

Hexham Middle School
Equality Objectives
2018-2021

Equality Objective 1: Narrowing the gap academically

Action	Strategies	Time Scale	Success Criteria
Ensure the gap is narrowed between disadvantaged pupils and non-disadvantaged pupils in terms of academic achievement and progress	<ul style="list-style-type: none"> • Appointment of assistant head to raise the profile of this key group, address the gap and do targeted work with disadvantaged pupils • Ensure a specific action plan is in place for disadvantaged pupils • Tracking set up for this key group with analysis and intervention at subject, pastoral and whole school level • Continuous training/updates for staff focusing on disadvantaged groups 	From Sept 2017	<ul style="list-style-type: none"> • Narrow the progress/ achievement gaps between disadvantaged and non-disadvantaged pupils both in school and nationally
Review Date: Sept 2018	Review of progress:		
Review Date: Sept 2019	Review of progress:		
Review Date: Sept 2020	Review of progress:		
Review Date: Sept 2021	Review of progress:		

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Equality Objective 2: Raise the profile of emotional wellbeing/ mental health in school, support pupils at a school level, refer to specialist agencies where required

Action	Strategies	Time Scale	Success Criteria
<p>Ensure staff more informed about mental health issues and there is timely intervention for mental health/well-being issues. Raise the profile of RESILIENCE and the need to be a resilient person in relation to being happy and successful.</p>	<ul style="list-style-type: none"> • Deputy head/ pastoral leaders/ assistant SENDCo to lead on mental health identification and intervention across school • Attend mental health first aid training • Deliver assemblies • Use the new PMH telephone number helpline effectively for advice/support for staff/pupils • Secure training from CYPs regarding ADHD • Participate in health related questionnaires (LA) to gain feedback on need • Develop school based intervention to promote wellbeing • Review and develop PSE curriculum and ensure resources are appropriate • Develop plan of support for parents 	<p>From Sept 17</p>	<ul style="list-style-type: none"> • Feedback from stakeholders is positive in relation to strategies employed. • Training has taken place and staff are cascading their new knowledge and influencing practice. • Less mental health issues developing in school. • School staff feel more confident in supporting children.
<p>Review Date: Sept 2018</p>	<p>Review of progress:</p>		
<p>Review Date: Sept 2019</p>	<p>Review of progress:</p>		
<p>Review Date: Sept 2020</p>	<p>Review of progress:</p>		
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Equality Objective 3: Improving the attendance of disadvantaged pupils and pupils with additional needs.

Action	Strategies	Time Scale	Success Criteria
Track the attendance of every pupil within these groups.	<ul style="list-style-type: none"> • Ensure attendance is monitored closely on an individual level and as groups • Ensure right strategy/ intervention is put in place at the right time • Involve the right external support / agencies and parents in the process • Regularly evaluate impact 	From Sept 17	<ul style="list-style-type: none"> • Attendance increases and PA decreases thus reducing gaps • Ability to evidence the strategies employed and impact on individual pupils.
Review Date: Sept 2018	Review of progress:		
Review Date: Sept 2019	Review of progress:		
Review Date: Sept 2020	Review of progress:		
Review Date: Sept 2021	Review of progress:		