

<p style="text-align: center;">Single Equality Scheme Action Plan 2024-27</p>	<p><u>Key Objectives</u></p> <ol style="list-style-type: none"> 1 To ensure all student groups identified within the Single Equality Scheme (SES), have the same access, provision and opportunity as all other students and they are successful in all aspects of attainment, progress, attendance and other outcomes. 2 To ensure that in all aspects of work, Richard Lander School celebrates diversity and challenges discrimination and in doing so, has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion. 			
	<p style="text-align: center;">Current Position</p>	<p style="text-align: center;">Key Actions</p>	<p style="text-align: center;">Key Lead</p>	<p style="text-align: center;">Success Criteria</p>
<p>The school analyses student progress (and a range of other factors such as attendance, behaviour, rewards) of a range of groups within the school and this includes single equalities groups, including gender, BAME and disability.</p> <p>Due to the small number of some of our cohorts (eg: BAME, LGBT) it is difficult at times to draw coherent analysis from this.</p>	<p>Maintain an analytical focus on SES groups at data entry points and termly for wider data such as rewards, behaviour & attendance.</p> <p>Ensure the school is aware of trends in data (e.g. 3 yearly) which will have the effect of broadening out the number of students in the analysis base.</p> <p>Issues / trends to be reported to Governors' Students and Curriculum committee.</p>	<p style="text-align: center;">EBO (Progress data)</p> <p style="text-align: center;">RBR (Wider Data)</p>	<p>All groups identified within the SES to demonstrate good or better progress and wider data to support this.</p>	<p style="text-align: center;">Termly</p>
<p>The school actively welcomes the comments and contributions of all stakeholders – students, parents, external partners.</p> <p>That said, the school has not formalised a specific timescale for review and stakeholder comments are therefore not built well enough into the strategic planning process.</p>	<p>Consult more regularly with key stakeholder groups including students and parents, in determining future policy development and action planning.</p> <ul style="list-style-type: none"> • RBR to consult with current BAME and LGBT student stakeholders <p>SLT to consider outcome of this for wider strategic planning.</p>	<p style="text-align: center;">RBR</p>	<p>Students and parents feel confident that their views are being represented and that the strategic management of the school effectively represents BAME, LGBT and SEN stakeholders</p>	<p style="text-align: center;">Annually, summer term</p>

<p>Curriculum – SLT advise departments to include equalities related issues in their schemes of work, appropriate for their subject area.</p>	<p>CBE to review the breadth and depth of coverage of equalities issues across the curriculum. SLT to reflect upon this and to identify areas for further development.</p>	<p>CBE</p>	<p>Curriculum audited Gaps addressed</p> <p>Liaison with external partners confirms that our curriculum delivery has appropriate and quality focus on equalities issues</p>	<p>Summer term 2025</p> <p>Summer term 2027</p>
<p>The school currently has good focus on equalities issues in the assembly and tutorial programmes. We intend to further develop this aspect of our work.</p>	<p>Maintain a focus in the assembly and tutorial programme on BAME, gender, LGBT and SEN equalities issues.</p>	<p>SLT</p>	<p>Continued coverage of equalities issues which contributes positively to students' personal development.</p>	<p>End of academic years</p>
<p>Staff have had comprehensive training on SEN issues and race equality issues. This includes regular input from the LA on SEND issues and from Black Voices Cornwall on race equality issues.</p>	<p>Ensure this training schedule is updated annually and make further positive use of LA and wider agency partners.</p> <p>Ensure there is a focus on equality issues in the staff induction programme, for new staff</p>	<p>JGR</p>	<p>SIP review of how well the school meets requirements on equalities legislation and how this contributes to the wider culture of the school.</p>	<p>Summer term 2025</p> <p>Summer term 2027</p>
<p>The government has recently updated its advice on Peer on Peer abuse, specifically, Harmful Sexual Behaviours from 2021. In the light of this guidance, the school should redouble its awareness of the issue and ensure that appropriate support, plus systems and policies are in place and that it is actively monitoring the issue from a RLS perspective.</p>	<ol style="list-style-type: none"> 1. Review the school's Peer on Peer Abuse Policy annually 2. Ensure that a comprehensive whole school student questionnaire is issued, analysed and reported to governors annually 3. Review policy / practice as per the process above 	<p>JGR</p>	<p>Student questionnaire issued spring term annually, reported to governors.</p> <p>Policy reviewed each summer term</p> <p>Whole Staff training in line with KCSIE (autumn term)</p>	<p>Spring term, annually</p> <p>Summer term, annually</p> <p>Autumn term, annually</p>

The school implements all aspects of legislation in line with the Equalities Act 2010 with respect to the recruitment and support of staff.	To maintain compliance with legislation	SMU	Compliance achieved	Ongoing
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