Through the Thomas Hardye School Single Equality policy we aim to fulfil our public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. As part of this, the school formally sets out four key objectives, which are reviewed annually and are linked to challenges the school has identified as requiring improvement.

Objective	Why chosen?	Actions	Progress February 2019
1) By September 2020 the percentage of girls, partaking in STEM subjects and extra-curricular activities will increase significantly with outcomes in STEM subjects for girls improving. Wider focus of reducing gender bias and stigma around subject choices (including boys taking up Food and Textiles).	If girls attend a single sex state school, they are two and a half times more likely to study physics in the sixth form than in a mixed one Only 6% of current engineering workforce is female Approximately 15% of the UK's STEM workforce are women Although improving there is a disproportionate number of girls, studying STEM subjects at A-Level nationally (2018) and with THS Within STEM companies, the percentage of women on boards has increased to 28% (2017)	• Actively promote STEM and ensure early access through outreach work • Set up girls' STEM club in Science department • Plan and deliver Year 9 girls' STEM day • Continue Year 9 girls' robotics days with Bournemouth University • Plan and deliver Year 8 STEM days for each middle school • Develop Science enrichment programme for DASP EYFS, KS1 and KS2 children • Increase the number of female STEM role models visiting THS/DASP • Use student interns • Yearly analysis beyond Biology/Psychology of take up of STEM subjects at A Level • PSHCE/ Careers lessons proactively address issue of attitudes to gender • Develop the curriculum to incorporate gender-neutral projects within Technology such as Textiles	Girls' STEM club with regular attendance of up to 40 at Sensational Science with NS ICT/Computing robotics days Jan 17, organised by JL? Year 8 STEM days for DASP middle schools for Fortnightly science enrichment for DASP first schools taking place – led by CP (additional visits to Cheselbourne) Design & Technology summer sessions for middle schools Female teaching role models within STEM areas including a Technician with 1st class honours in Physics and a new appointment from September 2019 with a 1st class honours in Chemistry/Physics Most able year 9 girls came 2nd place in Atlas Elektronic visit. Various female STEM role models visited – e.g. Suzie Imber (astronaut) gave a talk to year 10 Rotary Technology Tournament June 2019 (teams of 4 to enter comprises 2 boys/2 girls) GCSE 2018 VA+ girls in Science core, Science Additional, Chemistry, all DT and computing **Take up for GCSE Resistant Materials for girls still low. Advanced level STEM take up is still a focus area also** Invited to take part in a major national research project funded by the DfE exploring young people's choices and aspirations and the role played by gender Starting to see improved take up for boys within GCSE Food 42 boys entered 2018 Close monitoring of UCAS destinations to track underrepresentation of girls studying STEM subjects Monitoring of Year 12 attendance to futures' sessions to track potential pathway to implement earlier intervention

Objective	Why chosen?	Actions	Progress February 2019
2) To narrow the gap in attainment between year 11 boys and girls GCSE achievement by 10% and decrease gap in P8 annually. **(ref SIP objective 1.2)**	As with national trend girls outperform boys in key measures at GCSE 2018 increase in P8 gap 0.45	• College and Sixth Form Leaders to use a variety of data sources including 4 Matrix to identify and tackle underperformance • Further develop examination analysis in order to focus on gender differences • Embed short-term intensive mentoring programme for carefully selected Year 11 students and targeted boys • Develop more effective intervention strategies	College leaders tracking boy and girl performance through 4matrix, with deputies doing the same for PP boy/girl students Exam reports to Headteacher and mid-year review with Head includes focus on gender performance. Boys and girls continue to perform well above national average at P8 of 0.18 and 0.63 respectively although slight increase in gap from 0.33 to 0.45 Gap in attainment at 5A* to C including Eng/Ma decreased from 10% to 5% Gap in English 4+ increased from 9% to 14%. Maths decreased from 1% to 0.2% Issue still persists and is accentuated in subjects that have underperformed Focus on in school variation in overall attainment includes focus on improving boy's results through effective revision Year 11 revision evening in November targeted underachieving boys Theology trialling strategies including identifying 3 boys in each group for extra support, marking boys work first, giving extra feedback for these boys, and introducing a competitive element to engage boys. Also cascaded more widely in humanities and Emily Willis to feedback at the September leadership meeting on impact Increase in structured revision activity and sending revision information to parents to avoid disorganised boys failing to engage with revision
3) To identify and remedy accessibility issues in order for the school to make environmental improvements by September 2019. **(ref Accessibility Plan 2018-21)**	School has specialist provision for those with physical disabilities. Another 6 students joining in September 2019 New students with visual impairment entering the school September 2019 Technological advancements constantly evolving	• PD Student working group regarding accessibility meeting with headteacher • Occupational therapist regularly reviews equipment versus student need • Update and training in new assistive technology • New automatic door in refurbishment of canteen • Install bio-bidet x3	Change of flooring in Humanities block The whole of the lower floor in the Design block has been replaced in 2018 (from carpet to a solid floor covering) – this has allowed for much easier wheelchair access Moved EforE office to allow better access Yellow paint on steps for VI students identified as needed in recent VI audit amongst other smaller issues. Classrooms adapted for the hearing impaired Induction loop in the Theatre purchased Physio screen and ceiling hoist now in place Individual assessments to provide students with assistive technology

Objective	Why chosen?	Actions	Progress February 2019
4) To raise awareness, provide greater flexibility and actively promote professional development opportunities to encourage more women into leadership roles. **(ref Gender Pay Gap Report February 2019)**	National data highlights much lower progression rates for women into school leadership roles In secondary schools, women constitute 62% of the teaching population, but just 38% of headteachers, a figure that is unchanged from 2010 Our aim is to achieve at least 50% female participation in all leadership positions	• Line managers to identify candidates suitable for National professional leadership qualifications /DTSA leadership programmes • To launch new DTSA Women Leaders' support network funded by DfE Equality & Diversity grant • Mentoring programme continued to support new-in-post leaders • DTSA to continue to develop coaching • Develop current 'Support for Heads' network into a multifaceted, modular programme offering high quality CPD for new-in-post heads, including to support progress of women leaders into headship and improve their retention; to secure DCC school improvement grant to achieve this • Flexible employment solutions: E.g. - structuring the timetable to absorb part time colleagues and job shares and supporting female colleagues on return from maternity leave	75% of DTSA headteachers are women; 5/9 of Thomas Hardye SLT are female; 60% of our subject leaders are female Recent female NPQH and NPQSL graduates In 2018-19 60% of participants on DTSA leadership courses were female 2 AHTs registered as coaches on the DfE's Women Leading in Education programme DTSA a member of the Women Leading in Education Regional Network DTSA SLE on steering group for #WomenEd, a grassroots organisation for existing and aspiring female leaders and cascades her experience to train other SLE Currently 5 SLEs and 1 NLE available to coach and support women teachers at all levels DTSA Women Leaders' support network for women leaders, and aspiring leaders, from across DASP. Funded by £20k grant from DfE Equality and Diversity grant 21 women leaders participating from across Dorset Seminars led by highly skilled figures including Kate Adie and National Leaders of #WomenEd Vivienne Porritt & Jules Daulby Working with #WomenEd national lead, Vivienne Porritt, to evaluate impact Head of Maths (CTa) mentoring relatively new-in-post middle leaders LCy completing level 7 coaching qualification TEn completing ILM coaching qualification DTSA CPD lead to focus on supporting women in leadership since December 2017 Numerous examples of flexible employment solutions in terms of part time and job shares across the school GPGR 2019 shows overall workforce of 69% women: Women's hourly rate is 28.2% lower (mean) and 31.9% lower (median).The top salary quartile has 53.1% men and 46.9% women.The upper middle salary quartile has 35.9% men and 64.1% women.The lower middle salary quartile has 35.9% men and 64.1% women. The lower salary quartile has 4.6% men and 95.4% women