Adopted:	**September 2015**
Last reviewed:	**September 2017**
Next review:	**September 2018**

HARROGATE HIGH SCHOOL ACADEMY TRUST

Harrogate High School

Single Equality Scheme

Three year period covered by this scheme:
2015-2018

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Introduction

This Single Equality Scheme for schools in North Yorkshire brings together action plans for Race, Gender and Disability Equality, and Community Cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, students, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how students with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. students from low income families).

As well as delivering high quality services to our students, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership

This scheme is reviewed every three years and is reported on annually.

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination (see appendix 2);
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of students.

Planning to eliminate discrimination and promote equality of opportunity
This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An action plan accompanies this Equality Scheme which identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 3)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some students) we need to make to be best placed to help disabled students who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled students, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors. Equality objectives have been identified through consultation with key stakeholders using the **Inclusion Quality Mark** audit tool.
This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

School Aims Statements

...learning first

- *Working with all students to raise their achievement*
- *Improving their life chances*
- *Embedding their ambition*

....our Moral Purpose!

The school's vision and values statement reflects the school's ambitions for all its students. It is an umbrella statement that underpins an inclusive curriculum: setting suitable learning challenges; responding to students' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of students.

It also embraces the value of identifying learners who may be vulnerable to exclusion; marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school achieved the **Inclusion Quality Mark** at Level 5 in 2013.

Equality Objectives 2015-2018

- Harrogate High School believes in promoting equality of opportunity and places an emphasis on individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement. HHS promotes inclusion for particularly vulnerable groups of children which include, amongst others, those with disabilities and/or medical need – in addition to those from ethnic minority and faith groups, travellers children, asylum seekers and refugees, learning with English as an Additional Language, children with special educational needs, Looked After children, Young Carers, children from families under stress, students at risk of exclusion/excluded students, non-attendees and teenage mothers.

Indicators of progress towards meeting objectives

Intervention	2014-2015 Impact	2015-2016	2016-2017
Learning Zone	62 students 2 GCSE's A-C or equivalent gained 1 LI Foundation Learning Qualification 20 SEN, 20 FSM, 1 CLA, 1 SCE	53 students 1 BTEC Level 1 15 SEN, 9 FSM, 1 CLA	42 students 2 Btec Level 1 Qualifications 14 SEN, 16 FSM
Reading Intervention	4 Students Reading age increase from 7-10 months. 3 SEN, 1 FSM	7 students Reading age increase from 2 years, 8 months to 4 years, 4 months 8 SEN, 6 FSM	8 students Reading age increased from 1 year and 6 months to 2 years and 6 months 7 SEN 1 FSM, 1 EAL
Lexia	16 Students Reading age increase from 1 month to 4 years 9 months. 11 SEN, 4 FSM	17 students Reading age increase from 1 month to 4 years 8 SEN, 6 FSM	22 students Average reading age increase 2 years and 3 months 13 SEN, 9 FSM
Inference	6 Students Reading age increase from 3-10 months. 4 SEN, 2 FSM	0 students	0 students
Year 6 Literacy intervention	29 Students Reading age increase from 10 months to 1 year 10 months.	0 students.	0 students
Year 6 Literacy and Numeracy Intervention	24 Students No tests carried out.	12 students No tests carried out	10 students No tests carried out
Handwriting	6 Students 5 SEN, 2 FSM	2 Students 1 SEN	1 student
Transition Programme	50 Students took part in the 4 week transition programme (46% of year group)	36 students took part in the 3 week Transition Programme (29% of the year group)	16 students (12.8% of the year group)

 # We have had a number of changes since 2012 including the closure of the personalised learning centre, due to the reduction of students needing this provision. The students have accessed more main stream lessons due to the increase in courses that match the students' needs e.g. Foundation Learning L1.

What kind of a school are we?

School Vision and Values
The school's vision and values statement reflects the school's ambitions for all its students and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to students' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of students.

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. This involves a tailored personalisation programme each Raising Stars cycle.

School Contex The nature of the school population and context to inform action planning for the equality scheme (derived from section 1 of school Self Evaluation Form):

Factors of the geographical location of the school (Spring census 2017):

Students:

9.9% minority ethnic;
7.8% English as an Additional Language
27% Free School Meals (FSM Ever 6)
18% Special Educational needs (SEN);
0.5% Disabled;
4.7% New Arrivals (2015-2016)
56% Female and 44% Male
0.36% Children Looked After (CLA), 0.18% adopted from care
2.% Service Children

The turnover of students;
Student numbers have fallen in recent years. The number currently on roll is 566. This is predicted to rise to 566 in 2018. There are currently 24 FTE teachers and 19 FTE education support staff. The number of education support staff has dropped by around 6 FTE in the past three years while the number of teachers has dropped by 15 FTE.
The nature of the intake we have had over the last 3 years has seen an increase in statements / EHCP's of SEN plus high in need academically, who if they haven't secured an EHCP at primary school, HHS have applied and secured to enable full-time support to be in place. We have had an increased number of students coming into year 7 who have not achieved the expected standard by the end of year 6. Harrogate High School has an excellent reputation of meeting students' needs and tailoring the learning, via intervention, so each student can access the curriculum.
The main school is a multi-level building with lift access to all teaching areas. The building is brand new and decant took place in February 2017.
There are 11 languages spoken other than English at Harrogate High School. These include Albanian, Bengali, Hungarian, Lithuanian, Nepalese, Polish, Portuguese and Taiwan/Chinese.

Our recruitment, retention and development of staff policies and practices are non-discriminatory. We welcome applications from all sectors of the community and carry out equal opportunities monitoring.

The training taken to position the school well for the equality and diversity agenda:

Staff training to meet specific needs is provided to all staff during the weekly two hour CPD training sessions. Teaching Assistants, with invitation to all staff, undertake further specific training to ensure individual needs are met both in and out of the classroom. Training offered has been diverse including differentiation, autism training, Evac Chair training, background information training on Muscular Dystrophy, TA training for physiotherapy delivery and first aid, behaviour management Restrictive Physical Intervention, KAGAN, EAL student support in the classroom and mental healthcare.

External courses are taken to ensure expertise is available within the school to facilitate appropriate and detailed support. HHS will continue to use expertise from outside school, e.g. local schools, units and support services, different statutory agencies and voluntary organisations. There is a number of external agencies who work closely with the school including; school health, social care, Just B Counselling, Prevention Team, plus a further 17 agencies offering support in different fields.

School provision

Examples of reasonable adjustments the school makes as a matter of course

HHS has sought to make reasonable adjustment in terms of the individual, practices and procedures, the policy both in the classroom and the curriculum, and student support at break, lunchtime and beyond the school. These include:

- Links with feeder Primary schools to ensure realisation of reasonable adjustments in anticipation of the admission of students with special educational needs. A programme of transition is offered in the summer term for identified Year 6 students to assist transition from primary to secondary school, as well as additional support in literacy and numeracy which is offered from January in year 6. The school offers a three day transition programme in July rather than the statutory two days for all students who are transferring.
- The use of attainment data to identify students who are underachieving and a variety of interventions are in place across subject areas to address these issues and to ensure appropriate access arrangements are offered.
- HHS is aware of the availability of assistance from the student/Parent Services if requested, and will seek to update priorities in response to the needs of students/site users on an on going basis.
- Differentiated behaviour management ensures individual student needs are assessed and appropriate measures implemented and regularly reviewed. Individual Behaviour Plans, Pastoral Support Plans, First Response Action Plans, Personalised Learning Programmes, assistance sought from the Educational Psychologist and the Collaborative Panel, regular meetings with parents/carers and students assist in providing fully informed support.
- Multi agency support includes specific meetings for Looked After Children, Children in Need, Child Protection and from the Prevention Service.
- The school environment has been appropriately resourced with designated areas (Inclusion) for students to work quietly either individually or in small groups.
- The needs of individual students are discussed regularly at Achievement Team weekly meetings led by the Achievement Team Leader/Assistant Head/SENCO. The Learning Managers, Attendance Manager, HLTA in Inclusion and Health Support Officer attend these meetings to discuss student needs and allocate intervention.
- Parents are consulted on all issues where additional support is required. School reports are sent to parents of EAL students with letters of explanation in their own language. Additional meetings for parents of students with EAL and SEN are offered at the time of transition from primary to secondary school and throughout the school year if appropriate.
- Peer mentoring takes place via the Sixth Form Learning Manager and Student Voice members, who are trained in this area.
- Advanced Teaching Assistants are designated to oversee and liaise with teachers and other professionals for students who have, English is as an Additional Language, provision of a learning mentor or have need of additional literacy support or emotional literacy.
- Individual Provision Maps have been produced for all students in the school which informs all teaching staff of prior attainment, current attainment, group and individual need, as well as intervention received with impact.
- The building has disabled access in all areas, including lifts to all floors.

Outcomes for students

Outcomes for students are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all students. This is recorded in the School Self evaluation Form (SEF).

These processes form part of the school's equality impact assessment processes through the Inclusion Quality Mark, to determine the impact of our provision on improving outcomes for identified students. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified students and parents/carers.

Group Analysis	English and Maths % 9-4 Whole cohort = 53%		
	Group	Others	Diff
Male (21)	43%	60%	-17%
Female (32)	60%	43%	17%
Free School Meals (17)	47%	56%	-9%
Children Looked After (0)	NA	NA	NA
ST / Education Health and Care Plan (1)	0%	54%	-54%
SEN Support (12)	17%	63%	-46%
Service Personnel (1)	100%	52%	48%
EAL (9)	67%	50%	17%
Young Carer (2)	100%	52%	48%
More Able (14)	86%	41%	45%
More Able and Free School Meals (5)	100%	78%	22%

Group Analysis	Best English 9-4 Whole cohort = 72%			Maths 9-4 Whole cohort = 64%		
	Group	Others	Diff	Group	Others	Diff
Male (21)	48%	88%	-40%	62%	66%	-4%
Female (32)	88%	48%	40%	66%	62%	4%
Free School Meals (17)	59%	78%	-19%	53%	69%	-16%
Children Looked After (0)	NA	NA	NA	NA	NA	NA
ST / Education Health and Care Plan (1)	0%	73%	-73%	0%	65%	-65%
SEN Support (12)	33%	83%	-50%	31%	73%	-42%
Service Personnel (1)	100%	75%	25%	100%	63%	37%
EAL (9)	67%	73%	-6%	89%	59%	30%
Young Carer (2)	100%	72%	28%	100%	63%	37%
More Able (14)	93%	64%	29%	93%	54%	39%
More Able and Free School Meals (5)	100%	89%	11%	100%	89%	11%

- Racist Incidents – We have an enhanced PSHE programme delivered through the Vertical Mentor Groups and a whole school awareness and acceptance of all students, staff and visitors from all races. All incidents are dealt by the Senior Leadership Team and investigated fully.
  1.03% of students on roll 2013-2014 – 5 incidents reported
  0.53% of students on roll 2014-2015 – 3 incidents reported
  0.72% of students on roll 2015-2016 – 4 incidents reported
  1.10% of students on roll 2016-2017 – 6 incidents reported

- Bullying Incidents – The reported incidents for bullying have fallen over the last 4 years. This is due to our Vertical Mentor Group scheme which encourages students to 'say no to bullying' and the tellsomeone@harrogatehighschool.co.uk web address where students can report an incident which alerts the Head of Academy, who actions an investigation. HHS has a well-being programme that makes sure all areas of well-being, health and safety are covered, which is projected through the Vertical Mentor programme.
  4.34% of students on roll 2013-2014 – 21 incidents reported
  0.19% of students on roll 2014-2015 – 11 incidents reported
  2.2% of students on roll 2015-2016 – 12 incidents reported
  1.10% of students on roll 2016-2017 – 6 incidents reported

- Exclusions – Exclusions for 2013-2014 = 120 fixed term:
  41% Female and 59% Male
  88% SA+, 0% ST, 8% SA and 4% other
  15% FSM and 85% non FSM
  2 permanent at SA+ level
- Exclusions – Exclusions for 2014-2015 = 82 fixed term:
  44% Female and 56% Male
  10% EHCP, 60% SEN Support or SA+, 6% ST
  16% FSM and 84% non FSM
  2 permanent at SEN support level
- Exclusions – Exclusions for 2015-2016 = 64 fixed term:
  22% female and 78% male
  6% EHCP, 13% Statement and 44% SEN Support
  42% FSM and 58% non FSM
  1 permanent at SEN support level
- Exclusions – Exclusions for 2016-2017=65 fixed term:
  37% female and 63% male
  9% EHCP and 48% SEN support
  55% FSM and 45% non FSM
  4 Permanent at SEN support level

- There are in excess of 60 clubs and extra-curricular activities on offer each week for students at Harrogate High School. The breadth of extra-curricular activities includes breakfast, break and lunch clubs, homework clubs, coursework and exam support, art, technology, ICT, languages, humanities, performing arts, Art and Craft, Catch up sessions and a wide range of sporting activities.
- Attendance is tracked by the Attendance Manager for all students and by 'group' and intervention in this area is planned by the Attendance Manager and Achievement Leader. There has been a significant improvement in attendance for those students who fall into significant 'groups'.
- Parents are included in every aspect of school life. Full time non-teaching Learning Managers are available to discuss concerns and feedback to parents during every school day and attend meetings with parents and agencies, as well as track progress in lessons. There are three parents' consultation evenings per year, open days and celebration events where parents are encouraged to attend and discuss their child's achievements. Home visits are also made if parents have difficulty attending school by the Achievement and Attendance team.

Roles and Responsibilities in Implementing the Single Equality Scheme

The Principal will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for students or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all students and specific and targeted students to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities duties;
- the governor with specific responsibility for the Single Equality Scheme is Tracey McWilliams
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Principal in implementing any actions necessary;
- evaluate and review the action every three years;

The Senior Leadership Team will

- have line management responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- inform and consult with parents about the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Principal, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities (named):

- Details of the person responsible for maintaining and sharing with all the staff those vulnerable students and how their needs will be met; Sue Wilkinson, Assistant Head.
- Details of the person responsible for ensuring the specific needs of staff members are addressed; Charlotte Clarke, Deputy Principal.
- Details of the person responsible for gathering and analysing the information on outcomes of vulnerable students and staff. Sue Wilkinson, Assistant Head.
- Details of the persons responsible for monitoring the response to reported incidents of a discriminatory nature; Tracey McWilliams, Lead Learning Manager Key Stage 3, Kjersti King, Learning Manager, Key Stage 4, Amanda Reeve, Learning Manager, Key Stage 4, Barbara Williams, Learning Manager Key Stage 5.
- Details of the person responsible for co-ordinating the Inclusion Quality Mark equality impact assessment. Sue Wilkinson, Assistant Head.

Parents/Carers will:

- have access to the scheme;
- be encouraged to support the scheme;
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme;
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school
- ensure that students from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with students, staff, parents, and the wider community.

Students will:

- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports Students who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Principal.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for students, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as students, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of students themselves from different social identity backgrounds;
- the views and aspirations of parents of students from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;

- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

We will collate this information by way of feedback questionnaires, parents forum, parents consultation evenings and open day events.

Mechanisms for involvement

At this school the following mechanisms will ensure the views of student**s** inform the Equality Scheme and action plan:

- Exit interviews with students;
- Student Voice;
- Twice yearly focus groups of students representing different social identity backgrounds i.e. gender forum, disability forum;
- Individual interviews with students involved in incidents of a discriminatory nature;
- Individual interviews with students experiencing reasonable adjustments;
- Yearly open meetings representing a particular theme shared with the community and cluster of schools.

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

- Regular meetings with professional organisations
- Regular staff briefings;
- Individual discussions with staff as a part of performance management

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme and action plan:

- Feedback through the Governing Body meetings;
- Feedback through the Parents Forum;
- Feedback from adults using the school beyond the school day;
- Open meetings and events with parents and local groups.

The school's action plan will focus on developing the involvement of students, staff and parents from different social identity backgrounds over the three years of this scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of students, staff and parents will improve and deepen over time

Making it happen

Action Planning

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment through the Inclusion Quality Mark has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form;
- discussions with the School Improvement Partner.

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the school's prospectus.

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. This report will be made available as a separate document and in the school profile and school prospectus.



Appendix 1

Equality Legislation

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

  The act serves two main purposes:

  a) To harmonise discrimination law;
  b) To strengthen the law to support progress on equality.

  The act supersedes or strengthens the following acts and regulations:

  - The Equal Pay Act 1970
  - The Sex Discrimination Act 1975
  - The Race Relations Act 1976
  - The Disability Discrimination Act 1995
  - The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
  - The Employment Equality (Age) Regulations 2006
  - The Equality Act 2006 Part 2
  - The Equality Act (Sexual Orientation) Regulations 2007

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
  statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;

- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
  statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;

- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
  The Act sets out that is unlawful for schools to discriminate against a person:
  a) in the terms on which it offers to admit him/her as a student:
  b) by refusing to accept an application to admit him/her as a student, or
  c) where he/she is a student of the establishment:
    i) in the way in which it affords him/her access to any benefit, facility or service,
    ii) by refusing him/her access to a benefit, facility or service,
    iii) by excluding him/her from the establishment,
    iv) by subjecting him/her to any other detriment.

- Disability Discrimination Act (DDA) 1995/2005
  statutory positive duty to promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;

- Education and Inspections Act 2006, duty to promote community cohesion.
  By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
  "working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Appendix 2

What is discrimination?

The Equality Act 2010 consolidates existing law into a single legal framework and while many of the concepts of discrimination remain the same as in previous equality legislation there are some areas that were not previously covered. This appendix describes the various types of discrimination and how they apply to the schools provisions.

Direct discrimination

Direct discrimination occurs when you treat a student less favourably than you treat (or would treat) another student because of a protected characteristic. So a very basic example would be refusing to admit a child to a school as a student because of their race, for example because they are Roma.
It is not possible to justify direct discrimination, so it will always be unlawful. There are however exceptions to the schools provisions that allow, for example, single-sex schools to only admit students of one sex without this being unlawful direct discrimination.
In order for someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. So a gay student cannot claim that excluding them for fighting is direct discrimination on grounds of sexual orientation unless they can show that a heterosexual or bisexual student would not be excluded for fighting. A student does not need to find an actual person to compare their treatment with but can rely on a hypothetical person if they can show there is evidence that such a person would be treated differently.
There is no need for someone claiming direct discrimination because of racial segregation or pregnancy or maternity to find a person to compare themselves to:

- Racial segregation is deliberately separating people by race or colour or ethnic or national origin and will always be unlawful direct discrimination.

- To claim pregnancy or maternity discrimination a female student must show that she has been treated unfavourably because of her pregnancy or maternity and does not have to compare her treatment to the treatment of someone who was not pregnant or a new mother.

It is not direct discrimination against a male student to offer a female student special treatment in connection with her pregnancy or childbirth.
It is not direct discrimination against a non-disabled student to treat a disabled student more favourably.
For example:

- A female student is actively discouraged from undertaking a course in engineering by a teacher who tells her this is an unsuitable area of study for a female. This would be direct discrimination on the grounds of sex.
- A student with Asperger's Syndrome can sometimes act in a disruptive manner in class. The school does not take disciplinary action, but uses agreed strategies to manage his behaviour. A non-disabled student who is also disruptive in class is punished for his behaviour. This difference in treatment would not be direct discrimination against the non-disabled student.

Discrimination based on association

Direct discrimination also occurs when you treat a student less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity).
This might occur when you treat a student less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination based on perception

Direct discrimination also occurs when you treat a student less favourably because you mistakenly think that they have a protected characteristic.

Discrimination because of pregnancy and maternity

It is discrimination to treat a woman (including a female student of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female student of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Indirect discrimination

Indirect discrimination occurs when you apply a provision, criterion or practice in the same way for all students or a particular student group, such as A-level physics students, but this has the effect of putting students sharing a protected characteristic within the general student group at a particular disadvantage. It doesn't matter that you did not intend to disadvantage the students with a particular protected characteristic in this way. What does matter is whether your action does or would disadvantage such students compared with students who do not share that characteristic.
'Disadvantage' is not defined in the Act but a rule of thumb is that a reasonable person would consider that disadvantage has occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion.

'Provision', 'criterion' or 'practice' are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit)
- the way that education, or access to any benefit, service or facility is offered or provided
- one-off decisions
- proposals or directions to do something in a particular way.

They may be written out formally or they may just have developed as the school worked out the best way of achieving what it wanted to do.

Indirect discrimination will occur if the following four conditions are met:

1. You apply (or would apply) the provision, criterion or practice equally to all relevant students, including a particular student with a protected characteristic, and

2. The provision, criterion or practice puts or would put students sharing a protected characteristic at a particular disadvantage compared to relevant students who do not share that characteristic, and

3. The provision, criteria, practice or rule puts or would put the particular student at that disadvantage, and

4. You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.

For example:

A school requires male students to wear a cap as part of the school uniform. Although this requirement is applied equally to all students, it has the effect of excluding Sikh boys whose religion requires them to wear a turban. This would be indirect discrimination based on religion and belief as it is unlikely that the school would be able to justify this action.

What is a 'proportionate means of achieving a legitimate aim'?

To be legitimate the aim of the provision, criterion or practice must be legal and non-discriminatory and represent a real objective consideration. In the context of school education, examples of legitimate aims might include:

- Maintaining academic and other standards.

- Ensuring the health and safety and welfare of students.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim.
Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into account as part of the school's justification, if there are other good reasons for adopting the chosen practice.
The more serious the disadvantage caused by the discriminatory provision, criterion or practice, the more convincing the justification must be.
In a case involving disability, if you have not complied with your duty to make relevant reasonable adjustments it will be difficult for you to show that the treatment was proportionate.

Discrimination arising from disability

Discrimination arising from disability occurs when you treat a disabled student unfavourably because of something connected with their disability and cannot justify such treatment.
Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled student has been treated unfavourably because of something connected with their disability.
Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled student or for the disabled student to compare themselves with anyone else.

Discrimination arising from disability will occur if the following three conditions are met:

- you treat a disabled student unfavourably, that is putting them at a disadvantage, even if this was not your intention, and
- this treatment is because of something connected with the disabled student's disability (which could be the result, effect or outcome of that disability) such as an inability to walk unaided or disability-related behaviour, and
- you cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim'. This is explained above.

For example:

A student with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre putting on a production of a play she is currently studying in English, because the building is not wheelchair accessible. The student and her parents are aware that the play is also on at a theatre in a neighbouring city which is accessible but the school does not investigate this option. This is likely to be discrimination arising from a disability.

Knowledge of disability

If you can show that you

- did not know that the disabled student had the disability in question, and
- could not reasonably have been expected to know that the disabled student had the disability

then the unfavourable treatment would not amount to unlawful discrimination arising from disability. If your agent (someone who undertakes tasks on your behalf) or employee knows of a student's disability, you will not usually be able to claim that you do not know of the disability.

For example:

A student tells the school secretary that she has diabetes and that she needs to carry biscuits to eat when her blood sugar levels fall. A teacher has no information about her disability and refuses to allow students to bring food into the classroom. The student has a hypoglycaemic attack. In this case, the school is unlikely to be able to argue that it did not know about her condition.

Relevance of reasonable adjustments

By acting quickly to identify and put in place reasonable adjustments for disabled students, you can often avoid discrimination arising from disability, although there may be cases where an adjustment is unrelated to the unfavourable treatment in question.
If you fail to make an appropriate reasonable adjustment, it is likely to be very difficult for you to argue that unfavourable treatment is justified.

Reasonable adjustments

You should be familiar with the reasonable adjustments duty as this was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however this element of the duty will not come into force until a later date yet to be confirmed. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled student experiences because of their disability.

This duty sits alongside your duties and those of local authorities under Part 4 of the Education Act 1996. In some cases the support a disabled student may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage (see below) and so there is no need for additional reasonable adjustments to be made for them. In other cases disabled students may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled students who do not have special educational needs but still require reasonable adjustments to be made for them. The level of support a student is receiving under Part 4 of the Education Act 1996 is one of the factors to be taken into account when you consider what it would be reasonable for you to have to do.

What is the reasonable adjustments duty?

You are required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled students at a substantial disadvantage
You owe this duty to existing students, applicants and, in limited circumstances, to disabled former students in relation to the following areas:

- deciding who is offered admission as a student
- the provision of education
- access to any benefit, service or facility.

The duty does not require you to make reasonable adjustments to avoid the disadvantage caused by physical features as this is covered by the planning duties.
You cannot justify a failure to make a reasonable adjustment; where the duty arises, the issue will be whether or not to make the adjustment is 'reasonable' and this is an objective question for the tribunals to ultimately determine.
The duty is an anticipatory and continuing one that you owe to disabled students generally, regardless of whether you know that a particular student is disabled or whether you currently have any disabled students. You should not wait until an individual disabled student approaches you before you consider how to meet the duty. Instead you should plan ahead for the reasonable adjustments you may need to make, regardless of whether you currently have any disabled students. By anticipating the need for an adjustment you will be best placed to help disabled students who come to your school. You are not expected to anticipate the needs of every prospective student but you are required to think about and take reasonable and proportionate steps to overcome barriers that may impede students with different kinds of disabilities. For example, while it may be appropriate for you to provide large print for a student with a visual impairment, you would not be expected to have Braille devices standing ready.

What is a substantial disadvantage?

A disadvantage that is more than minor or trivial is called a 'substantial disadvantage'. The level of disadvantage created by a lack of reasonable adjustments is measured in comparison with what the position would be if the disabled student in question did not have a disability.
You will need to take into account a number of factors when considering whether or not the disadvantage is substantial such as:

- the time and effort that might need to be expended by a disabled child
- the inconvenience, indignity or discomfort a disabled child might suffer
- the loss of opportunity, or the diminished progress a disabled child might make in comparison with his or her peers who are not disabled.

For example:

A deaf student is advised by the work experience coordinator that it would be better for her to remain at school rather than go on work experience as it might be 'too difficult' for her to

manage. The school does not take any steps to help her find a placement and she misses the opportunity taken by the rest of her classmates. This would be a substantial disadvantage.

The duty to change a provision, criterion or practice

These terms are not defined but in general they relate to how the education and other benefits, facilities and services are provided and cover all of your arrangements, policies, procedures and activities.

Where a provision, criterion or practice places disabled students at a substantial disadvantage in accessing education and any benefit, facility or service, you must take such steps as it is reasonable to take in all the circumstances to ensure the provision, criterion or practice no longer has such an effect. This might mean waiving a criterion or abandoning a practice altogether but often will involve just an extension of the flexibility and individual approach that most schools already show to their students.

For example:

A school has been allocated three places for students to represent the school at a national youth conference on the environment. The school decides to hold a debate on the topic to select the three students who will attend the conference. This places a student with a nervous system disorder at a significant disadvantage as he has trouble communicating verbally. The school modifies the criteria to enable that student to submit his views and ideas on the issue in writing. This is likely to be a reasonable adjustment to the school's practice.

When is it reasonable for a school to have to make adjustments?

A useful starting point when determining what a reasonable adjustment might be is to consider how to ensure that disabled students can be involved in every aspect of school life. Often effective and practical adjustments involve little or no cost or disruption.
For example:

- A teacher always addresses the class facing forward to ensure that a student with hearing difficulties is able to lip-read. This is an example of a simple reasonable adjustment.
- A primary school introduces a playground buddy system and a friendship bench which creates a supportive and friendly place for disabled students during breaks. This is an example of an effective but easy reasonable adjustment.

Where disabled students are placed at a substantial disadvantage by a provision, criterion or practice or the absence of an auxiliary aid, you must consider whether any reasonable adjustment can be made to overcome that disadvantage.
You should not expect disabled students to suggest adjustments but if they do you should consider whether those adjustments would help to overcome the disadvantage and whether the suggestions are reasonable. It is good practice for schools to work with students and their parents in determining what reasonable adjustments can be made.

2.2 Harassment

There are three types of harassment which are unlawful under the Equality Act:

- Harassment related to a relevant protected characteristic.
- Sexual harassment.
- Less favourable treatment of a student because they submit to or reject sexual harassment or harassment related to sex.

The relevant protected characteristics for the schools provisions are:

- Disability.
- Race.
- Sex.

Pregnancy and maternity are not protected directly under the harassment provisions, however, unwanted behaviour (as described below) will amount to harassment related to sex.

Harassment related to a protected characteristic

Harassment occurs when you engage in unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- violating a student's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the student.

The word 'unwanted' means 'unwelcome' or 'uninvited'. It is not necessary for the student to say that they object to the behaviour for it to be unwanted.
In this context 'related to' has a broad meaning and includes situations where the student who is on the receiving end of the unwanted behaviour does not have the protected characteristic himself or herself, provided there is a connection between the behaviour and a protected characteristic. This

would also include situations where the student is associated with someone who has a protected characteristic, or is wrongly perceived as having a particular protected characteristic.
For example:

> A student from an Irish Traveller background overhears a teacher making racial slurs about gypsy and traveller people stating their site should be shut down and they were 'trouble'. This would constitute harassment related to a protected characteristic (race).

The definition of harassment as described above does not apply to the protected characteristics of gender reassignment, sexual orientation or religion or belief in relation to schools. However, where unwanted conduct related to any of these protected characteristics results in a student suffering disadvantage that would constitute direct discrimination.
For example:

> During a PSHE (personal, social, health and economic education) lesson, a teacher describes homosexuality as 'unnatural' and 'depraved' and states he will only be covering heterosexual relationships in the lesson. A bisexual student in the class is upset and offended by these comments. This may be unlawful direct discrimination on the grounds of sexual orientation.

Sexual harassment

Sexual harassment occurs when you engage in unwanted behaviour which is of a sexual nature and which has the purpose or effect of:

- violating a student's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the student.

'Of a sexual nature' can cover verbal, non-verbal or physical conduct including unwelcome sexual advances, inappropriate touching, forms of sexual assault, sexual jokes, displaying pornographic photographs or drawings, or sending emails with material of a sexual nature.
For example:

> A sixth form female student is asked intimate questions about her personal life and subjected to sexual innuendos by her teacher. This would be sexual harassment.

Less favourable treatment of a student because they submit to or reject sexual harassment or harassment related to sex

It is unlawful to treat a student less favourably because they either submit to, or reject, sexual harassment or harassment related to their sex.

2.3 Victimisation

Victimisation is defined in the Act as:

> Treating someone badly because they have done a 'protected act' (or because the school believes that a person has done or is going to do a protected act).

There are additional victimisation provisions for schools which extend the protection to students who are victimised because their parent or sibling has carried out a protected act.
A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).

- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

If you do treat a student less favourably because they have taken such action then this will be unlawful victimisation. There must be a link between what the student (or parent or sibling) did and your treatment of them.
The less favourable treatment does not need to be linked to a protected characteristic.
For example:

A teacher shouts at a student because he thinks she intends to support another student's sexual harassment claim. This would amount to victimisation.

Who is not protected?

A student who in bad faith gives false information or evidence (that is, that they knew was false) or makes an allegation that was false and given in bad faith would not be protected against victimisation. The original complaint/claim would not be affected providing it was not made in bad faith.

For example:

A student at an independent school with a grudge against his teacher knowingly gives false evidence in another student's discrimination claim against the school. He is subsequently excluded from the school for supporting the claim. This treatment could not amount to victimisation because his evidence was untrue and given in bad faith.

Victimisation for actions of parents or siblings

You must not treat a student less favourably because of something their parent(s) or sibling has done in relation to the making of a complaint of discrimination.
A parent of a student complains to the school that her daughter is suffering sex discrimination by not being allowed to participate in a metalwork class. If the daughter is treated less favourably as result of the complaint this would be unlawful victimisation.
This applies to a child in relation to whom the parent(s) were making a complaint in relation to and also to any other children who are students at the school. This also applies if a parent supports a teacher's complaint against the school under Part 5 of the Act.
If the information or evidence was false and given in bad faith (that is, the parent/sibling knew it was false) or the allegation was false and given in bad faith then this protection for the student will still apply, provided that the student did not act in bad faith.

For example:

A student makes a complaint against his school claiming that he has suffered discrimination by a member of staff because of his sexual orientation. The student's younger brother, at the same school, is protected against any less favourable treatment by the school because of this complaint, even if it is later found out that the older brother was not acting in good faith.

There must be a link between what the parent(s) or their child has done and you treating the child/sibling badly.
The child who is being treated badly does not need to have any of the protected characteristics.
The fact that a complaint/claim is not upheld does not mean that it was made in bad faith.

2.4 Obligations to former students

Even after a person has left your school you must not discriminate against them or harass or victimise them. This only applies if the discrimination or harassment arises out of and is closely connected to their previous relationship with you and would have been unlawful if they were still a student. For example, if an ex-student asks for a reference from the school it would be unlawful for the reference to be unflattering because of a protected characteristic of the ex-student, or because they at one time brought or supported a discrimination complaint against the school.
This obligation to former students would include the duty to make reasonable adjustments for disabled former students if they continue to be at a substantial disadvantage in comparison to former students without a disability. This obligation only applies if the substantial disadvantage arises out of and is closely connected with them having been a student.

For example:

A school sends an annual newsletter to former students and one former student who has a visual impairment requests that it is sent to him by email rather than in hard copy. The school does not provide him with an electronic copy. This is likely to be an unlawful failure to make a reasonable adjustment.

If someone believes that they are being discriminated against after they have stopped studying with you, they can take the same steps to have things put right as if they were still a student. These steps are explained in Section 6.

2.5 When are you responsible for what other people do?

Liability for employees and agents
As an employer you are legally responsible for acts of discrimination, harassment and victimisation carried out by your employees in the course of employment or by people who take action for you (agents).

It does not matter whether you knew about or approved of those acts.

However, if you can show that you took all reasonable steps to prevent your employees or agents from acting unlawfully, you will not be held legally responsible.

It is important that you take steps to make sure your employees and agents understand that they must not discriminate against students, or harass them or victimise them, and that they understand your duties in relation to making reasonable adjustments for disabled students.

Personal liability of your employees and agents

An employee (of a school) is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. However, an employee is not personally liable in relation to disability discrimination in schools.

For example, a teaching assistant racially discriminated against a student. The school is able to show that it took all reasonable steps to prevent the harassment and therefore was not liable. The student can still make a claim of discrimination against the teaching assistant.
However, if this was a case of discrimination on the grounds of disability, the student would not be able to make a claim against the teaching assistant because the personal liability provisions do not cover disability discrimination in schools.

If the relationship is one of a person paying for someone else to take action for them and someone taking action for them (their 'agent') rather than employer and employee, the agent is personally responsible in the same circumstances.
Employees or agents will still be responsible for their acts of discrimination, harassment or victimisation even if they did not know their actions were against the law.
But there is an exception to this. An employee or agent will not be responsible if their employer or principal has told them that there is nothing wrong with what they are doing and he or she reasonably believes this to be true.
It is a criminal offence, punishable by a fine of up to £5,000, for an employer or principal to make a false statement in order to try to get an employee or agent to carry out an unlawful act.

Instructing and causing discrimination

As a school you must not instruct, cause or induce someone to discriminate against, harass or victimise another person, or to attempt to do so.
Both the person who receives the instruction and the intended victim will have a claim against whoever gave the instructions. This applies whether or not the instruction is carried out, provided the recipient or intended victim suffers loss or harm as a result.
It only applies where the person giving the instruction is in a legal relationship with the person receiving the instruction such as employer and employee or agent and principal.
Employment Tribunals will deal with complaints from an employee or agent who has received the instructions and the victim can make a claim in the same way as they would for any other claim under the act. So if you instruct a member of staff to discriminate against a student on grounds of their sex then the member of staff can make a claim to an Employment Tribunal and the student can make a claim to a county or sheriff court.
The Equality and Human Rights Commission can also take action for unlawful instructions to discriminate.

Aiding contraventions

It is unlawful for you to help someone else carry out an act which you know is unlawful under the Equality Act.
However, if the person giving assistance has been told by the person he or she assists that the act is lawful and he or she reasonably believes this to be true, he or she will not be legally responsible.
It is a criminal offence, punishable by a fine of (currently) up to £5,000, to make a false statement in order to get another person's help to carry out an unlawful act under the Equality Act.

For further information visit:-
http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/

Appendix 3

Harrogate High School Equality Action Plan
2015-2018

KEY ISSUE
Improving access to the curriculum:

Success criteria
- To 'close the gap' between students' progress who are SEN and vulnerable
- To make sure all vulnerable and SEN students receive the required support needed with the new SEN changes 2014.
- To reduce the fixed term exclusions further, especially for those students who are in a 'group'.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
• Keep all student information up to date via SIMs and the SSR and make sure all staff are informed of this. • Provide intervention for those students who are not achieving expected or good progress via SLT and Middle Leaders. • Use the Raising Stars data to track progress.	All staff	1st September 2014	July 2017		Chair of governors and the senior leadership team via Raising Stars data and exam exults.	Intervention is ongoing and the impact has been significant (see pg.5) Ongoing every year

• Inform all staff about the new changes to SEN. • Track and monitor progress via lesson observations and Raising Stars data for all SEN students. • Keep all student records updated with the changes occurring and work closely with the SEN officer from the Local Authority to transfer all statements of SEN to EHCP's.	SENCo	1st September 2014	31st July 2016		SENCO via SEN tracking and progress through Raising Stars	All staff are trained at least annually and are aware of individual student needs. ¾ of all our Statements of SEN have been transferred to EHCP's.
• Audit of the Progress Room data so it can work SMARTER • Provide quicker, more effective personalised provision for those students risk of FTE • Referrals to be made for agency support when a student is causing concern and at risk of FTE and\or PE.	Executive Principal, Head of Academy, Senior Leadership Team,	1st September 2014	31st July 2016		Executive Principal Chair of Governors Head of Academy Senior Leadership Team	A new Progress Room system has been introduced since September 2016, following a 50% reduction in visits during the pilot. Progress Room visits have reduced by 9% since 2014/15. SEN by 57% and disadvantaged by 9%. Fixed Term Exclusions (FTE's) have reduced by 51% since 2012/13. Disadvantaged students FTE's have reduced by 52% and SEN by 67% since 2014/15.

Harrogate High School Equality Action Plan
2017-2018

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
• Reduce Progress Room removals further, which will inevitably reduce fixed term exclusions also.	All staff	September 2017	July 2018		SLT and Governors via tracking each Raising Stars cycle.	
• Monitor intervention and report on impact for students who attract catch up funding by the end of year 7.	All teaching staff of year 7 catch up funding students	September 2017	July 2018		SWI and SLT via Raising Stars attainment predictions and from impact of literacy and numeracy interventions.	
• Plan for students needs over the coming year and forecast for the next 3 years. Including SEN provision, staff training and CPD.	SWI and the Achievement Team	September 2017	July 2020		SWI and SLT and Governors via termly reports.	