of most need.</p>	<p>A list of students known to be supported by CAHMs will be easily accessible by relevant colleagues.</p> <p>Achieved the school's wellbeing award.</p>

	Intended outcome	What we will do	Success criteria
		<p>Train students as mental health first aiders.</p> <p>Develop a list of students known to be supported by CAHMs.</p> <p>Develop a 'handle' with care briefing process to support student's wellbeing.</p> <p>Achieve the school's wellbeing award.</p>	
4	Further develop the mental health and wellbeing provision at the school so that it supports the wellbeing of all members of the school community providing access to additional support where required, ensuring that there is equality of access to such support.	<p>Strengthen use of wellbeing and other data to target support at areas of most need.</p> <p>Analyse wellbeing, behaviour, safeguarding and other data to adjust and adapt curriculum plans, pastoral support and the wellbeing programme to areas of most need.</p> <p>Review and further develop PSHE (Lifeskills) curriculum to ensure its rigour, coherence and appropriateness for students at different stages/ages.</p> <p>Review the use of Life-skills lessons to support the delivery of the PSHE/Safety/Wellbeing Curriculum.</p> <p>Broaden wellbeing services including working with MHST, Dorset Mind and KOOTH to further strengthen wellbeing services.</p>	<p>Data shows:</p> <ul style="list-style-type: none"> • Even take up/engagement with wellbeing opportunities/services <p>Evidence of Curriculum and other plans adapted based on emerging trends/needs</p> <ul style="list-style-type: none"> • Student Voice shows that PSHE (Lifeskills) curriculum is well-received, impactful and supports wellbeing for students <p>Access to external wellbeing services improved.</p>
5	To promote equal working conditions for all staff regardless of disability, race, ethnicity, sex, religion, pregnancy, marital status, sexual orientation of gender	Monitor and evaluate the impact of our recruitment practices.	Recruitment reflects make up of school population/diversity of community.

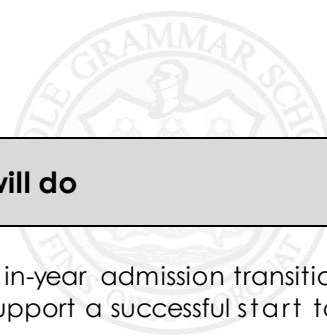
	Intended outcome	What we will do	Success criteria
		<p>Introduce wide-ranging CPD for all staff and support those from under-represented groups to access CPD including those who have been identified as having the potential and aspiration to gain promotion.</p> <p>Offer development opportunities to all staff that develop their leadership skills, targeting groups that are under-represented in leadership positions in our workforce.</p> <p>Increase awareness of equalities, diversity and inclusion through our communications, training and recruitment processes.</p> <p>Ensure that all new employees undertake equality training and that all managers undertake equality in recruitment practices training.</p> <p>Complete exit interviews with all staff that address issues of equality and diversity in order to improve practice</p> <p>Equalities in recruitment training for school leaders.</p>	<p>Proportions of those recruited to leadership positions map the wider make-up of the school.</p> <p>There are strong succession plans in place for positions across the school.</p> <p>Exit Interviews and other analysis demonstrate that there a high quality CPD/Development opportunities which impact of professional practice.</p>
6	To ensure that all staff regardless of disability, race, ethnicity, sex, religion, pregnancy, marital status, sexual orientation of gender have the professional development opportunities they need to, where appropriate, progress in their careers.	<p>Ensure all school leaders are 'equalities in recruitment' trained including training which develops leader understanding of conscious and/unconscious bias.</p> <p>Increased pool of staff safer recruitment trained to ensure that recruiters are representative of the school population.</p>	<p>Recruitment reflects make up of school population/diversity of community.</p> <p>Proportions of those recruited to leadership positions map the wider make-up of the school.</p> <p>There are strong succession plans in place for positions across the school.</p>

	Intended outcome	What we will do	Success criteria
		<p>Further development programmes of professional development, for all staff, to include access to leadership development programmes, training and professional coaching.</p> <p>Ensure that there is a career 'pathway' identified and route mapped for all colleagues including both internal and external progression routes</p> <p>Ensure that induction, probation and appraisal processes support the professional development of all members of staff</p> <p>Use data from exit interviews to plan for further developments</p> <p>Involve staff in development of school policy, training programmes and other professional development</p> <p>Develop, where appropriate, a suite of apprenticeship opportunities</p> <p>Strengthen practice/support for those returning from maternity or shared parental leave</p>	Exit Interviews and other analysis demonstrate that there a high quality CPD/Development opportunities which impact of professional practice.
7	To further develop recruitment practice, particularly to leadership positions within the school so that there is diverse representation reflective of the make-up of the wider school community	Ensure all school leaders are 'equalities in recruitment' trained including training which develops leader understanding of conscious and/unconscious bias.	Proportions of those taking up leadership positions with the school more closely reflect the other all make-up of the school community (i.e in terms of gender, ethnicity etc).

	Intended outcome	What we will do	Success criteria
		Increased pool of staff safer recruitment trained to ensure that recruiters are representative of the school population.	Gaps, where they exist, have been narrowed and, as a result, representation has improved. There are strong succession plans in place for positions across the school.
8	To enable all students including those with protected characteristics, to make a positive contribution to school life.	<p>Identify students who do not participate regularly in extra-curricular enrichment activities and work with their parents to improve participation.</p> <p>Analyse school attendance and behaviour data to identify students, or groups of students, where additional intervention will support their involvement and engagement in school life.</p> <p>Ensure that all engagement, attendance, behaviour and exclusions data is reported regularly to governors including data related to students in groups with protected characteristics.</p> <p>To report to parents, partners and the wider school community, via the school newsletter, website and social media, all activities that take place for students especially where these relate to equality and diversity.</p> <p>Strengthen the range of ways in which student voice is collected and heard around equalities issues such as gender, sexuality and ethnicity.</p> <p>Strengthen student leadership opportunities for students across the student body</p>	<p>Data shows: An even take up/spread of personal development opportunities for all students with no significant differences between students from different groups</p> <p>Student Voice indicates positive impact of personal development programme, levels of engagement and value placed on this by students</p> <p>Disadvantaged/Protected groups engage with activities / Student Leadership roles at the same rate as their peers and are supported to do so where this is not the case (e.g. Prefects / Main School Leaders)</p>

	Intended outcome	What we will do	Success criteria
		<p>regardless of ethnicity, SEND, Gender, or Sexual Orientation.</p> <p>Engagement in Enrichment programme participation data analysed.</p> <p>Behaviour, Attendance and Exclusions data regularly analysed and used to support reporting to governors, parents as well as for the planning of interventions and actions.</p> <p>Regular weekly reporting to HoYs on Behaviour, Attendance and Exclusions Data.</p> <p>Regular Termly reporting to governors including details of attendance and behaviour of students including those with protected characteristics.</p> <p>Equalities Officer in Post support regular promotion of equalities themes.</p> <p>Main School Leaders and Prefects Leading on Diversity Issues.</p> <p>Deputy Headteacher - Pastoral including wellbeing and personal development will be strengthening Poole Grammar School Enrichment Programme, Tutor Time, Assemblies.</p> <p>Deputy Headteacher – Curriculum will be strengthening Student Voice and Student Leadership Provision.</p>	

	Intended outcome	What we will do	Success criteria
		<p>School SDP has clear focus on improving outcomes, engagement and participation in school-life.</p> <p>Strengthen the personal development curriculum so that it coherent promotes and pursues excellence in a stimulating and creative environment where all are committed to life-long learning.</p> <p>Develop a process for students to 'capture' experiences and map their personal development overtime (e.g. UniFrog).</p> <p>Monitor and track access to Enrichment, Personal Development, Cultural Capital, Student Leadership and other opportunities to ensure that this is evenly spread and access by all students, including those with protected characteristics.</p> <p>Work with student/parent voice to understand barriers to accessing the personal development curriculum and adjust processes to overcome these barriers</p>	
9	To develop processes around transition points for all students including those with protected characteristics ensuring that appropriate advice, guidance and support is in place to ensure successful transition to next steps.	Senior staff will work with Heads of Year to ensure that all transition points are carefully planned for all students including entry to secondary school from Y6, Key Stage 3 to 4 (including the pathways process), transition from Key Stage 4 to 5 (into FE, Vocational Education, Apprenticeships, the world of work) and Transition from Key Stage 5 (into F/HE, Vocational Education, Apprenticeships, the world of work).	Gaps in attainment and progress data for those with protected characteristics will narrow/close – e.g. Attainment and progress of all students will be at least in line with expected outcomes



	Intended outcome	What we will do	Success criteria
		<p>Ensure that in-year admission transition processes support a successful start to school life.</p> <p>Report and Analyse data at all transition points to ensure that all groups, regardless of characteristics, receive equal access to high quality advice and guidance supporting successful next steps.</p> <p>Ensure that destinations data at KS4 and KS5 is reported and analysed by key group, including those with protected characteristic.</p> <p>Ensure that, at transition points, students' new destination has any/all relevant data to support successful transition.</p> <p>Make sure that, at any point of transition, staff are aware of each young person's specific needs, the best way to meet those needs and the relevant colleague to whom they should report.</p> <p>Continue to improve analysis of destinations data at KS4/5 to ensure this supports ongoing curriculum and pastoral planning.</p> <p>Develop processes around exit 'interviews' when students leave Poole Grammar School Mid-Phase.</p> <p>Continue to improve processes for in year admissions and admissions via the IYFAP.</p>	

		Ensure strong processes to support the transition of SEND/Vulnerable students as they transition between key stages.	
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3 - Other related policies and documents

- Equalities and Diversity Policy
- Equalities report May 2023
- PSED School Statement (November 2024)

4 – Review of Equality Objectives

The review of the nine intended outcomes listed in our Equality Objectives will take place at the end of each term, and will form part of the Headteachers Report. At this time if required, a further action plan will be put in to place to ensure the success criteria is met.

Approved by	Date of approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Senior Leadership Team	May 23	Three years	May 26	Statutory	Yes