

## Newhaven: Key priorities for School Improvement: Equality Action Plan 2023/24

Outcomes	People	Success Criteria	Aut RAG (AU2)	Spring RAG (SP2)	Summer RAG (SU2)
School leadership (management committee, SLT, middle leaders) actively develop and implement mechanisms of further change relating to the schools curriculum and Protected Characteristics while engaging all staff with this process.	YGS; JKY SLT	- Units of work are inclusive of ethnic minority people and peoples representing the protected characteristics	- <b>SLT</b> Monitoring of units of work through Development cycle for inclusion of ethnic minority people and protected characteristics	- <b>SLT</b> Monitoring of units of work through Development cycle for inclusion of ethnic minority people and protected characteristics	- <b>SLT</b> Monitoring of units of work through Development cycle for inclusion of ethnic minority people and protected characteristics
Newhaven curriculum is reviewed so that schemes of work, lesson plans and resources are anti-racist and relevant to multicultural society and reflect the Protected Characteristics	SLT/ HoDs/ SRG	All department's curriculums are reviewed Feedback given to dept / SLT.  All elements of the curriculum reflect multicultural society, where relevant demonstrate an understanding of racism and other protected characteristics.  <u>Can use <a href="#">KeyDoc: anti-racism curriculum review tool - secondary</a></u>	SRG reviews 1 department's curriculum per meeting. HOD attends meeting  - <b>ABN lead staff meeting on Curriculum review</b> - Where are we now/going forward/recap protected characteristics/Equity <b>6th December 30 mins</b>	SRG reviews 1 department's curriculum per meeting. HOD attends meeting	SRG reviews 1 department's curriculum per meeting. HOD attends meeting
Student impact	SRG/ ABN	Students develop knowledge of 'equity' in relation to their own lives in and outside school	- <b>Equity Posters</b> Equity Poster purchased for school communal areas. - Use canteen screens for a rolling commentary on themes related to equity and affirmation.	- <b>Student workshops:</b> Jade Barnett?: Title ' <b>The meaning of equity</b> '. Aim: to teach students the meaning of equity in context of their own lives in/ out of school /arm students with vocabulary to articulate issues from personal situations.	- <b>Visiting theatre group:</b> Focusing on equity in relation to students lived experiences

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All staff are supported through training to become deeply reflective around matters related to Equity and the Protected Characteristics	SLT/ SRG/ RVA	- Hubs: Staff develop deep knowledge and understanding of the Protected Characteristics	- Hubs session: All staff attend these discussion sessions regularly- start with one looking at data discussed above.	- Hubs session: All staff attend these discussion sessions fortnightly	- Hubs session: All staff attend these discussion sessions fortnightly
Black and other Minority Ethnic staff have opportunities to develop into whole school and leadership roles.	SLT/ middle leaders	<ul style="list-style-type: none"> <li>- Black ethnic minority group completes a series of half termly meetings Focus: Safe space confidence building</li> <li>- Reciprocal mentoring round 3 completed</li> <li>- Black &amp; Ethnic minority staff take up a range of development opportunities and apply for roles as available, and feel confident to do so..</li> </ul>	<ul style="list-style-type: none"> <li>- Black ethnic minority group meets half termly</li> <li>- Reciprocal mentoring round 3 starts</li> <li>- Leadership development programme is developed and in place <b>(Staff members identified and enrolled)</b></li> </ul>	- Black ethnic minority group meets half termly	- Black ethnic minority group meets half termly
Shared experiences		- <b>Angellina Idun</b> March visit: (or zoom) with Jon, Rekha, Andy, Tania. Where are we now?		29th March- Day session reviewing progress- report completed and assessed- action plan amended	- Actions in place
Data, policies & processes are more equitable and inclusive for all staff and students	JKY/ RVA/ ABN/ SRG	Complete outstanding work on Data, policies & processes documents	<p><b>Done:</b></p> <ul style="list-style-type: none"> <li>- Behaviour policy regarding response to racist, sexist, homophobic incidents. <b>Done</b></li> <li>- Weekly briefing Cultural calendar dates <b>Done/KP?</b></li> <li>- Grievance policy. <b>As used by borough - Signpost where staff can access it</b></li> <li>- Recruitment practice and processes? <b>Check with Jon</b></li> <li>- Review Ethnic minority exclusions data. <b>Done every 6 weeks - every management committee so up to date data exists. Jon suggests Hub discussion?</b></li> </ul> <p><b>To be done</b></p>		

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			<ul style="list-style-type: none"> <li>- A policy for recording racist incidents is written. (Include other selected Protected Characteristics?) (Is this done?)-no - Possible SRG written section to be placed in behaviour policy?</li> <li>- Exit policy &amp; interview questionnaire. Being done by DDS. Guidance from SRG. Action - ABN to check in with Debs first. Action - SRG to come up with questions.</li> <li>- Debrief flowchart Jon instead suggests training for people leading debrief</li> <li>- Review Ethnic minority student placement in the school. Jon suggests teachers exam this data in the first HUB</li> </ul>		
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