Self-Evaluation: Progress and Impact

Strand 1 – School-wide engagement

	Focus	What action have we taken? What has been the impact?	Evidence
1a	Equality and diversity lie at the heart of **the school's vision and ethos** and underpin all aspects of the life and work of the school. *Consider, for example, whether there is specific reference to E & D in your:* ✓ *mission statement / aims / values / motto* ✓ *staff handbook / code of conduct* ✓ *student planner / homework diary etc* ✓ *external publications (e.g. school prospectus, school magazine)* ✓ *open evening presentations* ✓ *website* ✓ *reception area* ✓ *corridor displays*	<u>Actions</u>: • we have created a dedicated section of the school website to Equality – here you can find the equality policy and objectives • We have included information on the RED award on the schools Equality page of the website. • There are EDI displays around school which showcase the work that our staff and students do, and celebrate key events such as Disability History Month, Black History Month, Pride Month etc. <u>Impact</u>: Equality and Diversity are front and centre of the work that we do and is promoted through visual displays around school, as well as in events that run as part of the school calendar for our school and local community. RED Award and our work around EDI is featured in the school prospectus and open evening presentations. It is built into our school culture document and in to staff handbooks.	EDI information on school website LGBTQIA+ school information on website Pictures of displays and clippings from newsletters are in the evidence pin board
1b	There is **effective whole-school leadership for equality and diversity.** This ensures that E & D considerations routinely inform practices, processes and decision making at all levels. *Consider, for example, whether:* ✓ *E & D are referenced within the School Improvement Plan and self-evaluation processes* ✓ *E & D are considered when reviewing all school policies* ✓ *equality impact assessments are undertaken when making significant changes to school provision / processes*	<u>Actions</u>: • Equality and diversity make up part of the School Development Plan (SDP) and appear in two out of the four areas in which our SDP is made up. These are Personal Development and Behaviour and Attitudes. • We have included EDI in our documentation for new and visiting staff staff through our culture document • The Equality Policy has been redrafted and is now compliant with statutory guidelines. • Each policy MUST include an Equality and Diversity Statement /and these	School Development Plan School culture document School equality policy on the website

Focus	What action have we taken? What has been the impact?	Evidence
	are updated during the review process. Impact: The presence of Equality and Diversity on the SDP ensure that the Senior Leadership Team (SLT) are award if the importance at the whole school strategic level – this ensures that when large decisions are being made the SLT take into account the Equality and Diversity needs of the school. All staff who come to work at the school (Supply, specialists etc) now see that we highly value equality and diversity and plan for inclusion.	
1c	The school has an up-to-date **Equalities Policy**. **Equality objectives*** are published and updated at least every four years. **Equality information*** is published annually. (*statutory requirements) *Consider, for example, the extent to which:* ✓ *your Equalities Policy makes specific reference to <u>all</u> protected characteristics* ✓ *your Equality objectives are both <u>specific</u> and <u>measurable</u>* ✓ *your Equality information shows <u>how</u> you are addressing equality priorities and any issues you have identified*	Actions: • all statutory obligations are in place on the school website including and up to date Equalities policy, published equality objectives and Equality information. These objectives are shared with the governing body and reports against progress towards them is shared with SLT. Impact: The objectives have ensured that EDI is at the core of what we do and that our school community see how we value it.	<u>Equality Policy on the school WEBSITE</u>
1d	All members of **staff** help to **embed an inclusive ethos** across the school and contribute to promoting equality and celebrating diversity. **Governors** are also engaged in supporting this work. *Consider, for example, whether there is:* ✓ *an explicit expectation for all teaching <u>and</u> associate staff to support this work* ✓ *opportunity for all staff to champion equality (e.g. through themed days,*	Actions: • Key dates have been identified and plotted onto a long term plan • Themed weeks are now celebrated – Anti-bullying week, Pride month, Black History Month • All staff took part in our annual Culture Day and celebrated the diversity of our whole school community. Each curriculum area designed and delivered a lesson on a particular country of origin for our students.	Weekly newsletter to parents Governing body minutes Culture day materials. The school calendar

	Focus	What action have we taken? What has been the impact?	Evidence
	Dyslexia Awareness Week activities etc) ✓ *a staff equality group, or similar* ✓ *individual staff support for any pupil/student equality groups in school* ✓ *support for members of staff from diverse backgrounds* ✓ *active engagement of school governors*	<u>Impact:</u> - The school community is better informed about what is happening within the school but also made aware of events in our community that may be occurring through our weekly newsletter. - The school newsletter features greetings to different groups within our school and local communities who may be celebrating a festival or important event each week. These events are mapped out across the school calendar to ensure that school events do not impact negatively e.g. events taking place during Ramadan, or Yom Kippur which would impact on attendance or engagement.	
1e	**Pupils/Students** across the school **respect one another** as individuals. They have a clear understanding of the importance of equality and diversity. Many pupils/students are **actively engaged** in promoting equality and celebrating diversity. *Consider, for example, the extent to which:* ✓ *the School Council addresses E & D as part of its work* ✓ *there are specific pupil/student groups which champion E & D* ✓ *pupil/student voice surveys indicate that there is a positive school environment where diversity is celebrated*	<u>Actions:</u> • School council discuss equality and diversity at their meetings and are challenged to think about ways to actively promote these. • Pupil voice with a range of pupils from across school. <u>Impact:</u> Students reported that they feel that EDI is important in our school. Students talked about how they treat each other and were keen to share that they feel safe in school. Some pupils reported bullying of some kind based on protected characteristics but were confident in who to speak to when it happened and that they were supported through the experience.	School council minutes Pupil Voice monitoring OFSTED inspection CPOMS records on bullying

Focus	What action have we taken? What has been the impact?	Evidence
1f The school prioritises **positive engagement with all parents/carers** and consults on issues including those relating to equality and diversity. Parents/carers are kept **well informed** about the school's E & D work and are given opportunities to support this work. *Consider, for example:* ✓ *whether E & D is given a high profile in parent/carer communications (e.g. a regular section of school newsletter)* ✓ *efforts to engage all parents/carers (including those who are harder to reach, speakers of other languages, etc)* ✓ *attendance by different groups of parents/carers at school events*	Actions: • School communication has improved and is now consistent – a weekly newsletter is sent to all parents, staff and governors which includes any key events occurring at school but also any festival/celebration days from across the community. • Newsletter each week includes information for our SEND students and parents on support which is available form the local authority, as well as through school. • New section on the school website ensures that all the statutory requirements can be found along with our commitment to EDI. Impact: Communication with parents is clear and consistent. Equality and diversity documents are clearly detailed on the school website in a separate section on EDI and these are now mapped across review points alongside of all other policy documents to ensure they are updated regularly and that EDI is a clear focus. Our parents have a better understanding of the support available for their SEND children.	Weekly newsletters School website Leeds SEND Local Offer information in weekly email to parents.

Self-Evaluation: Progress and Impact

Strand 2 – Eliminate discrimination		
Focus	**What action have we taken? What has been the impact?**	**Evidence**

REDaward@redkitealliance.co.uk

Focus	What action have we taken? What has been the impact?	Evidence
2a Effective strategies are employed to create a **respectful, inclusive culture**, including a 'no bystanders' approach to bullying, harassment and discriminatory behaviour. *Consider, for example, how bullying and discrimination are addressed through:* ✓ *curricular subjects* ✓ *assemblies and the PSHE programme* ✓ *engagement with national initiatives such as Anti-Bullying Week* ✓ *engagement with organisations such as the Anti-Bullying Alliance, The Diana Award, The Anne Frank Trust, Stonewall* *Consider, too, pupil/student voice.*	Actions: • Review of the Anti-Bullying policy and participation in Anti-Bullying weeks • Zero Tolerance to Bullying • School Council discus inclusive nature of the school • Planned opportunities to teach about and promote the protected characteristics through assembly schedules Impact: Anti-bullying week is now well publicised in and outside of school through assemblies and the school newsletter. Each key stage has a schedule of assemblies where key events are observed/commemorated, and where protected characteristics are explicitly mentioned. A map of EDI across curriculum areas could be the next step that we move forward with to further embed the work done through our personal development curriculum	Anti Bullying policy on the website Assembly schedules for all key stages PSHE curriculum
2b Robust policies and systems are in place for **tackling bullying, harassment** and **discriminatory behaviour**, and these are well understood by everyone. There are effective systems for **reporting**, **recording** and **monitoring** incidents. *Consider, for example, the extent to which:* ✓ *your Anti-Bullying Policy makes specific reference to racism, sexism, disablism, homophobia, biphobia and transphobia* ✓ *all pupils/students and staff know how to report/act on (as appropriate) an incident* ✓ *prejudice-based incidents are recorded and monitored by type (e.g. transphobia)* ✓ *incidents are monitored for trends and reported to governors at least termly*	Actions: • anti-bullying policy clearly sets out the procedures to follow for bullying incidents • behaviour is logged on CPOMS and reviewed by DSL/Deputy DSL for follow up. • CPOMS is regularly mapped and analysed as part of SLT updates on the SDP. Impact: Bullying at Allerton Grange School is dealt with in a coherent and effective manner that supports the students experiencing bullying, and educates the perpetrators.	Anti-Bullying Policy CPOMS SLT Updates

	Focus	**What action have we taken? What has been the impact?**	**Evidence**

2c	All members of **staff** and **governors** receive regular **equalities training**. This ensures that they have the <u>skills</u> and <u>knowledge</u> to:
	   o deal confidently with prejudice-based incidents and support pupils and staff
	   o understand their statutory duties and their key role in championing E & D
	   o use appropriate language when talking about E & D issues
	   o promote E & D in their work with pupils/students and colleagues.
	
	Consider, for example, the extent to which:
	✓ *E & D forms part of new staff induction*
	✓ *the training provided is role-specific*
	✓ <u>*all*</u> *protected characteristics are included*
	✓ *governors receive appropriate training*
		Actions:
		• All governors receive EDI training which is outsourced from a specialist company
		
		• All staff are update on all statutory CPD requirements
		
		• EDI is now included in the new and visiting staff induction/welcome packs.
		
		Impact:
		SLT/Governor level work reflects the training that has taken place, with EDI impact considered in strategic decision making.
		All staff received EDI training in the last three years and new staff received EDI training as part of their induction. Next steps could include regular refreshers in staff meetings in between official training points.
			Governor training materials held by NWa
			
			CPD logs on National College
			
			Visitor and new staff materials

2d	**Curriculum resources** and **displays** showcase **all aspects of diversity** and avoid the use of stereotypes. There is positive, 'non-tokenistic' representation across the school in terms of:
	  - ethnicity / culture - ability / disability
	  - faith / beliefs - sex
	  - gender identity* - sexual orientation*
	     (*primary schools – see page 7 of Guide)
	Consider, for example, the extent to which:
	✓ *all aspects of diversity are represented*
	✓ *diverse family structures are included*
	✓ *diverse characters are represented as non-homogenous (e.g. disability not always represented by a wheelchair)*
	✓ *all staff / subjects support this approach*
		Actions:
		• English CL has scrutinised the novels used in each year group and challenged staff on reasons for their choices. Delivery of some content has been carefully amended (To Kill a Mockingbird)
		
		• RS department delivers specific units on Social Justice, highlighting protected characteristics. Delivery of some contact has been carefully amended (Ain't I a Woman?)
		
		• Science have amended Science Week materials to include more diversity.
		
		• Librarian has sourced books from diverse authors and creates exhibitions based on key events e.g. Black History Month, Disability History Month etc
		
		• Displays around school reflect EDI work - different religious festivals, Pride month, Black History month, our diverse alumni.
			Subject Leaders and Curriculum Progression Maps, teaching resources and department displays.
			
			School Library and Classroom Books
			
			Whole School Displays and TV presentations

Focus	What action have we taken? What has been the impact?	Evidence
	Impact: Some subjects have organically developed curriculums that include rich diversity and have been able to further develop this based on our EDI work. Next steps could investigate other examples of good practice, and explore how this could be done consistently across all departments.	

Self-Evaluation: Progress and Impact

Strand 3 – Advance equality of opportunity

Focus	What action have we taken? What has been the impact?	Evidence
3a There are **high aspirations and support** for all pupils/students to **make good progress** and **achieve well**. Progress is **monitored** to identify any gaps between different learner groups. **Targeted interventions** are implemented to address additional barriers to learning, or where achievement gaps are identified. *Consider, for example, the extent to which:* ✓ *all groups 'know more, remember more and are able to do more', including as evidenced through assessment data* ✓ *progress data is routinely analysed by ethnicity / sex / SEND / disadvantage* ✓ *resources are targeted to support equality of access to the curriculum*	<u>Actions</u>: • The school motto is Aspire, Grow, Succeed, and this is expected of all students regardless of their background or circumstances. Pupil groups' attainment is tracked and analysed by SLT to identify and significant trends. Data is analysed by groups such as gender, ethnicity, PP and special educational needs. • Pupil progress meetings are held regularly and where necessary, pupils are placed in focused interventions based on academic need, personal development, SEND or careers. <u>Impact</u>: We track pupil groups and look for trends in data so that we can act swiftly to ensure that we address any issues. Students are placed in mastery sessions with SEND and PP students prioritised.	SLT Data analysis Provision Map intervention records.
3b There is effective support for the **personal development** of all pupils/students. This includes helping all pupils/students to develop **positive behaviour** and personal traits, and to **participate fully** in school life. *Consider, for example, any gaps, and steps taken to address those gaps, between different groups in terms of:* ✓ *attendance at school* ✓ *participation in extra-curricular activities* ✓ *composition of the school council etc* ✓ *the school's rewards system* ✓ *sanctions (including internal and external exclusions)*	<u>Actions</u>: • Increased opportunities for rewards for attendance • Pupil voice surveys show that students of all backgrounds and abilities feel a sense of belonging. • Introduction of Matriculation ceremonies in Y7 and Y10 to further establish a sense of community and belonging for all students. • Friday enrichment – all pupils take part in a range of enrichment activities, some with students from other form groups/year groups. Every student is able to access enrichment opportunities.	Attendance Rewards and attendance figures for key groups. Student voice Matriculation Events Enrichment programme PSHE curriculum Ofsted inspection

	Focus	What action have we taken? What has been the impact?	Evidence
	Consider, too, pupil/student voice.	• PSHE has been planned to support the development of all students in school, with bespoke PSHE education taking place within DAHIT and the VI team. Impact: Attendance continues to be above the national average and individuals who need support in getting to school due to their circumstances receive tailored support from our attendance team. Next steps could identify any key groups where there is more support needed. Personal Development is a strength of the school, as Identified during our last ofsted inspection. Enrichment programme is a key cornerstone of our KLAS curriculum, developing the cultural capital of all our students. Matriculation ceremonies are now a regular part of our school year and the concept of being a lifelong Allertonian is regularly revisited.	
3c	There is enhanced provision for the **transition**, **induction, support** and **transfer** of pupils/students with additional vulnerabilities or barriers to learning, including those with protected characteristics. *Consider, for example, the effectiveness of your support for (where relevant):* ✓ *the transition of SEND pupils/students* ✓ *the induction of new arrivals* ✓ *EAL / New to English pupils/students* ✓ *pupils/students undergoing gender transitioning* ✓ *all pupils/students to move to the next phase of education/training/employment*	Actions: • We have a dedicated transition team. • Transition from feeder schools into Allerton Grange School takes place from Y5 onwards, with specialist transition for SEND students. • We now have a solid transition programme to support students moving from KS4 into KS5, as well as from KS2 to KS3. • We have a clear induction pack for new teachers and trainees that show what the school is about • Our EAL team regularly audit student language efficiency and report to staff through emailed updates. Impact: Transition between key stages is strong with information being clearly communicated between year teams and teachers. EAL students who arrive in school are assessed swiftly and support put in place,	Transition documents EAL bulletins EAL intervention records.

	Focus	What action have we taken? What has been the impact?	Evidence
		with continuous monitoring as they move through each year group.	
3d	Approaches to **staff and governor recruitment, retention and development** support the school's commitment to equality. Recruitment processes actively promote equality of opportunity, including by seeking to address under-representation. There is equality of access to opportunities for development and career progression. *Consider, for example:* ✓ *the wording of recruitment advertising* ✓ *the current composition of your staff body and governing body* ✓ *strategies to improve representation* ✓ *whether you monitor all stages of your recruitment processes for diversity* ✓ *engagement with programmes to encourage diversity in leadership*	<u>Actions</u>: • A review of most recent advertisements • SLT have discussed the structure of the recruitment process <u>Impact</u>: An increased awareness of equality during the recruitment process. Removal of the question that asks about current salary based on research done into WomenEd. A greater focus on the school values and whether someone is a good fit for our school and the work that we do, including our commitment to EDI.	Historic Recruitment Adverts and shortlistings

Self-Evaluation: Progress and Impact

Strand 4 – Foster good relations

	Focus	What action have we taken? What has been the impact?	Evidence

4a	All staff contribute to the planning and delivery of an **inclusive** and **diverse curriculum**. Schemes of learning across the school actively **promote equality** and **celebrate diversity**, including in terms of:
	
	  - ethnicity / culture - ability / disability
	  - faith / beliefs - sex
	  - gender identity* - sexual orientation*
	     *(*primary schools – see page 7 of Guide)*
	
	Consider, for example, the extent to which:
	✓ *all aspects of diversity are addressed*
	✓ *all staff / subjects are engaged*
	✓ *equality themes are embedded over time*
	✓ *history / heritage / culture are explored from a wide range of perspectives*
	✓ *curriculum intent and implementation engage, and meet the needs of, all*
		<u>Actions</u>:
		• Aspirational figures used in lessons that reflect and celebrate diversity in ethnicity/culture, ability, gender and sexual orientation.
		• The Arts – developing a diverse collection of musicians, actors and artists for students to study.
		• RS – amending the unit on 'Prophets' to 'Key Scriptural Figures' to support the inclusion of female/different religious figures such as Miriam, Ruth, Mary M, Khadijah and Aisha. Inclusion of a new unit 'Does religion treat women fairly?'
		• Work done around sexist bullying and misogyny has been implemented and is ongoing.
		• The PSHE curriculum include units which celebrate diversity.
		
		<u>Impact</u>:
		Our knowledge rich curriculum is under constant review, with curriculum leaders engaging in regular CPD with their teams to ensure that we offer the best experience to all our students.
			Curriculum Plans
			
			Curriculum Meeting minutes
			
			ARC sessions

4b	Pupils/Students are given opportunities to **experience and value cultural diversity**. They are supported to develop as open-minded, respectful, compassionate and responsible **global citizens** who champion equality in its widest sense. *Consider, for example:* ✓ *special events (e.g. One World Day)* ✓ *support for / celebration of heritage languages* ✓ *international school partnership projects* ✓ *overseas trips and visits* ✓ *projects which develop respect for global equity (e.g. conflict resolution, human rights, fairtrade, sustainability)*	<u>Actions</u>: Annual Culture Day celebration - Introduction of Community Action Hours in KS5 which encourages students to become active citizens in and around our school community. - We have planned a calendar to acknowledge key events such as Pride month etc and have started to include a greater range of religions and celebrations in our newsletters and communications home. - Newsround/The Day tutor time provides students with the opportunity to explore some of the wider issues taking place in the world with the guidance of the form tutor. - overseas trips now take place in several departments e.g. MFL, PE, History. - cultural visits now take place in all year groups at the end of the year (Fountains Abbey, Malham Cove, Liverpool Tate, etc - Solutions not Sides were invited in to do some work with our sixth formers to further understanding of the situation between Israel and Palestine. - Introduction of the Pachamama project to fight against period poverty. - Introduction of the St Gemma's annual fundraising/gift giving, and the food bank	Culture Day photos and newsletters. Community Action Hours log and participation records. Newsletters Tutor time resources Trip calendar and student participation records. Enrichment Programme offering in

Focus	What action have we taken? What has been the impact?	Evidence
	appeal, as part of our enrichment programme to give students the chance to support people in the local community. - inclusion of local organisations in curriculum progression models e.g. Zarach in the unit on Social Justice in RS Impact: Sixth form students now model contributions to community, with many supervising social times for KS3 and engaging with younger students around school. Others volunteer with local groups and organisations. Every student can visit several culturally significant places during their time at AGS. Students can take positive and proactive action to support people locally, nationally and globally.	KS3, KS4 and KS5 Curriculum Plans and resources.
4c There are opportunities for pupils/students to **engage with the wider community** locally / nationally / internationally. Through these opportunities, they learn about, and appreciate, differences and similarities. This also informs their own sense of identity and community. *Consider, for example, projects and initiatives which allow pupils/students to:* ✓ *participate in local community events* ✓ *take part in inter-school activities* ✓ *show solidarity with others (e.g. through volunteering or fundraising)* ✓ *join with others through themed days (e.g. Pride, Fairtrade Fortnight)*	Actions: • Regular performances, with special showings for students from feeder schools. • Weekly sporting events involving schools from across the county. • Introduction of coffee mornings and open mornings, to allow pre-booked visitors the chance to visit the school and see our learning in action. • Enrichment Trips to national and international destinations – Liverpool Tate visit, City of London for the Psychology museum, Wales for the Orienteering residential, Duke of Edinburgh expeditions and activities, visits to local church/mosque • Enrichment programme which includes volunteer opportunities and fundraising activities – St Gemma's, Pachamama Project, Leeds Foodbank, Community Action Hours. • External speakers regularly invited to speak to students on a small group scale e.g. author visits. Impact: All students can visit several culturally significant places during their time at AGS,	Newsletters Website Trip calendar Enrichment programme

	Focus	What action have we taken? What has been the impact?	Evidence
		and are encouraged to take part in activities that contribute to our community and encourage them to be active citizens, supporting others and further spreading our work on EDI beyond school.	

4d	There are opportunities for all pupils/ students to engage with a range of **positive role models** from **diverse backgrounds**. They have the opportunity to meet / learn from people with different characteristics, including in terms of:
	  - ethnicity / culture - ability / disability
	  - faith / beliefs - sex
	  - gender identity* - sexual orientation*
	      *(*primary schools – see page 7 of Guide)*
	Consider, for example, the extent to which your pupils/students have access to:
	✓ *culturally diverse visits and/or visitors*
	✓ *faith / LGBT+ speakers or workshops*
	✓ *disability ambassadors*
	✓ *careers talks to challenge stereotypes*
	✓ *personal testimonies (e.g. a refugee, Holocaust survivor, homeless person)*
		<u>Actions</u>:
		
		Arranged visits from school alumni to talk about careers etc.
		Create a series of lectures which take place after school to be attended by staff, students and members of the local community, which are delivered by staff and by speakers invited into school from a range of backgrounds.
		Author visits to showcase the diversity of texts studied in school and available in the school library.
		Visits to places of worship/faith speakers invited in, organised by the RS department.
		End of year trips are to a variety of places which are significant to religion and culture, e.g. Y7 trip to Fountains Abbey.
		
		<u>Impact</u>:
		Our KLAS curriculum ensures that students are exposed to people and experiences which broaden their understanding of the world and better inform their world view.
			Assembly resources
			
			Black History Month Lectures
			
			Author Visits.
			
			Careers Assemblies e.g. Women into STEM.