

# Renewal Plan: Tynecastle High School

## Equalities

Renewal Aspect	Equalities	Overall Responsibility	
Outcomes	<p>Short Term:</p> <ul style="list-style-type: none"> <li>• The Senior Leadership Team and all staff use Equalities data and other information effectively to inform planning</li> <li>• There is increased awareness amongst all staff of Equality and Diversity</li> <li>• <b>There is increased awareness amongst all staff of an Inclusive Curriculum</b></li> </ul> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>• Review and implementation of revised school procedure for preventing and responding to bullying and prejudice.</li> <li>• Improved reporting, recording and monitoring of incidents of bullying and prejudice</li> <li>• Pupils say that incidents of bullying and prejudice are dealt with effectively</li> <li>• Pupils feel confident to report bullying and prejudice</li> <li>• <b>Staff have shared understanding of an Inclusive Curriculum and what this looks like in practice</b></li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li>• Reduction in number of reported and recorded incidents of bullying and prejudice</li> <li>• Improved pupil health and wellbeing.</li> </ul>		
<p><b>NIF Priority:</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> </ul>		<p><b>QIs/Themes</b></p> <p><b>QI 1.1 Analysis and evaluation of intelligence and data</b></p> <p><b>QI 1.2 Impact of career-long professional learning</b></p> <p><b>QI 1.3 Developing a shared vision, values and aims relevant to the school and its community</b></p> <p><b>QI 1.4 Building and sustaining a professional staff team</b></p> <p><b>QI 2.2 Development of Curriculum</b></p> <p><b>QI 3.1 Wellbeing</b></p> <p><b>QI 3.1 Inclusion and Equality</b></p>	

Tasks	By Whom	Resources	Time	Progress & Impact
<p>1a. Identify Equalities Co-ordinator (from Senior leadership Team)</p> <p>1b. Establish baseline data to inform Leadership and Management</p> <p>1c. Provide opportunities for staff engagement in effective use of data to deepen knowledge of school community.</p>	<ul style="list-style-type: none"> <li>JR</li> <li>JR</li> <li>JR</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">EL Equalities Tile</a></li> <li><a href="#">HGIOS4 3.1 Ensuring Wellbeing Equality and Inclusion</a></li> <li>Class and whole-school pupil Equalities data: race/ethnicity, religion/belief, disability, gender (sex)</li> <li>Records of incidents of bullying and prejudice (SEEMiS custom report from Bullying and Equalities Module) <ul style="list-style-type: none"> <li><a href="#">Supplementary guidance on recording and monitoring bullying incident in schools</a></li> <li><a href="#">SEEMiS Bullying and Equalities Module - manual</a></li> <li><a href="https://www.equalityhumanrights.com/en/advice-and-guidance/how-can-schools-use-data-prevent-and-tackle-bullying">https://www.equalityhumanrights.com/en/advice-and-guidance/how-can-schools-use-data-prevent-and-tackle-bullying</a></li> </ul> </li> <li>Pupil wellbeing survey data 2019 and 2021 (Growing Confidence – primary; Pupil Wellbeing Survey – secondary)</li> <li>Professional dialogue with staff using the baseline data.</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2020</li> <li>Nov 2020</li> <li>Oct 2020</li> <li>CAT</li> </ul>	<ul style="list-style-type: none"> <li>JR is Equalities Coordinator</li> <li>JR to take to SLT</li> <li>Reports shared and discussed at SLT. Next steps identified</li> <li>Faculty feedback evidences raised awareness of issues and Action Plan is included in Faculty Renewal Plan</li> </ul>
<p>2. Establish or review pupil Equalities Group.</p>	<ul style="list-style-type: none"> <li>JR</li> </ul>	<ul style="list-style-type: none"> <li>Guide to support establishing Pupil Equalities Group <a href="#">Setting up pupil Equalities Groups - guidance</a></li> <li>Work towards our Rights Respecting School Silver Award using the Equalities Group as a driver</li> </ul>	<ul style="list-style-type: none"> <li>Nov 2020</li> </ul>	<ul style="list-style-type: none"> <li>Equalities group reflecting school race /ethnicity, religion/belief, disability,</li> </ul>

				gender is established and has a voice on the direction of all Equalities issues in school
3a. Consult with pupil Equalities Group and Parent Council to review school Equalities and Anti-bullying procedure, in line with strengthened and revised authority procedure for 'Preventing and Responding to Bullying and Prejudice', including tackling racist incidents.	Equalities group reps	<ul style="list-style-type: none"> <li>Strengthened C&amp;F Procedure for Preventing and Responding to Bullying and Prejudice (<i>available end Oct. 2020</i>)</li> <li>Supplementary guidance on tackling racist incidents (<i>available end Oct. 2020</i>)</li> <li>Exemplar school procedure (<i>available end Oct. 2020</i>) <a href="#">Equalities - Anti-bullying</a></li> <li>Training for school Equalities Co-ordinator on implementation of procedure and dealing with racist incidents (Nov/Dec. 2020)</li> <li><a href="https://www.equalityhumanrights.com/en/advice-and-guidance/how-can-we-stop-prejudice-based-bullying-schools">https://www.equalityhumanrights.com/en/advice-and-guidance/how-can-we-stop-prejudice-based-bullying-schools</a></li> <li><a href="#">EL Equalities Tile - Anti-Bullying</a></li> </ul>	<ul style="list-style-type: none"> <li>By May 2021</li> </ul>	<ul style="list-style-type: none"> <li>Updated school procedure reflects views of the whole school community</li> </ul>
3b. Provide opportunities for staff engagement with revised school Equalities and Anti-bullying policy, including tackling racist incidents, to support effective implementation.	<ul style="list-style-type: none"> <li>Equalities group reps</li> </ul>		<ul style="list-style-type: none"> <li>By May 2021</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback evidences knowledge of revised policy</li> </ul>
4a. All staff complete required Equality and Diversity training	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>CECiL Equality and Diversity modules <a href="#">Equalities - Professional Learning</a></li> </ul>	<ul style="list-style-type: none"> <li>Oct I/S 2020</li> <li>CAT 6 Nov 2020</li> </ul>	<ul style="list-style-type: none"> <li>Faculty feedback evidences raised awareness and steps for change</li> </ul>

<p>4b. Promoted staff complete additional Equality and Diversity training</p>	<ul style="list-style-type: none"> <li>• Promoted staff</li> </ul>		<ul style="list-style-type: none"> <li>• By May 2021</li> </ul>	<ul style="list-style-type: none"> <li>• CL feedback evidences a plan of Action for medium and long term</li> </ul>
<p>5a. Audit teaching of black history and culture across the curriculum</p>	<ul style="list-style-type: none"> <li>• Self-selected student group</li> <li>• CLs with all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration of Black History Month / Black Lives Matter materials in Key Adult</li> <li>• <a href="#">Inclusive Curriculum Resource database</a></li> </ul>	<ul style="list-style-type: none"> <li>• Oct 2020</li> <li>• By May 2021</li> </ul>	<ul style="list-style-type: none"> <li>• End of month feedback demonstrates raised awareness and suggestions for next steps</li> <li>• Adaptations to the curriculum can be identified. Ongoing steps for further audits in place.</li> </ul>