

STRATEGIC EQUALITY PLAN FOR DEAN TRUST SCHOOLS Broadoak School

Version and date		Action/notes
1.0	November 2020	Policy drafted and finalised
2.0	November 2021	Edits and updates made
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Policy Holder	Mr P Taylor
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Signature of Chair / Vice-chair of Local Governing Body:



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1. Our Distinctive Character, priorities and Aims

School values

The following principles underline everything we do

- A respect for all pupils and their parents.
- A full commitment to professionalism.
- A well-ordered and caring school community.

The school aims to

Help pupils to achieve their full academic potential while offering all pupils equality of opportunity in learning, regardless of gender or special educational needs, while preventing racial discrimination and prejudice.

Help pupils to acquire knowledge and skills relevant to adult life, employment and leisure in a fast-changing world.

Help pupils to be literate and numerate.

Encourage the principles of common sense and courtesy and to develop a respect for other people and their property.

Help and encourage all concerned to maintain the school's good reputation.

Create a happy and stable environment in which learning can take place.

Help pupils to develop

- a) lively, enquiring minds;
- b) the ability to question and argue rationally;
- c) the ability to apply themselves to tasks and physical skills.

Help pupils to understand the effect of human activities on the environment.

Help pupils understand and respect the world in which they live and the interdependence of individuals, groups of people and nations.

Help pupils develop sensitivity, empathy, tolerance, self-control, sympathy and an understanding of others.

Prepare pupils for future economic roles as producers, consumers and citizens.

Help pupils contribute to an industrialised and highly technological society.

Help pupils to understand enterprise, wealth creation and entrepreneurial skills.

Help pupils to develop an interest in their own good health and acquire the skills to make positive choices and decisions throughout their lives.

Increase pupils' awareness of the wide variety of religious and cultural experiences, beliefs and practices to be found in the world so that they may

develop an awareness and understanding of their own beliefs and respect the rights and values of others.

Offer pupils equality of opportunity in learning, regardless of gender or special educational needs.

Combat racial discrimination and prejudice.

1.1

At the Dean Trust, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At the Dean Trust, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Broadoak School is part of The Dean Trust (MAT). Manchester United sponsors the academy and its charity arm, the Manchester United Foundation, has members on the Trust Board. The Dean Trust's Chief Executive is an NLE. Both the Chief Executive and the Chairman of the Trust Board have been recognised for their contribution to education with the award of national honours.

Broadoak School is a secondary modern with 610 pupils (499 in 2021) of ages 11-16 on roll. This school has 14 out of 19 possible ethnic groups. 59% of pupils (71% in 2021) are White British. The second largest ethnicity is Chinese at 14%. 27% of students have English as a second language (17% in 2021).

The table below gives further detail of the scale and distribution of the next two largest ethnic groups after White British along with indications of mean ability. The Afghan pupils (and four members of staff) came to the UK in Aug 2021, they are part of the Home Office resettlement programme. The school and Trust have worked in collaboration with Manchester Local Authority and the Home Office to school this cohort. The original indications were that the situation would be temporary as families were resettled across the UK, this arrangement has remained unchanged and the school has changed its plans accordingly.

	All	CATS average	Chinese (Hong Kong)	CATS average	Afghan	CATS average
Year 7	126	99	0	105	8	74
Year 8	115		14		14	
Year 9	119		19		12	
Year 10	124		23		13	
Year 11	112		32		10	
Total	596		88		57	

The school lies in an area (Bucklow Ward) judged to be in the top 2.5% of deprived boroughs nationally according to the IDACI index. The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is also in quintile 5 (most deprived) of all schools in terms of deprivation.

This deprivation is further evidenced by the following most recent data available:

- 57% (2019: 47%) of the school's population have qualified for free school meals during the last 6 years which is more than double the national average.
- Most recent data available places the school's stability as 88% which places the school in the 4th quintile and below the national average of 92%. In – year admissions continue to increase.

The school lies within the borough of Trafford, a selective authority. This exacerbates the low standards and aspirations of pupils on entry. *Low standards on entry are further evidenced by:*

- Approximately 40% of the highest attainers are selected for grammar schools.
- The % of high attainers is low (20% in 2017, 24% in 2018, 20% in 2019, 25% in 2020, 14% in 2021. 2022: pending KS2 testing) and sig below national. The intake is always weighted heavily with middle and low attainers.
- The KS2 average points score on entry is always significantly below the national average. The majority of learners enter Broadoak lacking many key learning skills specifically linked to literacy and numeracy as evidenced by Sig – at KS2 as annually reported in the most recent DfE data (IDSR 2019)
- This cycle of reading tests for Key Stage 3 highlights that the cohort currently has 83% pupils on or above their chronological age. This shows that 17% pupils of the Key Stage 3 cohort have a reading age below their chronological age.
- In 2022, the current Year 7 cohort has a mean cognitive ability test score of 99. A score between 89 and 111 is regarded as average.
- 27% of the school have special educational needs with 3% registered as having an EHC - both of these figures are significantly above the national average.
- The current Year 11 has 57% KS2 coverage this is significantly below the available National collaboration data which is 92% and will have a huge impact on Progress scores.
- The school has high levels of student mobility. For example, as of October 2022 less than half of the current Year 11 were on roll during September of their Year 7 academic year.

Year Group	Total	On roll Sept Year 7	In year admissions	Stability %
7	127	125	2	98
8	112	86	26	77
9	123	79	44	64
10	125	73	52	58
11	113	55	58	49

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our SEP and Equality Objectives are set in the light of:

- The regional equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. Gaps in attainment and progress for the following cohorts
 - Male and Female pupils
 - SEND pupils
 - LAC's
 - Disadvantaged pupils

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.11) and Appendix 2**.

2. Responsibilities

2.1 Governing Body

The Trust board and governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and staff, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;

- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child or staff member is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
- ensuring that all staff are aware of their role in meeting the equality objectives.

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

*Our support from the Trust Board and Governing Body
Links with University providers via our Initial Teacher Training work
Links with the SCITT at a trust school
Annual Parental and Pupil Questionnaires
Involvement with Community groups e.g.: TTT , The Hope Project
Continual work with our three partner primary schools.
Representation at SEND forums within the local community*

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are

- 1. Reduce gaps for disadvantaged groups within our school for achievement, progress and attendance.*
- 2. Ensure a commitment to, and awareness of, equality and diversity issues amongst pupils, staff and governors.*
- 3. Reduce the number of NEETs post 16.*

We have action plans covering all relevant protected characteristics. These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Improvement Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and when the school is inspected.

6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analyzing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by November 2022

The Dean Trust Schools

Strategic Equality Plan 2020 – 2024

Appendices

App. 1 Regional Equality Objectives

App. 2 School Equality Objectives and Action Plan

APPENDIX 1

Regional Equality Objectives - North West

1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. Implement Government Bullying Guidance and reduce Identity based bullying in schools

Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

3. Reduce gaps in levels of attendance between different protected groups as identified in local data

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. Reduce the number of NEETs

The North West has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group within England. Being NEET is a major disadvantage to young people.

5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.

None statutory guidance on the Public Sector Equality Duties states that all Schools must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.’ In the school context we wish to extend this to include pupils and Governors. An example of this is the may be the Channel – Safeguarding Vulnerable People from Being Drawn into Terrorism for staff.

The Dean Trust – Broadoak School

Strategic Equality Plan 2021 – 2024 Equality Objectives and Action Plan

Area	Target/Objective	Baseline	Strategies	Success indicators	Lead
1) Reduce gaps for disadvantaged groups within our school for achievement, progress and attendance.	To increase attendance for disadvantaged students groups whilst also reducing the gap to non-disadvantaged	PP attendance 2018-19 - 93.3% 2020-21 PP = 88.1%, 2021-22 PP = 87.5	<p>PWO's and HoY to focus and track the daily attendance of an identified cohort of persistently absent pupils.</p> <p>Half termly meetings in place to ascertain success and to review effectiveness. incentives and sanctions in place. Impact Summary report</p> <p>To effectively utilise the MUFC Hub Officer to support an identified cohort of 'at risk' disadvantaged pupils.</p> <p>To introduce an Alternative Provision venue for the long term placement of pupils at risk of permanent exclusion.</p> <p>To develop (utilising the Inclusion Officer) anger management sessions and other bespoke programmes for identified at risk pupils. A range of other bespoke sessions to</p>	<p>PP attendance 2022/23 - target 93.0%</p> <p>Attendance gap reduces to less than 4.0%</p>	FM

	<p>To increase rates of progress and KPI in Year 11 results for disadvantaged groups. whilst reducing the gap to non-disadvantaged</p>	<p>Increase from figures of 36% in 2019 (last full examination year).</p> <table border="1"> <thead> <tr> <th colspan="4">2022 4+</th> </tr> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>ALL</th> </tr> </thead> <tbody> <tr> <td>Eng</td> <td>38.0</td> <td>81.1</td> <td>56.3</td> </tr> <tr> <td>Maths</td> <td>36.0</td> <td>78.4</td> <td>54.0</td> </tr> <tr> <td>Comb</td> <td>28.0</td> <td>73.0</td> <td>47.1</td> </tr> <tr> <th colspan="4">2022 5+</th> </tr> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>ALL</th> </tr> <tr> <td>Eng</td> <td>26.0</td> <td>54.1</td> <td>41.4</td> </tr> <tr> <td>Maths</td> <td>24.0</td> <td>64.9</td> <td>37.9</td> </tr> <tr> <td>Comb</td> <td>22.0</td> <td>51.4</td> <td>34.5</td> </tr> </tbody> </table>	2022 4+					PP	NPP	ALL	Eng	38.0	81.1	56.3	Maths	36.0	78.4	54.0	Comb	28.0	73.0	47.1	2022 5+					PP	NPP	ALL	Eng	26.0	54.1	41.4	Maths	24.0	64.9	37.9	Comb	22.0	51.4	34.5	<p>be planned for relevant year groups / pupils at pertinent times throughout the year.</p> <p>Increase tuition focus on Year 11, with additional day of maths tuition</p> <p>Funding half term revision sessions with clear PP cohorts and early parent contact</p> <p>Fortnightly meetings with HoY to focus on; attendance, key behaviour issues and student courses,</p> <p>HoD and HoY focus meetings, post-data, on key conversion students in KPI groups, especially focused on PP students</p>	<table border="1"> <thead> <tr> <th colspan="2">2023 Targets 4+ PP</th> </tr> </thead> <tbody> <tr> <td>Eng</td> <td>64.7%</td> </tr> <tr> <td>Maths</td> <td>64.7%</td> </tr> <tr> <td>Comb</td> <td>62.7%</td> </tr> <tr> <th colspan="2">2023 Targets 5+ PP</th> </tr> <tr> <td>Eng</td> <td>54.9%</td> </tr> <tr> <td>Maths</td> <td>58.8%</td> </tr> <tr> <td>Comb</td> <td>54.9%</td> </tr> </tbody> </table>	2023 Targets 4+ PP		Eng	64.7%	Maths	64.7%	Comb	62.7%	2023 Targets 5+ PP		Eng	54.9%	Maths	58.8%	Comb	54.9%	<p>PT</p>
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Area	Target/Objective	Baseline	Strategies	Success indicators	Lead
<p>2) Ensure a commitment to, and awareness of, equality and diversity issues amongst pupils, staff and governors.</p>	<p>To increase the awareness of equality and diversity throughout the school community across all stakeholders.</p> <p>Pupils have access to curriculum content that supports the understanding of others, value diversity and human rights, and participate responsibly in their communities.</p> <p>All areas of the school are accessible to all staff and pupils.</p>		<p>Admission procedures Diverse, non-stereotypical images in all marketing materials. Appeals Policy and records</p> <p>Access to drop in sessions for staff and pupils to support the understanding of equality and diversity issues across the school.</p> <p>Training on equality and diversity for Staff and Governor.</p> <p>Develop a clear policy for trans pupils</p> <p>Invite external organisations into school to support with increase awareness and training of equality and diversity</p> <p>Personal Development curriculum activities that signpost diversity and equality issues within lessons, during form time and within assemblies</p> <p>Diversity policy and DDA audit up to date</p> <p>Provision for study/social space for learners with disabilities</p> <p>Contractors employed by the school are made aware of the school's expectations regarding equality</p>	<p>Pupil and staff voice show an increased awareness of equality and diversity issues</p> <p>Equality and diversity is celebrated across the school through; displays, assemblies, newsletters, social media and during community events.</p> <p>Diversity and equality fully embedded into the PD form time program and PSHEE curriculum</p> <p>A range of groups to support equality and diversity across the school (e.g. LGBTQ+) successfully running across the school.</p> <p>Staff Handbook including equality and diversity policy</p>	<p>SOH</p>

Area	Target/Objective	Baseline	Strategies	Success indicators	Lead
3) Reduce the number of NEETs post 16	To Reduce the number of NEETs post 16 – particularly those that are NEET 1 year after leaving Broadoak.	2017 = 5.56% 2018 = 8.87% 2019 = 3.30% 2020 = 3.80% 2021 = 4.11% 2022 = 3.53%	<p>IAG provided my Connexions to ensure 100% on Gatsby Benchmark 10. Careers programme to be coordinated and led strategically by SL to support 1:1 guidance.</p> <p>Engage with employers from across Partington and Carrington to support careers across the school.</p> <p>Calendar careers events running throughout the year</p> <p>Raise the profile of employer engagement across the school, returning to full quota of Careers events for Years 7-11.</p> <p>Each Year group to have at least one employer engagement in each subject</p> <p>BROMCOM to track pupil's employer engagement.</p> <p>To raise awareness of employability skills, have an Employability Skill focus per half-term to be emphasised and practised in lessons.</p>	<p>The NEET figure is reduced with the aim that 100% of 2025 leavers have a clear destination.</p> <p>Reduce the NEET figure from 4.11% from 2021. Update when the 2022 figures are out.</p> <p>Gatsby Benchmark 3- tracking increased rating.</p>	SOH/SL