

Stage 3 – Accreditation



EVIDENCE PINBOARD

School name	Allerton Grange School
Equality Lead name	Ms Gemma Turner-Lindley
Date of submission	13/01/2026

See notes page below each slide for full RED Award criteria + prompts.
Please do **not** insert additional slides into your Evidence Pinboard.

1a - Equality and diversity at the heart of the school's vision and ethos



Staff handbook

Annual AGS Culture Day

School Prospectus

RED AWARD

At Allerton Grange School, we challenge ourselves to continually improve and grow as a staff community.

- coach and guide colleagues to unlock their skills and passion for teaching and supporting students to achieve their best. We are proud of this for our students and their families.
- This promotes trust, autonomy and professional respect across the school. We provide our staff with a range of services that support individual wellbeing.

Allerton Grange staff are encouraged to develop and grow, taking the next steps in their career, within the school wherever possible.

School Culture Document

At Allerton Grange School we are committed to:

- working together to achieve our full potential
- celebrating our diverse school community and fostering tolerance and respect for all

Celebrating Diversity by Amelia (Year 9)

Today, I am honoured to stand before you all to celebrate the incredible kaleidoscope of diversity that colours our world. The purpose of this speech is to acknowledge the unique variation of diversity that shapes not just our global community but also our school community.

Diversity? A word that carries so much meaning, yet is so difficult to define. Diversity is like a mosaic made up of different pieces that unite to create such a vibrant product of our lives, beliefs, and backgrounds that enrich our world purpose.

However, diversity is not always acknowledged.



Black History Month at Allerton Grange

All students are invited to take part in Black History Month activities in school.

Why not put your writing to the test and enter the BHM Essay Competition? There are also two more BHM lectures on Thursdays after school, this half term.

Light on the Curriculum

Eid Mubarak

We wish all members of our school community celebrating, a happy and peaceful Eid Al-Fitr.

A reminder that students are permitted one day of religious observance a year.

School newsletter

Trips and Clubs

Here is an introduction to our inclusive **Spectrum club**, written by one of our students: "Spectrum is an after-school club open to anyone in the LGBTQIA+ community. The staff and teachers are extremely welcoming. You can share as little or as much information about yourself with support for everything. It has been a safe place for many young members of the school. We do a variety of activities such as baking, art, and even more. We also have current school & out of school issues. It is a safe place full of wonderful people!"



Drama & Theatre Studies Exam

Year 13 students took to the stage for their A level exam this week. They used their skills to perform, using minimal props, and themselves and each other, to create the story and draw in the audience.



Parent/Carer SEND Workshops:

Parent/Carer SEND Workshop

What is a Parent/Carer SEND Workshop?

It is a free session for parents/carers of children and young people aged 4 to 11 with additional support needs.

The workshop aims to help adults start to explore and understand 'sensory differences' or 'sensory processing difficulties' how this can affect your own and your child's physical and emotional regulation.

The Parent/Carer SEND workshop is delivered by Jumpstart Therapy, on behalf of ICC SLC Cluster.

Who is the workshop for?

- Parents/carers of children who do not have an Education Healthcare Plan (EHP)
- Parents/carers with children and young people with Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Dyspraxia, Developmental Coordination Disorder, Learning Difficulties or Learning Disabilities.
- A formal diagnosis is not required.

Where and when? Please check one of the workshops below:

Thursday 20 th September 2024	Monday 27 th October 2024	Friday 22 nd November 2024	Monday 2 nd December 2024
10.30am - 12.00pm	10.30am - 12.00pm	10.30am - 12.00pm	10.30am - 12.00pm
ICC SLC Cluster	ICC SLC Cluster	ICC SLC Cluster	ICC SLC Cluster

To book a place email: families.first@leeds.gov.uk

BLACK HISTORY MONTH 2024

WHAT DOES IT MEAN TO YOU?

BHM ESSAY COMPETITION

BLACK HISTORY MONTH LECTURE SERIES

BLACK HISTORY MONTH LECTURE SERIES

Examples from external publications

1b - Effective whole-school leadership for equality and diversity

Long Term (2025)	<ul style="list-style-type: none"> At Allerton Grange, our KLAS curriculum is the driving force behind advancing social mobility and celebrating cultural diversity. Allerton Grange's continual improvement will ensure that by 2025 we are delivering an exceptional quality of education for all students. Allerton Grange is committed to ensuring that all students have the subject knowledge, the vocabulary, the experiences and the character to secure places at world-renowned universities and on elite training programmes, which will enable them to make aspirational career choices.
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Current school development plan

3. Implement the RED Award – auditing our provision for respect, equality, diversity and community cohesion.



Equality Policy Document

Equality Impact Assessment

Equality, Diversity, Cohesion and Integration Screening

As a school via the public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A screening process can help judge relevance and provides a record of both the process and decision. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Organisation: Allerton Grange High School	Department responsible for the Policy: SLT
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1. Title: XXXX Policy

Is this a:

Policy

EDI Impact Assessment

Equality, Diversity & Inclusion Objectives

In accordance with the Equality Act (2010) and the Public Sector Equality Duty (PSED), Allerton Grange is working to fulfil the following Equality, Diversity and Inclusion Objectives:

- Staff understand and promote equality, diversity, and inclusion (EDI) across our school and local community. This will be achieved through a variety of means, including bespoke CPD, promoting flexible working and networking opportunities. It will also include training our staff on what EDI looks like in practice, to raise awareness of, and as a result eliminate, unconscious bias in all aspects of school life.
- To undertake an audit of the curriculum to identify any gaps, ensuring coverage of all aspects of equality, diversity, social justice, and global citizenship, subsequently supporting the progress of all of our learners.
- To further improve the personal development of all students by mapping out key events to be observed across the school, planning opportunities for them to be actively involved, and to engage with positive role models of diverse backgrounds in the process.
- To use data to monitor achievement, attendance, behavior and rewards, in order to narrow the gaps between groups of learners, subjects, courses and key stages, and support the aspirations of all our students.
- To use data to monitor engagement of key groups of parents, in order to target less engaged groups more effectively, and build a more representative wider school and local community.

Information from school website and from governor training

Direct discrimination
Direct Discrimination occurs when an individual receives less favourable treatment than another person in similar circumstances. This includes discrimination based on factual information, or the perception or assumptions relating to any of the above categories.

Examples of direct discrimination include:

- Failure to short-list any BME applicants even though they meet the relevant criteria.
- Refusing a woman a promotion because you are concerned that she might want to take time off to start a family in the future.
- Choosing not to give a female teacher a pay rise because she is pregnant
- Unfavourable treatment of an individual because they are suffering from cancer or are HIV positive.

Indirect discrimination
Indirect discrimination occurs when there's a practice, policy or rule, which applies to everyone in the same way, places a group who share a characteristic at a particular disadvantage. Examples of indirect discrimination include:

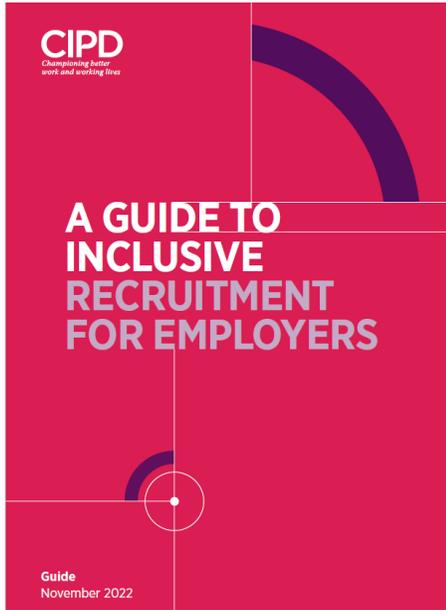
- Stipulating that people must speak clear fluent English where the job does not require verbal communication.
- Refusal to consider part time working hours.

Discrimination by association
Associative discrimination occurs when someone discriminates against someone because they associate with another person who possesses a protected characteristic.

Unfavourable treatment because a person has homosexual friends or relations or because a person is associated with someone of a particular religion.

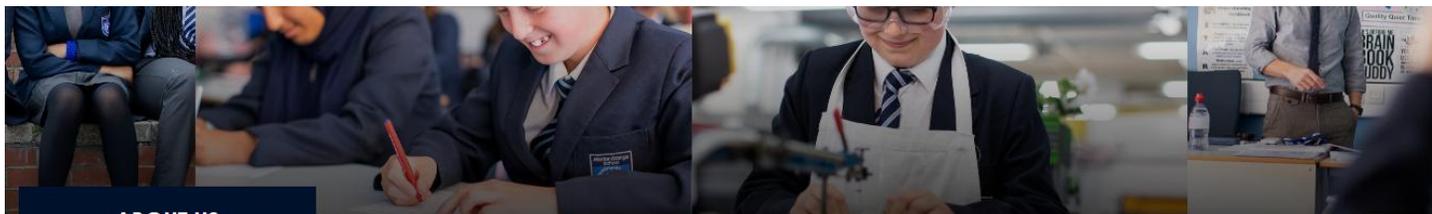
Occupational requirements
Occupational requirements may, on rare occasions, be justifiable by law if it relates to a specific requirement of a job where race, sexual orientation, religion, belief or gender is a genuine occupational requirement for the job. For example, an advertisement for the post of Head Teacher at a Catholic school could reasonably state that candidates must be practising Catholics.

If such a requirement cannot be justified by an organisation, it may be deemed unlawful. An employment tribunal may deem a finding of unlawful discrimination even though an employer has no intention to discriminate.



Inclusive Recruitment Training

1c - Up-to-date Equalities Policy, Information and Objectives



- ABOUT US
- AGS Newsletters
- Statutory Information
- Aims, Ethos and Values >
- Attendance
- Curriculum
- Careers >
- Personal Development >
- Exam Results & Perform...
- Governors
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- LGBTQIA+ School
- News
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- Equality, Diversity & Incl...**
- Red Kite Alliance

YOU ARE HERE | HOME | ABOUT US | EQUALITY, DIVERSITY & INCLUSION

Equality, Diversity & Inclusion

At Allerton Grange, we are committed to supporting all members of our school community to share and promote a commitment to equality, diversity and community cohesion.

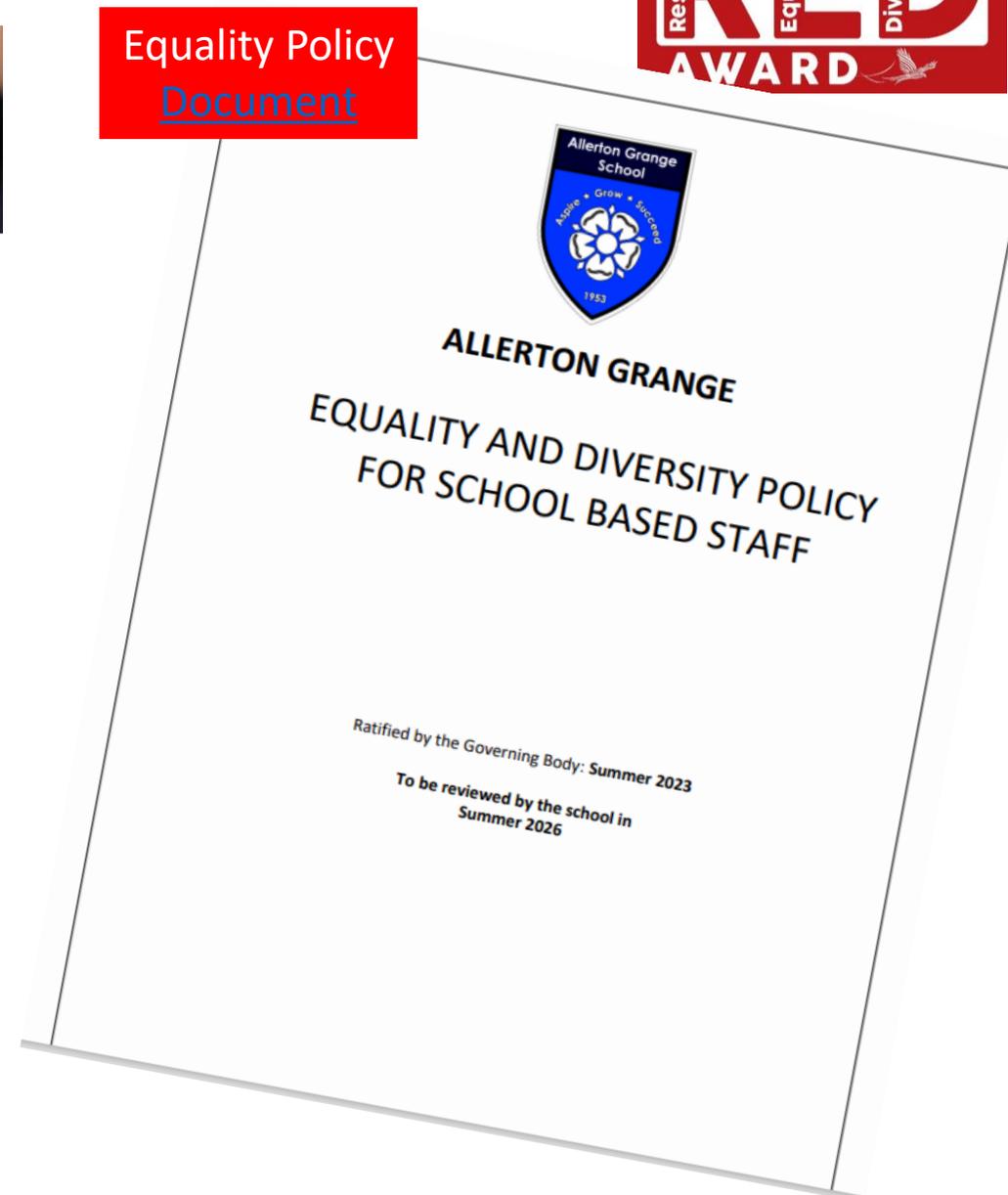
Our KLAS curriculum is the driving force behind advancing social mobility and cultural diversity. The KLAS curriculum is the guarantor of equality – all students regardless of background, ability/disability, gender, sexuality, religion or belief are exposed to the same ambitious curriculum and all students are provided with the same opportunities enabling them to develop their character and confidence.

The Equality Act 2010, states that it is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

- sex
- race or racial group
- disability
- religion or belief
- sexual orientation
- gender reassignment

Equality on the [website](#)

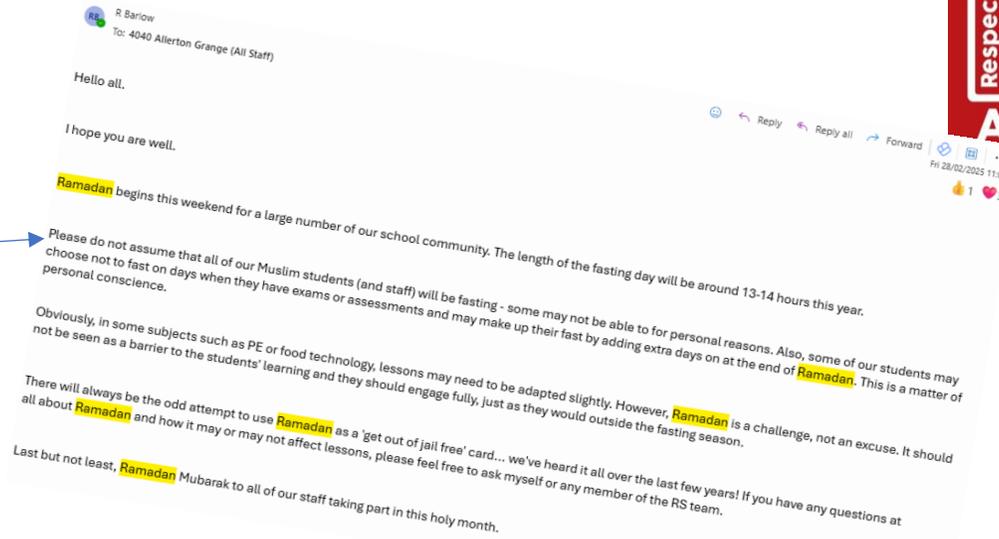
Equality Policy [Document](#)



1d - Active engagement of all staff and governors



Key Dates Identified and shared with school community through email and newsletters



Staff Governor for EDI

I'm a Partner at PwC. I work with organisations to improve their sustainability reporting. I have worked for the firm for around 14 years, I have experience in a number of areas including governance, change management and control, all of which are transferable into the role of a Governor.

I am passionate about equal opportunities and believe that school is an important part of setting children up for their future lives and careers. This is my first role as a Governor, I'm looking forward to getting stuck in and making a positive difference.

Title *
Calling all staff - who are your Black History heroes?!

Body

All staff are invited to create their own 'Black History Hero' poster, to spotlight a particular Black individual for their contributions and achievements throughout the past and/or now. [Black History Heroes template](#)

It would be lovely to have these displayed around school/on pods to celebrate the achievements of individual Black people. The personal connection to members of staff from across the school will help raise the profile of the month within the school community.

Please download and edit the template attached.

Include a short biography of your hero and a photograph/relevant image.

There are many examples of 'heroes' and 'sheroes' in the pdfs from the official BHM organisation: [42 Black History Heroes](#)

Please save your poster in this folder so that they can be shared on the screens around school throughout the month: [Staff - Black History Heroes](#)

See less

Expires
10/25/2024



Research and CPD information sent out regularly to all staff and staff given the opportunity to contribute.

1e - Active engagement of pupils/students

What is it like to attend this school?

Ofsted 2025

There is a tangible sense of community and a celebration of diversity at Allerton Grange School. Teachers and pupils have strong relationships and show great respect for each other. 'This is really welcoming and diverse school' are the words of one pupil, representative of many.

Newsletter with Student Submissions

Celebrating Diversity by Amelia (Year 9)
Amelia opened each assembly on Culture Day with a speech she had written on celebrating diversity:

Today, I am honoured to stand before you all to celebrate the incredible kaleidoscope of diversity that colours our world. The purpose of this speech is to acknowledge the unique variation of diversity that shapes not just our global community but also our school community.

Diversity? A word that carries so much meaning, yet is so difficult to define. Diversity is like a mosaic made up of different pieces that unite to create such a vibrant product full of life and beauty. Diversity is a tapestry of cultures, beliefs and backgrounds that enrich our lives. Diversity is the very essence that gives our world purpose.

However, diversity goes beyond merely acknowledging and revelling in our differences; it is about honouring and cherishing the

Extra-Curricular Activities Calendar

Term 3 – April to July

Monday	Tuesday	Wednesday	Thursday	Friday
Homework Club All Years - Library	Homework Club All Years - Library	Homework Club All Years - Library	Homework Club All Years - Library	Pit Band Rehearsal M002
Art Club Art	Spectrum (LGBTQ+) Club All years – M003	Junior Concert Band Grade 1-3 Musicians - M001	Chess Club All Years – L029	Rubik's Cube Club All years - L026
Samba Year 7, 8 and 9 (Lunchtimes)	Sparx Maths All Year – Maths Pod	Senior Concert Band Grade 4-8 Musicians - M001	School of Rock All Years - M002	GCSE Computer Science Revision I001
Product Design Drop-in T002	Jazz Club Grade 2 or above musicians - M003	Girls Rugby Year 7-9	Girls Football Year 7-9	Software Development Club I001
	Music Theory Musicians approaching Grade 5 - M002	Girls Netball Year 7-9		
	KS3 Drama Club Hall	KS3 Year 7-9		
	Writers' Collective			

Student groups including Spectrum (LGBTQIA+) and Rubiks Cube (SEND)

Culture Day

In 2021, our Sixth Form Leadership Group introduced the first Allerton Grange School Culture Day.

Since then, it has become an integral part of our school calendar – a annual celebration of the culture of our school community.

It is a time when we come together as a school to recognise and learn more about the culture of our community, to celebrate our individual and shared values, wear our cultural dress and enjoy some fantastic performances.

Each year the student leadership groups select a charity to raise money for as part of our culture day.

Culture day organised by sixth form leadership group and now in collaboration with student council in KS3/KS4



1f - Consultation with / positive engagement of parents/carers

Equality Policy [website](#)

Promoting equality: Partnerships with parents/carers and the wider community The school will work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. English as an Additional Language (EAL), traveller or pupils with disabilities are made to feel welcome.

Equality Policy



Reminder to all parents that student entrances onto the school site do not open until 08:25 every morning. Students who arrive before this time will need to wait at the gate until 08:25.

Vehicle access arrangements:
Thank you to the many families who have made alternative arrangements for dropping off and picking up their children over the past week. Restricting vehicle access via the Talbot Avenue entrance has had a positive effect on the safety of students as they enter and leave the school. Please remember this is a permanent change, and therefore, if families have not yet arranged alternative collection times, they need to do so. On two occasions this week, we had traffic officers patrolling Talbot Avenue, giving out on-the-spot penalties for illegal parking. Please do not park on the double yellow lines or the zig-zag lines on Talbot Avenue.

AGS is recognised for its commitment to Equality, Diversity and Inclusion
In previous newsletters, I referenced the work Allerton Grange has been doing to secure the RED Award (Equality and Diversity) Award. I am pleased to announce that we have submitted our initial application and action plan, and have received the following feedback from the awarding body: "Allerton Grange's comprehensive Self-Evaluation is perceptive and honest... Your Action Plan is particularly ambitious and conveys a determination to make Allerton Grange School the very best in terms of Equality & Diversity ... It is helpful that you have established a RED Award Task Force to ensure that there is shared ownership for this work ... You have produced meaningful Equality Action Plan and a lovely Commitment Pledge which rightly showcases the positive Ofsted feedback, also signalling your commitment to embedding Equality & Diversity. As such, Allerton Grange has been successful in achieving the RED Award Certificate of Commitment to Equality & Diversity." Thank you to everyone involved in this work but particularly Ms Turner-Lindley for her dedication to this work. The Allerton Grange Equality, Diversity and Inclusion Committee.

Newsletter with updates regarding the RED award progress

Wishing a Happy New Year to all of the Jewish members of the Allerton Grange School community.

It's been another busy week in school, with students taking part in Road Safety Assemblies and KS4/5 students attending the Annual Careers Fair.

- Black History Month**
October is Black History Month (BHM) and this year the theme is Reclaiming Narratives. Students are invited to take part in activities including:
- Have Your Say at our BHM stall next to the Cyber Cafe on Tuesdays during breaktimes.
 - Take part in the BHM Essay Competition on the topic of 'What does Black History Month mean to you?'
 - Attend the BHM Lecture Series on Thursdays, 3.15 - 4.00 pm in L024.



ClassCharts

Trips and Clubs

Here is an introduction to our inclusive **Spectrum club**, written by one of our students: "Spectrum is an after-school club open to anyone in the LGBTQIA+ community. The staff and teachers are extremely welcoming. You can share as little or as much information about yourself with support for everything. It has been a safe place for many young members of the school. We do a variety of activities such as baking, art, and even more. We also talk about current school & out of school issues. It is a wonderful place full of wonderful people!"



Music & Theatre Studies Exam

Information about our EDI work in School Newsletter



Allerton Grange School

Road Safety Awareness
Be a considerate driver
Do not park on restricted areas on Talbot Avenue or Lidgett Lane
Be respectful of our local residents
Please use the turning circle paying attention to the speed limit
Obey speeding restrictions; they are there to protect our children
Look after the environment and switch off your engine, when stationary, for cleaner air!



Our ref: LMI – Culture Day 2023

18 June 2025

Dear Parent/Carer

RE – Culture Day

On Friday 3 March, we will be celebrating our first Culture Day at Allerton Grange. The Sixth Form Student Leadership Group originally had the fantastic idea of celebrating both the culture of the school and the many cultures that make up the student and staff population. We are, proudly, a diverse community, where all students are valued, both individually and as a part of our very special community.

Parent Information about our annual Culture Day

Leeds Deaf And Hearing Impaired Team inducted into Signature's Hall of Fame
On Friday night, Signature, the leading awarding body and provider of BSL qualifications in the UK, revealed their first inductees into their Hall of Fame.

The awards ceremony was held at the National Football Museum in Manchester. The Hall of Fame category had a shortlist of 50 and DAHIT won!

Karen Hunt and Mohammed Basser were there to collect our team award.



Ms Davis, City Wide Lead Teacher of the Deaf, said: "Thank you to Marie Pearson for completing the nomination form and congratulations to our Deaf Instructors, and our DAHIT team. We are passionate about language acquisition in this team, and BSL is absolutely essential to so many of our families, including children and young people."



2a - Effective strategies to create a respectful, inclusive culture

Anti Bullying Week -Power for Good

Thank you to everyone who supported **Anti-Bullying Week** including our Anti-Bullying Ambassadors who ran an information stall, and to Mr Wall and the Year Teams.



School take part in Anti-Bullying week accessing resources from the Anti-bullying Alliance



On Monday we celebrated our uniqueness by wearing odd socks and raised awareness of the importance of being kind to others, thinking about what you're saying or texting, and being a positive role model.

Students were also reminded of who they can talk to and where they can get help in school.



LGBTQIA+ School

LGBTQIA+ School

In March 2019, Allerton Grange School was recognised as a trained LGBTQIA+ school.

Barnardo's Positive Identities service delivered sessions in school to provide staff with the knowledge, confidence and resources to challenge prejudice and discrimination proactively. The training helps schools support LGBTQI pupils, staff and families to ensure their school environment and curriculum is inclusive of a diverse range of identities.

In addition to the training courses, Barnardo's offers policy reviews and guidance on how discriminatory bullying should be recorded and responded to.

Allerton Grange was one of the 162 schools to receive the training which is funded by the Government Equalities Office and supported by the Department for Education.

Spectrum is an after-school club open to anyone in the LGBTQIA+ community. Our students say: "The staff and teachers are extremely welcoming. You can share as little or as much information about yourself with support for everything. It has been a safe place for many young members of the school. We do a variety of activities such as baking, art, and even more. We also talk about current school and out of school issues. It is a wonderful place full of wonderful people".

Leeds Pride
Allerton Grange is proud to be represented at the Leeds Pride Parade. Each year, a cohort of staff and students proudly march in the parade, showing our support for the LGBTQIA+ community. We are looking forward to attending again next year!

2b - Robust policies and systems for tackling bullying, harassment and discriminatory behaviour



EDI additions to the [anti-bullying policy](#) after the annual review

Any behaviour that falls under the Hate Crime category is reported in line with authority guidance

Racist bullying:
Singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices, often by using derogatory language.

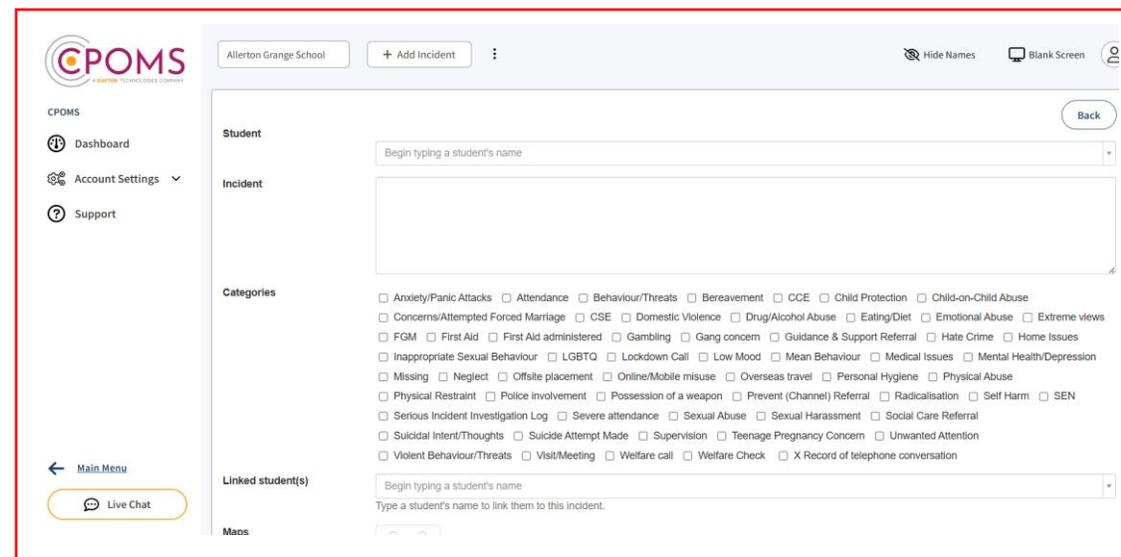
Trans bullying:
Affects young people who are **transgender** but can also affect those questioning their gender identity as well as students who are not **transgender** but do not conform to gender stereotypes.

Child on child:
Name-calling, physical assault, spreading rumours, stealing, excluding people, and turning someone's friends against them.

Gender bullying:
Targets a person's sex or sexuality, can occur between people of any gender and/or sexual orientation.

SEND bullying:
Discrimination against someone because of their difficulties and differences.

Why is it important to respond to Bullying?
Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving and bystanders need to understand the impact their role can have. Schools have a responsibility to respond promptly and effectively to issues of bullying.



We use CPOMS to record all behaviour. We then explore the data regularly to identify any trends and develop plans to eradicate them.

2c - Regular training for all staff and governors



School Culture [Document](#)

At Allerton Grange School we are committed to:

- working together to achieve our full potential
- celebrating our diverse school community and fostering tolerance and respect for all

Covered in this EDI course



Course contents

This Equality, Diversity and Inclusion training course is broken down into 4 sections:

- 1 The Ideal Workplace
- 2 Unacceptable Behaviour
- 3 The Protected Characteristics
- 4 Practical Improvements

Staff and Governors
receive annual EDI
training

Equality and Diversity

We believe that equality should filter through all aspects of our school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. Within our school, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, transgender, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation as recognised protected characteristics under the Equality Act 2010

This is taken from the staff hand book which is shared with all staff. It is also shared with student teachers.

2d - Representation of diversity through curriculum resources and displays

LGBT Pioneers in STEM

The lesbian, gay, bisexual and trans people who impacted on science, technology, maths and science and who helped change the world

Magnus Hirschfeld
Physician, sex researcher, and early gay rights advocate

Hirschfeld developed the theory of a third, "intermediate sex" between man and woman. He sought to use science as a weapon to fight for gay rights. He founded the Institute for Sexual Research which was destroyed by the Nazis.

Alan Turing
Mathematician, logician and cryptographer

Turing is considered to be the father of modern computer science. During the war he worked at Bletchley Park. His career came to an end when it was found guilty of homosexual activities and subjected to hormonal treatment.

Karl Heinrich

Lessons and displays
Posters used for Pride month

Celebrating and learning about LGBTQIA+ diversity at AGS!

What is the 'Progress' flag?

What do the different flags represent?

Lesbian, Genderfluid, Bisexual, Transgender, Asexual, Genderqueer, Intersex, Pansexual, Aromantic

Some key dates in LGBTQIA+ history

- 1834: Famous Yorkshire Wake at Holy Trinity Church, Scarborough, where marriage was not recognised legally, then recognised as a sacrament at the institution of lesbian marriage in Britain.
- 1920s/30s: During the 1920s and 1930s, the first openly gay men and women were arrested in the United States.
- 1956: The Stonewall Riots took place in New York City. Although the riots were not the cause of the gay rights movement, they are considered to be a turning point in the history of the movement.
- 1957: The first LGBT Pride parade was held in New York City.
- 1970: The first LGBT Pride parade was held in New York City.
- 1974: Anita Bryant became the first openly gay member in the United States.
- 1978: The first D.C. Black Pride took place at the Lincoln Theatre in Washington, D.C.
- 1985: The first D.C. Black Pride took place at the Lincoln Theatre in Washington, D.C.
- 1991: The first D.C. Black Pride took place at the Lincoln Theatre in Washington, D.C.
- 2003: The first D.C. Black Pride took place at the Lincoln Theatre in Washington, D.C.
- 2016: The first D.C. Black Pride took place at the Lincoln Theatre in Washington, D.C.
- 2017: The first D.C. Black Pride took place at the Lincoln Theatre in Washington, D.C.

elons

Some key dates in LGBTQIA+ history

There are 17,500 different and unique butterflies that are always seen as beautiful.

Raising awareness of HIDDEN DISABILITIES

I am not hiding, but I am not out either.

Raising awareness of HIDDEN DISABILITIES

I am not hiding, but I am not out either.

Displays for BHM and Disability History month

RECLAIMING NARRATIVES
PIONEERS WHO SHAPED OUR WORLD

Honouring the Legacy of Black Inventors, Celebrating the Pioneers Who Transformed Science, Technology and Society with Their Groundbreaking Contributions and Visionary Achievements.

DR. GEORGE AFRICANUS 1763-1834
INVENTED ONE OF THE EARLIEST REMOVAL DEVICES
Dr. George Africanus established one of Britain's first remediation agencies, treating social leprosy and creating job opportunities. His pioneering spirit set a powerful example for Black entrepreneurs, encouraging others to challenge social norms and seize opportunities.

DR. PATRICIA BATH 1942-2019
INVENTED A SURVIVAL DEVICE FOR SPACESHIP RESCUE
Dr. Patricia Bath's Lensectomy Probe revolutionized cataract surgery by offering precision and reducing recovery time. Her groundbreaking work paved the way for Black women in STEM and inspired future generations to pursue careers in science and technology.

DR. GLADYS WEST 1763-1834
INVENTED MATHEMATICAL MODELS FOR AFRICAN TRADE
Dr. Gladys West's groundbreaking work in geodesy and mathematics paved the way for GPS technology. Her research on the Earth's shape and gravity was instrumental in the development of modern navigation systems.

SIR GEOFF PALMER BORN 1940
INVENTED THE FIRST HOME SECURITY SYSTEM
Sir Geoff Palmer's inventions in the field of home security transformed the way we protect our homes. His innovative designs and entrepreneurial spirit have made him a household name in the security industry.

FREDERICK MCKINLEY JONES 1893-1961
INVENTED PORTABLE REFRIGERATED TRUCKS
Frederick McKinley Jones revolutionized the transportation of perishable goods. His invention of the portable refrigerated truck transformed the food and pharmaceutical industries, ensuring the safe transport of goods across long distances.

MARIE VAN BRITAN BROWN 1922-1999
INVENTED THE FIRST HOME SECURITY SYSTEM
Marie Van Brittan Brown's pioneering work in home security technology laid the foundation for modern surveillance systems. Her vision and determination have inspired generations of women in STEM.

ELIJAH MCGOY 1844-1929
INVENTED AN IMPROVED LUBRICATOR FOR STEAM ENGINES
Elijah McCoy's mechanical lubricator improved steam engine efficiency by allowing continuous lubrication. His invention revolutionized the railway industry and paved the way for Black inventors to make their mark on the world.

DR. THOMAS MENSCH BORN 1950
INVENTED ADVANCED AIR FILTERS AND HEAVY DUTY FILTERS
Dr. Thomas Mensch's breakthroughs in air filtration technology have improved indoor air quality and public health. His dedication to innovation and community service has made him a role model for young people.

STANDING FIRM IN PARLIAMENT

BARON PAUL BOATING
One of Britain's first Black MPs and later the nation's first Black Cabinet Minister. His career has been defined by championing social justice, empowering young people, and strengthening communities.

BARONESS DOREEN LEITCH OF CLAYDON
Turned engineer into a national politician after the tragic disaster of her own business. She has been an unwavering advocate for education, health equity, and the rights of marginalized communities.

SIANE ABBOTT MP
The first Black woman ever elected to the House of Commons in 1987. She has been an unwavering advocate for education, health equity, and the rights of marginalized communities.

BARON NICHOLAS BLYTH
A trailblazer, the first Black woman to serve in a UK Cabinet and the first to head the House of Lords. She went on to global leadership with the UN and Commonwealth, reshaping how Britain and the world understand leadership.

LORD NICHOLAS BLYTH
A trailblazer, the first Black woman to serve in a UK Cabinet and the first to head the House of Lords. She went on to global leadership with the UN and Commonwealth, reshaping how Britain and the world understand leadership.

BARONESS VALENE AMOS
A trailblazer, the first Black woman to serve in a UK Cabinet and the first to head the House of Lords. She went on to global leadership with the UN and Commonwealth, reshaping how Britain and the world understand leadership.

Across generations, Black parliamentarians have broken barriers in Westminster, reshaped British democracy, and stood firm for justice and equality. Their voices have carried into the heart of Britain's political life – so they still serve with resolve today.



3a - High aspirations and support for all pupils/students to achieve well

1. Form Time

TTTs conducted during form time show that, largely, standards are secure across the key stage. The weekly schedule is followed consistently and form time is purposeful.

Student voice continues to confirm that students see the value of the content delivered via form time.

In line with the RED award commitment, all Year 10 students are meeting with a member of the Year 10 team for their Getting to Know You meeting during form time. The meetings have a focus on home life, aspirations, careers and barriers to learning.

Year 11 tutors have all been directed to hold conversations with students in their form group to discuss their Post 16 options and support students with this process.

NDR and LMi have met to review the progress of the whole year with applications. Students requiring further advice and guidance have been identified and LMi will put this support in place. Students at risk of becoming NEET have been identified and actions plans put in place. Post 16 plans form a part of all off site reviews this half term.

We have introduced weekly rewards into form time this term to trial smaller rewards given to students more often. Feedback has been positive so far from both tutors and students. We have also introduced reward tracking to ensure that more students are able to access our rewards.

Each student has a Getting To Know You meeting with their head of year which identifies any possible areas of support needed, and an individual snapshot of the student is created that all staff can access to help build relationships.

Data is monitored at Senior and middle leader level regularly through the year.

Where students are underachieving, a plan is created to implement interventions. This could include attendance interventions, SEND or SEMH interventions, additional enrichment opportunities or Academic Mastery sessions. Students who are PP, BAME and SEND are prioritised to ensure that interventions are implemented swiftly.

Date: 13/1/2023
Teacher: Mr Jordan Macrow

STUDENT SNAPSHOT I would like you to know...

I live with my Mum, Dad, brother and 2 sisters.
Currently studying maths resit.
Criminology, History and English Language.

INTERNAL BARRIERS TO LEARNING: (what I find difficult in lessons)

EXTERNAL BARRIERS TO LEARNING: (how I behave or act because of what I find difficult)

None identified at GTNKY Meeting

SUCCESSFUL STRATEGIES (QFT): You could help me by...

CAREER ASPIRATIONS

Interested in pursuing a career as a speech therapist.

Work Experience and Enrichment

Currently no work experience undertaken



3b - Support for personal development and positive behaviour



Ofsted 2025

Pupils' behaviour is excellent. They are attentive in lessons and move around the school site quietly and sensibly. Pupils are polite and well mannered. They are happy and have positive attitudes to learning. They enjoy explaining what they have learned to visitors. Pupils feel safe and have trusted adults. Sixth-form students act as strong role models to younger pupils.

The school ensures pupils develop their creativity effectively through a timetabled enrichment programme. For example, pupils benefit from excellent opportunities in contemporary dance, camping, philosophy and clay exploration. Useful leadership initiatives help develop pupils' sense of responsibility. For example, pupil leaders organise events diligently that benefit others, such as an Easter egg hunt to raise money for a local hospice. Pupils develop awareness of diversity prudently through assemblies led by sixth-form students on themes such as black history month.

Opening statement from the [PPD policy](#)

Policy statement

At Allerton Grange, we believe that students need a secure, safe, and ordered environment in which to achieve their full potential - socially, emotionally, and academically. We strive to create this environment through our Character Counts model (Appendix A). This model underpins every interaction that students have with AGS. A key component of this character count model is our AGS virtues: respect, responsibility, courage, and ambition (Appendix B). To ensure that students develop these positive character traits we do our utmost to ensure that our school community is warm, inclusive and that we use every opportunity possible to recognise and celebrate our wonderful students.

Allerton Grange School

Policy for Positive Discipline: A Framework for Flourishing (2025 – 2026)



3c - Enhanced provision for transition, induction, support and transfer



Entry to school – There is an established transition programme in place to support all students in their transition from primary to secondary. This includes events at AGS for Y5 and 6 students, transition days at feeder schools and AGS, specific meetings for some SEND students and, where appropriate, home visits.

Within school we hold Pupil Progress Meetings involving heads of year and any other staff working with particular students. During these meetings a plan is completed on Provision Map.

For Y11 moving into KS5, we have a series of transition days, including SEND transition days which are structured in accordance with student needs.



Progress Improvement Plan Review for Tenell [redacted]

Stage: [redacted]

Areas of concern: More-able student who is under-performing in a number of subjects. Attendance is low at 81%. Large number of behaviour points, largely for not completing enough work/homework. Low progress in RS and English, mainly due to poor attendance and missing lessons because of isolation.

Areas of strength: Doing well in Maths and Biology.

Achievement Points: 376 Behaviour Points: 183 KS2 Score: 5.4 Attainment Score: 32

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff	Review outcome
Science progress	Tenell will focus in lessons and will respond to feedback given to help them make more progress in this subject area.	Tenell will improve their prediction in this subject area.	Aspire Workshops	Mr David Gracey (Progress and Welfare Manager) Mr Tom Hanson (Classroom Teacher and Lead Intervention Teacher)	0 - Tln is booking in a Science workshop - date TBC
Attendance to school	To improve attendance to school for a fixed period.	Attendance will be 95% or higher for a period of 6 weeks.	Student will attend the Green Group meetings with the school Attendance Officer. They will get support from the year team when needed.	Mrs Natalie Harris (Attendance Officer) Miss Suzy Button (Progress and Welfare Coach)	-2 - Attendance is now 78.3%. Negative influence from a high profile student in Y11 who has just left. Has not attended ECI.

Feeder school events for key groups beginning in Y5

Year 5 Primary Maths Challenge

On Wednesday, we had a great day in Maths with Year 5 students from Chapel Allerton, Highfield, Kerr Mackie and Wigton Moor primary schools.

They worked really hard, tested their maths and teamwork skills, and competed in four rounds of Maths Challenges.

It was a hard-fought competition - very well done to our winners from Highfield Primary School.



Example of a provision map completed during Pupil Progress Meetings for a more able SEND student

Regular updates on EAL students in school

From: A Ashton
To: 4040 AGS Teaching Staff
Subject: EAL Updates 15.09.pdf (223 KB)

Good morning all,

Please see attached our most recent **EAL** updates for this week. We had a fantastic set of Home Language results, so please do celebrate our students' success with us.

Some key notes:

- The Y7 assessments will now take place in L044 on Tuesday 16th September.
- We now have an **EAL** referral link. This can be found at the bottom of the updates, but please also use the link below if you have any concerns about a student in your class: <https://forms.office.com/e/2KD0tmV49r>

Dedicated Y7 Transition Team who undergo regular EDI training and work alongside of our SEND team

Meet the transition team

During the transition process, Year 6 children will get to know our staff when they visit primary schools and when children take part in Transition Days at Allerton Grange.

Ms Hosty - Transition Lead and KS3 Progress & Welfare Leader

Mrs Wright - Year 7 Progress & Welfare Manager

Mr Wall - Year 7 Progress & Welfare Coach

3d - Approaches to staff and governor recruitment, retention and development



EDI policy

3. Application of the Policy

Recruitment and Selection

- Recruitment advertising will encourage applications from all sectors of the community reflecting the school's commitment to equality and diversity
- Recruitment advertising will appear in publications appropriate to the audience capable of producing the best candidates
- Job descriptions, person specifications and recruitment advertisements will be written on the basis of the essential and justifiable requirements of the position;
- Shortlisting, appointment and rejection decisions will be transparent and justifiable and will be supported by written comments.

Staff Development

- All staff will have equal access to induction, personal and career development opportunities and facilities.

Appraisal

- Appraisal procedures will be clear and transparent and will be applied fairly across all staff.
- Pay decisions will be in line with the Pay Policy and decisions made will be applied fairly across all Teaching staff including those on maternity leave. Guidance can be sought from the DfE recent guidance: [Implementing your Schools approach to pay](#).

Disciplinary and Grievance

- Disciplinary and grievance procedures will be applied fairly and transparently for all staff;
- Allegations of discrimination, harassment or inappropriate behaviour will be dealt with under the appropriate disciplinary procedures for staff.

Governor Behaviour Principles

Principles:

- All children, staff and visitors have the right to always feel safe at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Allerton Grange School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see the wide range of rewards, consistently and fairly applied in such a way as to continue to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils,

4a - All staff contribute to the planning and delivery of an inclusive and diverse curriculum

Library Visit

Example of a curriculum area

12th May 2025

Title: Does religion treat women fairly?

LQ: Have women always been treated fairly in society?

- **Gender discrimination:** acting against someone on the basis of their gender; discrimination is usually seen as wrong and may be against the law.
- **Gender prejudice:** unfairly judging someone before the facts are known; holding biased opinions about an individual or group based on their gender.
- **Sexual stereotyping:** prejudice, discrimination or stereotyping based on gender. This is most often towards women.

Year 9 Topic 4 - Does religion treat women fairly?

Young Poets Week

On Monday, Year 9 had the privilege of meeting Leeds' own poet and rapper, Lence, who shared his inspiring creative journey and officially launched the Young Poet Laureate Competition.

If you're in Year 7, 8, or 9 and would like to take part, visit Mr Ellis in the library to find out more and register your interest. Don't miss this chance to showcase your talent!



RED KITE ALLIANCE

Respect
RED
Equality
Diversity



LGBT Pioneers in STEM

The lesbian, gay, bisexual and trans people who impacted on science, technology, maths and science and who helped change the world



Magnus Hirschfeld

Physician, sex researcher, and early gay rights advocate

Hirschfeld developed the theory of a third, "intermediate sex" between men and women. He sought to use science as a weapon to fight for gay rights. He founded the Institute for Sexual Research which was destroyed by the Nazis.

Alan Turing

Mathematician, logician and cryptographer

Turing is considered to be the father of modern computer science. During the war he worked at Bletchley Park. His career came to an end when he was found guilty of homosexual activities and subjected to hormonal treatment.



Example of a curriculum area

4b - Opportunities to experience cultural diversity and develop as global citizens



Display of trips and visits



Useful leadership initiatives help develop pupils' sense of responsibility. For example, pupil leaders organise events diligently that benefit others, such as an Easter egg hunt to raise money for a local hospice. Pupils develop awareness of diversity prudently through assemblies led by sixth form students on themes such as black history month. OFSTED 2025

Today, we celebrated the diversity within Allerton Grange School at Culture Day. All students went to a Culture Day assembly, heard inspirational messages from other students, watched musical performances and saw a wide range of countries represented in the 'Catwalk of Culture'. There were opportunities at break times to visit a range of stalls to buy snacks, have a henna design painted or hair plaited, to name a few. In MFL lessons, Year 7 and Year 9 students did taster sessions in Urdu, Italian and Mandarin.

Thank you to the Sixth Form Leadership Team, all the Student Leaders in KS3 and KS4, and Mrs Mills, Mrs Braim and all the other staff who supported Culture Day.

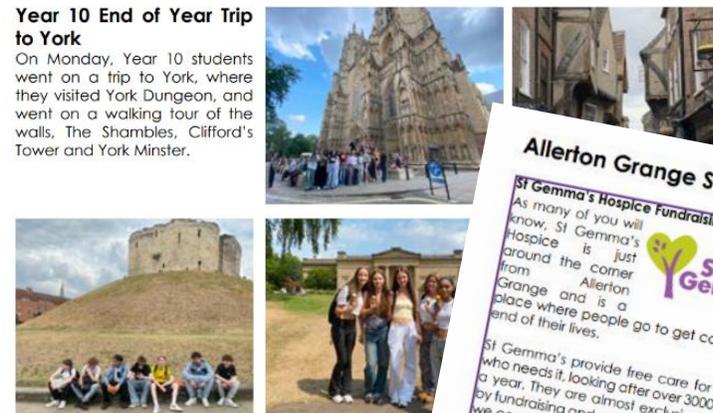


Music Tour

Late on Saturday night, 40 excited students from the Music Department set off on an unforgettable tour of the beautiful Rhineland region in Germany. Despite a challenging start - including a coach breakdown on the first excursion, meaning having coach substitutions from day one, which meant that for the whole trip we had to load and unload the coach everyday with all of the music equipment. The group's resilience and positivity shone through, setting the tone for a fantastic week of music, culture, and friendship building. Throughout the tour, students had the opportunity

Year 10 End of Year Trip to York

On Monday, Year 10 students went on a trip to York, where they visited York Dungeon, and went on a walking tour of the walls, The Shambles, Clifford's Tower and York Minster.



Year 12 End of Year Trip to Manchester

Also, this week, Year 12 students had their end of year trip to Manchester. They visited the Whitworth Art Gallery and Manchester Museum, followed by an afternoon of free time in the city centre.



Newsletter features

Allerton Grange School Community Action

St Gemma's Hospice Fundraising
As many of you will know, St Gemma's Hospice is just around the corner from Allerton Grange and is a place where people go to get care at the end of their lives. St Gemma's provide free care for anyone who needs it, looking after over 3000 people a year. They are almost exclusively funded by fundraising and events, and that is where we come in.

Our St Gemma's RAG Enrichment group is raising money over the next two weeks:
From 8 December, sweet cones (costing £1.20) will be sold in the Cyber Cafe at breaktimes.

Students can also buy a candy cane for a friend (costing 50p) and these will then be delivered to Forms the following week. These stalls usually sell out quickly, so don't miss out!

Friday 19 Dec

Food bank donations - can you help?
We've launched our annual Christmas appeal to students for donations for the North West Leeds foodbank. If you are able to make a donation this would be much appreciated. Please bring donations into school by Wednesday 17 December.

The latest information about what the charity is asking for any be found at:
[Donate food | Leeds North & West Foodbank](#)

Leeds North & West Foodbank
Together with Trussell

They are currently requesting:

- ✓ UHT Milk
- ✓ Tinned Fruit
- ✓ Jars/tins of coffee
- ✓ Oats
- ✓ Peanut Butter/Honey
- ✓ Jars of curry sauce
- ✓ Biscuits
- ✓ Tinned vegetarian meals

Items contained in a typical food parcel:

- ✓ Breakfast cereals
- ✓ Soup
- ✓ Pasta
- ✓ Rice
- ✓ Pasta sauce
- ✓ Tinned beans
- ✓ Tinned meat
- ✓ Tinned fish
- ✓ Tinned vegetables
- ✓ Tinned fruit
- ✓ Tea
- ✓ Biscuits
- ✓ Snacks



Newsletter

4c - Opportunities to engage with the wider community

ISSUE 133



Thank You Day

On Wednesday 16 July, we held our annual 'Thank You Day', and there was a flurry of activity during break times, where all students were encouraged to write a thank you card for a member of staff who made difference to them this year.



Year 7 Fundraising

Mrs Walker and the Year 7 St Gemma's RAG Enrichment group have been busy this term.

They planned and delivered several fundraisers - a staff bake sale, a sponsored walk/run round the field, making and selling bracelets and a sweet treats lucky dip.

To date they have raised an impressive £565.40 and the money from today's non uniform day will be added to this total.

Many thanks to all who supported us.



Dance World Cup Success

Massive congratulations to Lara in Year 9 who had a once-in-a-lifetime experience, competing for Team England, with 8,500 dancers from 51 different countries.



Friday 18 July 2025



AGS Weekly

Allerton Grange School Weekly Newsletter

Dear Parents and Carers,

As we come to the end of another academic year, I'm delighted to reflect on what has been a truly outstanding year for Allerton Grange School. 2025 has been filled with achievement, creativity, and community spirit that has brought us together and reminded us of everything that makes AGS such a special place to learn and grow.

A Year of Excellence

One of the highlights of the year was our excellent OFSTED report in Spring 2025. Inspectors praised our ethos, high-quality teaching, and the respectful, vibrant atmosphere that defines our school. This is a testament to the dedication of our staff, the enthusiasm of our students, and the support of our families. Thank you all for playing your part in this success.

Celebrating Student Achievements

Our students have had a phenomenal year. We've seen over 40 educational trips and visits, taster days and theatre outings to geography fieldwork and international exchanges. They have enriched learning and created lasting memories. In sport, our students have brought a range of disciplines. From football and netball to athletics and cricket, our teams have brought titles, demonstrated exceptional sportsmanship, and represented AGS with pride. Our departments have also had a spectacular year. The production of "Guys and Dolls" was a powerful performance and stunning stagecraft. Our choirs and ensembles have performed at national events, earning accolades and inspiring audiences. The arts are truly thriving.

Uniform Expectations

As we prepare for the new academic year, we've taken time in assemblies to remind everyone of our uniform expectations. There are no changes to the AGS uniform, and we thank families for their support.

Newsletter

Young Voices

On Monday, Ms Shrimpton had the pleasure of taking 27 of our students to Winter Voices, where they were invited to perform alongside Roundhay School and 13 other primary schools.



They rose to the occasion beautifully, delivering a performance that truly captivated the audience. Their dedication, teamwork, and countless hours of preparation shone through on stage, and it was clear to everyone in the room that their hard work had paid off. We are incredibly proud of them!



There is a tangible sense of community and a celebration of diversity at Allerton Grange School. Teachers and pupils have strong relationships and show great respect for each other. 'This is really welcoming and diverse school' are the words of one pupil, representative of many. OFSTED 2025

4d - Positive role models from diverse backgrounds

Guest Speakers



LGBT Pioneers in STEM

SCIENCE WEEK 2024

The lesbian, gay, bisexual and trans people who impacted on science, technology, maths and science and who helped change the world



Magnus Hirshfeld
Physician, sex researcher, and early gay rights advocate

Hirshfeld developed the theory of a third, 'intermediate sex' between men and women. He sought to use science as a weapon to fight for gay rights. He founded the Institute for Sexual Research which was destroyed by the Nazis.



Alan Turing
Mathematician, logician and cryptographer

Turing is considered to be the father of modern computer science. During the war he worked at Bletchley Park. His career came to an end when he was found guilty of homosexual activities and subjected to hormonal treatment.

Looking at diversity during Science week

Classics Guest Lecture

On Thursday 23 November, Allerton Grange hosted a visit from best-selling author Jennifer Saint,



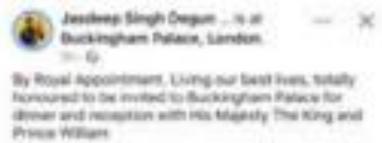
We welcomed parents and carers, students, members of the wider community and Allerton Grange staff for a Classics Guest Lecture.

It was a captivating evening, where Jennifer Saint took the audience on a journey into the fascinating world of Greek mythology, to discover the untold stories of powerful women

Alumni news

Jasdeep Singh Degun was cordially invited by the king to have lunch at Buckingham Palace last week for recognition of his Indian Classical musical contribution to the world of music and his award-winning opera Orpheus.

www.jasdeepsinghdegun.com



Jasdeep Singh Degun ... is at Buckingham Palace, London.

By Royal Appointment, Living our best lives, totally honoured to be invited to Buckingham Palace for dinner and reception with His Majesty The King and Prince William



Alumni Updates and Visits to school

Wednesday 4 October (3.15-4.20, Main Hall)

Screening of BBC documentary 'Black and British': Ep1 First Encounters



Historian and broadcaster David Olusoga tells the rich and revealing story of the long relationship between the British Isles and the people of Africa and the Caribbean. This episode explores these roots, from African Romans who guarded Hadrian's Wall in the 3rd century AD to the Black trumpeter of the Tudor courts. [Links to Key Stage 3 Curriculum.](#)

Thursday 12 October (3.15-4.20, L018)

Screening of 'Black Tudors: Three Untold Stories', lecture by Dr Miranda Kaufman



Dr Kaufman tells the intriguing tales of three Africans living in Tudor England – Jacques Francis, a diver employed by Henry VIII; Mary Fillis, a Moroccan woman baptized in Elizabethan London; and Edward Swarthye, a porter living in a Gloucestershire manor house. Their stories illuminate key issues: how did they come to England? What were their lives like? Most importantly, were they free? [Links to GCSE History: Early Elizabethan England, 1558-1588.](#)

Thursday 19 October: (3.15-4.20, L018)

Screening of 'Women of the Harlem Renaissance', lecture by Prof Kate Dossett



In the cultural movement known as the Harlem Renaissance in the 1920s, African Americans created new platforms to promote their work and learned to navigate white gatekeepers who controlled America's publishing and cultural industries. At the forefront of this movement, women were among its most radical thinkers: as playwrights, poets, novelists and artists. [Links to A Level History: USA Boom and Bust, 1920-1955.](#)

Thursday 26 October: (3.15-4.20, L018)

Screening of 'Race and Post-War Migration Policy', lecture by David Olusoga MBE



Britain's immigration policy was re-invented after 1945 to maintain historic ties to the Old Commonwealth, and shore-up Britain's position as a 'world power'. This lecture explores the significance of post WWII emigration, the Windrush and the passing of the British Nationality Act in 1948. [Links to A Level History: Britain Transformed, 1918-1998.](#)

All AGS students are welcome to attend the events, regardless of whether they study History at GCSE or A Level. Please collect a permission slip from a History teacher.

Events involving diverse speakers as part of Black History Month

Checklist for Stage 3: ACCREDITATION

<p>Schools may submit an application for accreditation at any point between 12 months and 24 months following the date shown on their Commitment to Equality & Diversity certificate.</p>	
<p>1. Contact the RED Award team when you think you may be ready to start preparing your application for assessment</p>	<p>Email REDaward@redkitealliance.co.uk at least 4 weeks before the approximate date on which you plan to submit your application for assessment. This will enable the RED Award team to:</p> <ul style="list-style-type: none"> ✓ explain how to submit your application ✓ send you the Evidence Pinboard template ✓ allocate an assessor for your application
<p>2. Using your Action Plan as a starting point, review your progress and evaluate the impact of your actions</p>	<p>Working with your Equalities Steering / Project Group etc (where relevant) or with other staff, pupils/ students etc, review your Action Plan. Consider what progress has been made against the actions you listed for each of the 18 key criteria, and what the positive impact has been.</p>
<p>3. Complete the Self-Evaluation: Progress and Impact grid</p>	<p>Use the column “What action have we taken? What has been the impact?” to record your actions and your evaluation of the impact. Use the “Evidence” column to indicate how each point can be evidenced.</p>
<p>4. Select a small sample of evidence to support your application</p>	<p>Add screenshots, images etc to the Evidence Pinboard Powerpoint template. This contains a <u>single</u> slide for each of the 18 key criteria. Be selective - the Evidence Pinboard will give a snapshot of your work, but you will not be able to include evidence of everything you have referenced in your completed Self-Evaluation: Progress and Impact grid.</p>
<p>5. Submit your application for assessment</p>	<p>Details will be provided of how to submit your:</p> <ul style="list-style-type: none"> ✓ Initial Self-Evaluation + Action Plan grid ✓ Self-Evaluation: Progress and Impact grid ✓ Evidence Pinboard
<p>6. Await notification of the outcome of your application</p>	<p>Your application will be reviewed by one or more RED Award assessors. You will be notified of the outcome within 4 weeks (during term time).</p>
<p>If successful, you will receive a Red Kite Alliance RED Award certificate, wall plaque and electronic logo (valid for 3 years). You will also receive a brief feedback statement.</p> <p>If unsuccessful, you will receive feedback on your application.</p>	



Please consult the full ***Checklist for Stage 3*** on page 12 of the Guide for full details of how to submit your application for accreditation.