

**Hexham Middle School**  
**Equality Objectives**  
**2018-2021**

**Equality Objective 1: Narrowing the gap academically**

Action	Strategies	Time Scale	Success Criteria
<p>Ensure the gap is narrowed between disadvantaged pupils and non-disadvantaged pupils in terms of academic achievement and progress</p>	<ul style="list-style-type: none"> <li>• Appointment of associate assistant head to raise the profile of this key group, address the gap and do targeted work with disadvantaged pupils</li> <li>• Ensure a specific action plan is in place for disadvantaged pupils covering all aspects of school life (including academic and personal development)</li> <li>• Tracking set up for this key group with analysis and intervention at subject, pastoral and whole school level</li> <li>• Continuous training/updates for staff focusing on disadvantaged groups and encouraging the sharing of good practice</li> <li>• Targeted academic support including a focus on reading, writing and mathematics skills</li> </ul>	<p>From Sept 2017</p>	<ul style="list-style-type: none"> <li>• Narrow the progress/achievement gaps between disadvantaged and non-disadvantaged pupils both in school and nationally</li> </ul>
<p>Review Date: Sept 2018</p>	<p>Review of progress:</p> <ul style="list-style-type: none"> <li>• A DP focus group established which meets fortnightly. Comprised of curriculum and senior leaders. This allows for a sharper focus on this cohort and a more coherent action plan.</li> <li>• Review of the way in which tracking is done to make it more manageable.</li> <li>• DP results increase in KS2 outcomes.</li> <li>• Regular CPD both in school for all staff and externally for key staff.</li> </ul>		
<p>Review Date: Sept 2019</p>	<p>Review of progress:</p> <ul style="list-style-type: none"> <li>• The DP action plan has been modified. Key SLT lead on specific areas.</li> <li>• DP results increase in KS2 outcomes.</li> <li>• Work reviews becomes part of CPD cycle to see DP pupil progress across all areas.</li> </ul>		
<p>Review Date: Sept 2020</p>	<p>Review of progress:</p> <ul style="list-style-type: none"> <li>• Increased targeted interventions including Fresh Start Reading, Reading Plus and Maths Whizz online tutoring to identify gaps in learning and to bridge them.</li> <li>• 1:1 family meetings in school to engage parents and equip them to support learning at home</li> <li>• Ongoing targeted contact during the pandemic to ensure engagement with remote learning and/or to engage pupils with their learning</li> </ul>		

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	<p>in school</p> <ul style="list-style-type: none"> <li>• Regular in-school review meetings and CPD sessions to reduce the variation between disadvantaged pupils and their non-disadvantaged peer.</li> <li>• A new system will be introduced to ensure that the provision for disadvantaged pupils is shared between all staff and the impact of these strategies are closely monitored.</li> </ul>
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/wellbeing issues.</p> <p>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"> <li>• Deputy head/ pastoral leaders/ assistant SENDCo to lead on mental health identification and intervention across school</li> <li>• Attend mental health first aid training</li> <li>• Deliver assemblies</li> <li>• Use the new PMH telephone number helpline effectively for advice/support for staff/pupils</li> <li>• Secure training from CYPS regarding ADHD</li> <li>• Participate in health related questionnaires (LA) to gain feedback on need</li> <li>• Develop school based intervention to promote wellbeing</li> <li>• Review and develop PSE curriculum and ensure resources are appropriate • Develop plan of support for parents</li> </ul>	From Sept 17	<ul style="list-style-type: none"> <li>• Feedback from stakeholders is positive in relation to strategies employed.</li> <li>• Training has taken place and staff are cascading their new knowledge and influencing practice.</li> <li>• Less mental health issues developing in school.</li> <li>• School staff feel more confident in supporting children.</li> </ul>

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Review Date: Sept 2018	Review of progress: <ul style="list-style-type: none"><li>• 3 staff are mental health first aid trained.</li><li>• Mental health training delivered in school. All staff have greater awareness.</li><li>• Assemblies delivered every year as part of the assembly rota.</li><li>• Excellent support from PMH for pupils and families.</li><li>• CYPs delivered ADHD training to all staff.</li></ul>
Review Date: Sept 2019	Review of progress: <ul style="list-style-type: none"><li>• Mental health lead and other key staff attended mental health conferences/ training.</li><li>• Excellent support and response from CYPs both for pupils and their families.</li><li>• Staff are made aware of vulnerability factors for children.</li></ul>
Review Date: Sept 2020	Review of progress: <ul style="list-style-type: none"><li>• Programme of social/ emotional support now in place in school (small group or 1:1)</li><li>• FRIENDS Resilience training has taken place for LSA team and sessions are being delivered in school</li><li>• Well-being support on the return to school following the lockdown through additional pastoral time with tutors and peers</li><li>• External agency engagement continues to be strong with referrals being addressed quickly including engagement with the Primary Mental Health team</li><li>• Recruitment of an additional Academic/ Pastoral Intervention lead to increase in-school capacity for support</li><li>• External counsellor now in school to provide 1:1 weekly support sessions</li><li>• Engagement with Hexham Youth Initiative so support pupils in need.</li></ul>
Review Date: Sept 2021	Review of progress:

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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"> <li>• Ensure attendance is monitored closely on an individual level and as groups</li> <li>• Ensure right strategy/ intervention is put in place at the right time</li> <li>• Involve the right external support / agencies and parents in the process • Regularly evaluate impact</li> </ul>	From Sept 17	<ul style="list-style-type: none"> <li>• Attendance increases and PA decreases thus reducing gaps</li> <li>• Ability to evidence the strategies employed and impact on individual pupils.</li> </ul>
Review Date: Sept 2018	Review of progress: <ul style="list-style-type: none"> <li>• Attendance tracker is established which allows a close monitoring of attendance and evidence of intervention/ impact.</li> <li>• Very clear evidence of strategies/ agencies employed to support each child.</li> </ul>		
Review Date: Sept 2019	Review of progress: <ul style="list-style-type: none"> <li>• Ongoing as above.</li> </ul>		
Review Date: Sept 2020	Review of progress: <ul style="list-style-type: none"> <li>• Introduction of new attendance monitoring software which is easily accessible by all staff in school</li> <li>• Regular tracking and a coherent system of interventions</li> <li>• Regular liaison with EWO where necessary</li> </ul>		
Review Date: Sept 2021	Review of progress:		