



Equalities Objectives

Policy Review

This policy will be reviewed and agreed by the Executive Management Group (EMG) on an annual basis.

Chief Executive Officer:	Ann Marie Mulkerins
MLT Policy Lead:	Zoe Merritt
The Compton School Policy Lead:	Emily Walker Nolan
Southgate School Policy Lead:	Hannah Lynch
Stopsley High School Policy Lead:	Pam Whiting
Date approved:	September 2022
Review date:	September 2023

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data, our Trust Improvement Plan and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.

These objectives are aligned with our Trust and School Improvement plans and we regularly review the progress we are making to meet them.

Equality objective 1: Ensure that high quality teaching and support secures excellent achievement for all and that we narrow gaps between students who receive pupil premium funding and their peers, as well as between male and female students and students from different ethnic backgrounds.

This will be achieved by:

- Rigorous assessment identification of key groups of students who may have fallen behind or have been negatively impacted by the pandemic
- Rigorous assessment to identify content gaps in learning, (with a particular focus on the reading gap), as students are likely to have missed substantial parts of their education at all levels.
- Progress and attainment of sub-groups is constantly under review with appropriate actions/support to address any underachievement
- Timely interventions to close the progress, reading and attainment gaps between groups. Catch-up provision, including assessment of lost learning and targeted support, will be essential
- Termly analysis of results by PP and Non PP and action planning
- Recording of PP and other key groups of students (including LAC students) as well as attainment data on seating plans
- Targeted study support programme
- A range of revision strategies and interventions in place, including revision conferences, targeted subject-specific intervention and after school, weekend and holiday sessions
- Ensure that strategies are in place to support the reduction of within-school and across schools' variation.

Equality objective 2: Ensure that students and staff are proud of the diversity of the academies and that the curriculum and staffing reflects the diversity of the student body.

This will be achieved by:

- Pastoral Curriculum, PHSE and CEIAG activities which celebrate our diversity, raise aspirations and tackle discrimination of any kind
- Completing a curriculum review to ensure that diversity is celebrated
- Develop student voice opportunities to ensure inclusive representation, this will include an Equalities Group for both students and staff
- The construction of the curriculum leads to diminishing the difference between the most advantaged and disadvantaged.

Appendix 1

The Compton School Specific Duty Grid

Specific duty	Evidence & impact
<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act</p>	<p><u>Policy and procedures</u></p> <p>The following policies and procedures are in place so that the school community are aware of their roles and responsibilities with regard to eliminating conduct prohibited by the Equality Act 2010:</p> <ul style="list-style-type: none"> • Equalities policy • Admissions policy • Anti-bullying policy • Accessibility plan • Positive Behaviour policy • Charging and remissions policy • Complaints policy • Safer recruitment policy • SEND policy • Looked After Children Policy <p>The open access policies are available on the school website in the school information, policies and procedures area.</p> <p><u>Leadership</u></p> <p>Emily Walker Nolan has responsibility for Equal Opportunities and oversees initiatives for their promotion across and within the school community.</p> <p>All Trustees and School Governors are provided with detailed data and analysis about the achievement and progress of groups and also comparative data about exclusions and attendance.</p> <p>Achievement and progress of groups regularly feature as performance management objectives for senior and middle leaders and feature in our School Improvement Plan</p> <p><u>Monitoring</u></p> <p>Careful monitoring of behaviour logs by the Support and Intervention (S&I) Team ensures that all Equal Opportunity concerns are addressed and any patterns are identified and acted upon.</p> <p>Each policy has a named member of SLT responsible for ensuring staff are aware of the policy requirements, monitoring</p>

	<p>implementation, measuring impact and updating accordingly and where appropriate.</p> <p><u>Training</u> Staff will receive training on the policy through CPD sessions throughout the year based on different aspects of the policy.</p>
<p>Advance the equality of opportunity between people who share a protected characteristic and those who do not</p>	<p><u>Leadership</u></p> <p>Ethnic Minority Achievement co-ordinator (Linda Oakley) has a School Improvement plan in place to support students with English as an additional language through interventions with students and training for staff. The Coordinator ensures that targeted students are supported during lessons and through weekly after school support sessions.</p> <p>GCSE and A Level Results analysis demonstrates how each of the subgroups has performed. This evidence will also include an action plan to address any under-performance of specific subgroups.</p> <p>Attendance and punctuality data is analysed on a weekly basis and a dedicated attendance officer is in place to support and promote high levels of student attendance and punctuality.</p> <p><u>Curriculum</u></p> <p>Teaching as part of both the whole school and the pastoral curriculum promotes understanding and respect of different groups within the school and wider community.</p> <p>Assemblies that promote the diversity and equality of students and celebrate all student achievement are a regular feature of the pastoral curriculum.</p> <p>Intervention groups are in place to support students in accessing the curriculum and respecting others. For example, the Curriculum Support department withdraw some students from lessons to provide literacy support and the year managers provide intervention for a range of students to develop a variety of skills, including social skills and managing conflict.</p> <p><u>Training</u></p> <p>All staff will receive training throughout the year on the use of language to promote equalities.</p>
<p>Foster good relations between people who share a protected characteristic and those who do not</p>	<p><u>Leadership</u></p> <p>A pastoral system is in place with a team of non-teaching Year Managers from Years 7 to 13 to offer support and guidance to individual students and their families throughout the school day.</p>

Celebration events are a regular feature of the school calendar (celebration assemblies, evenings & trips as well as performance events) to enable the school community to come together to recognise and celebrate the achievement of all our students.

Leadership of SMSC (Spiritual, Moral, Social and Cultural Education)

A member of SLT oversees PSHE, including SMSC. A policy is in place to oversee the aspects of the curriculum that promote the students Spiritual, Moral, Social and Cultural Education.

Charity Leaders are in place to enable the student community to have a voice in selecting, fundraising for and raising awareness of charitable organisations.

This encourages philanthropy amongst our students alongside learning new skills and developing a greater understanding of different lives and cultures. Our charity work helps students to:

- develop an awareness of local, national and international charities
- support (and for our charity leaders help organise) a range of fundraising events
- develop a sense of community

Curriculum Monitoring

A curriculum review is underway to ensure that it reflects the diversity of our school community.

An SMSC audit is underway to review how spiritual, moral, social and cultural education this is covered in the taught curriculum.

Religious Education Leadership

RE co-ordinator in place to ensure that the SACRE syllabus is covered across KS 3 & 4.

Religious Education Curriculum

Explicit RE lessons across KS3 and offered as a specific GCSE at KS4. It's also taught across KS4 across subject and pastoral curriculum.

Appendix 2

Southgate School Specific Duty Grid

Specific duty	Evidence & impact
<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act</p>	<p><u>Policy and procedures</u></p> <p>The following policies and procedures are in place so that the school community are aware of their roles and responsibilities with regard to eliminating conduct prohibited by the Equality Act 2010:</p> <ul style="list-style-type: none"> • Equalities policy • Admissions policy • Anti-bullying policy • Accessibility plan • Positive Behaviour policy • Charging and remissions policy • Complaints policy • Safer recruitment policy • SEND policy • Looked After Children policy <p>The open access policies are available on the school website in the school information, policies and procedures area.</p> <p><u>Leadership</u></p> <p>Hannah Lynch, Assistant headteacher, has responsibility for Equal Opportunities and oversees initiatives for their promotion across and within the school community.</p> <p>All Trustees and School Governors are provided with detailed data and analysis about the achievement and progress of groups and also comparative data about exclusions and attendance.</p> <p>Achievement and progress of groups regularly feature as performance management objectives for senior and middle leaders and feature in our School Improvement Plan</p> <p><u>Monitoring</u></p> <p>Careful monitoring of behaviour logs by the Support and Intervention (S&I) Team ensures that all Equal Opportunity concerns are addressed and any patterns are identified and acted upon.</p> <p>Each policy has a named member of SLT responsible for ensuring staff are aware of the policy requirements, monitoring implementation, measuring impact and updating accordingly and where appropriate.</p> <p><u>Training</u></p> <p>Staff will receive training on the policy through CPD sessions throughout the year based on different aspects of the policy.</p>

<p>Advance the equality of opportunity between people who share a protected characteristic and those who do not</p>	<p><u>Leadership</u> English as an Additional Language co-ordinator (Stella Kampa) has an Improvement plan in place to support students with English as an additional language through interventions with students and training for staff. She ensures that targeted students are supported during lessons and through timetabled and after school support sessions.</p> <p><u>Monitoring</u> GCSE and A Level Results and data collected throughout the year, is analysed to see how each of the subgroups has performed. The under-performance of specific subgroups is addressed through the following years School Improvement Plan, Departmental Improvement Plans and subject specific interventions for individuals and groups.</p> <p>Attendance and punctuality data is analysed on a weekly basis and a dedicated attendance officer is in place to support and promote high levels of student attendance and punctuality.</p> <p><u>Curriculum</u> Teaching as part of both the whole school and the pastoral curriculum promotes the understanding of and respect for, different groups within the school and wider community. For example, students in all year groups complete PSHE on British Values and this topic underpins almost all PSHE topic delivered on a weekly basis. As an early adopter of the RSE framework, PSHE lessons have been designed to meet the new requirements. Assemblies that promote the diversity and equality of students and celebrate all student achievement are a regular feature of the pastoral curriculum.</p> <p>Intervention groups are in place to support students in accessing the curriculum and respecting others. For example, the Special Needs department withdraw some students from lessons to provide literacy support and the wider Pastoral team and Student Support Centre, provide intervention for a range of students to develop a variety of skills, including social skills and managing conflict.</p> <p><u>Training</u> All staff received Unconscious Bias Training during in November 2020.</p>
<p>Foster good relations between people who share a protected characteristic and those who do not</p>	<p><u>Leadership</u> The Pastoral team, including Heads of Year, Pastoral Support Officers and Learning mentors, are on hand all day to help and advise students in their conduct.</p> <p>Celebration events are a regular feature of the school calendar (celebration assemblies, evenings & trips as well as</p>

performance events) to enable the school community to come together to recognise and celebrate the achievement of all of our students.

Leadership of SMSC (Spiritual, Moral, Social and Cultural Education)

Jane Douglas, Assistant Headteacher, is our SMSC co-ordinator and there is a policy in place to oversee the aspects of the curriculum that promote the students Spiritual, Moral, Social and Cultural Education.

As part of the self-review process, department leads are required to monitor how their curriculum promotes the students Spiritual, Moral, Social and Cultural education.

The House system is mainly used to support local and national charities although fundraising by all staff and students is widely encouraged in order to develop a greater understanding of different lives and cultures. Our charity work helps students to:

- develop an awareness of local, national and international charities
- support (and for our charity leaders help organise) a range of fundraising events
- develop a sense of community

There are various Student Voice opportunities to select charities to benefit from any fundraising and raised awareness of students. For example, Non-uniform day and food bank collections that benefit various local charities.

This encourages philanthropy amongst our students alongside learning new skills and developing a greater understanding of different lives and cultures. Our charity work helps students to:

- develop an awareness of local, national and international charities
- support (and for our charity leaders help organise) a range of fundraising events
- develop a sense of community

Curriculum Monitoring

A curriculum audit was undertaken in 2021 to ensure that it reflects the diversity of our school community.

Religious Education Leadership

Yvonne O'Sullivan, our Head of RE ensures that the SACRE syllabus is covered across KS 3 & 4.

Religious Education Curriculum JGE

	<p>Explicit RE lessons across KS3 and offered as a specific GCSE at KS4. It's also taught at KS4 across subject and pastoral curriculum.</p> <p><u>Curriculum</u></p> <p>Drop Down enrichment days various school trips are scheduled to enable students to develop social and moral skills.</p> <p>The schools' careers education plan shows the extent to which students have contact with local and national employers.</p>
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Appendix 3

Stopsley High School Specific Duty Grid

Specific duty	Evidence & impact
<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act</p>	<p><u>Policy and procedures</u></p> <p>The following policies and procedures are in place so that the school community are aware of their roles and responsibilities with regard to eliminating conduct prohibited by the Equality Act 2010:</p> <ul style="list-style-type: none"> • Equalities policy • Admissions policy • Anti-bullying policy • Accessibility plan • Positive Behaviour policy • Charging and remissions policy • Complaints policy • Safer recruitment policy • SEND policy • Looked After Children policy <p>The open access policies are available on the school website in the school information, policies and procedures area.</p> <p><u>Leadership</u></p> <p>Pam Whiting, Senior Deputy Headteacher, has responsibility for Equal Opportunities. The member of SLT responsible for Equal Opportunities oversees initiatives to promote Equal Opportunities.</p> <p>All Trustees and School Governors are provided with detailed data and analysis about the achievement and progress of groups and also comparative data about exclusions and attendance.</p> <p>Achievement and progress of groups regularly feature as performance management objectives for senior and middle leaders and feature in our Trust and School Improvement Plans</p> <p><u>Monitoring</u></p> <p>Careful monitoring of behaviour considered to be in breach of Equal Opportunities is monitored by the Support & Intervention Team who ensure that all concerns and patterns are identified so that the necessary action can be taken.</p> <p>Each policy has a named member of SLT responsible for ensuring staff are aware of the policy requirements, monitoring implementation, measuring impact and updating accordingly and where appropriate.</p>

	<p><u>Training</u></p> <p>Staff will receive training on the policy through CPD sessions throughout the year based on different aspects of the policy.</p>
<p>Advance the equality of opportunity between people who share a protected characteristic and those who do not</p>	<p><u>Leadership</u></p> <p>English as an Additional Language co-ordinator (Eva Hammoudi) has a plan in place to support students with English as an additional language through interventions with students and training for staff. The Coordinator ensures that targeted students are supported during lessons and through intervention sessions.</p> <p><u>Monitoring</u></p> <p>GCSE Results analysis demonstrates how each of the subgroups has performed. This evidence will also include an action plan to address any under-performance of specific subgroups.</p> <p>Attendance and punctuality data is analysed on a weekly basis and a dedicated attendance officer is in place to support and promote high levels of student attendance and punctuality.</p> <p><u>Curriculum</u></p> <p>Teaching as part of both the whole school and the PSHCE curriculum promotes understanding and respect of different groups within the school and wider community. For example, For example, students in all year groups complete PSHE on British Values. As an early adopter of the RSE framework, PSHE lessons have been designed to meet the new requirements.</p> <p>Assemblies that promote the diversity and equality of students and celebrate all student achievement.</p> <p>Intervention groups are in place to support students in accessing the curriculum and respecting others. For example, the Inclusion department withdraw some students from lessons to provide literacy and numeracy support and a bespoke package of intervention is provided for a small number of students in our Nurture provision, including gross and fine motor skills, social skills and managing conflict.</p> <p><u>Training</u></p> <p>All staff will receive training throughout the year on the use of language to promote equalities.</p>
<p>Foster good relations between people who share a protected characteristic and those who do not</p>	<p><u>Leadership</u></p> <p>The Support & Intervention team, including Key Stage Leaders, Year Managers and members of the inclusion team, are available and proactively patrolling throughout the day to help and advise students on their conduct.</p>

Our Top Class Student initiative outlines for students the conduct expectations which results in students' efforts being celebrated and achieving Bronze, Silver and Gold award status. Student achievements are further celebrated in assemblies, and events. Key to all of this is the school community coming together to recognise and celebrate the achievement of all of our students.

Leadership of SMSC (Spiritual, Moral, Social and Cultural Education)

SMSC co-ordinator & policy are in place to oversee the aspects of the curriculum that promote the students Spiritual, Moral, Social and Cultural Education.

Charity Leaders are in place to enable the student community to have a voice in selecting, fundraising for and raising awareness of charitable organisations.

This encourages philanthropy amongst our students alongside learning new skills and developing a greater understanding of different lives and cultures. Our charity work helps students to:

- develop an awareness of local, national and international charities
- support (and for our charity leaders help organise) a range of fundraising events
- develop a sense of community

There is an SMSC policy in place to oversee the aspects of the curriculum that promote the students Spiritual, Moral, Social and Cultural Education.

As part of the self-review process, department leads are required to monitor how their curriculum promotes the students Spiritual, Moral, Social and Cultural education.

Through the community strand of our Top Class Student initiative staff and students work together to support local and national charities through fundraising in order to develop a greater understanding of different lives and cultures. Our charity work helps students to:

- develop an awareness of local, national and international charities
- support (and for our charity leaders help organise) a range of fundraising events
- develop a sense of community

There are various Student Voice opportunities to select charities to benefit from any fundraising and raised awareness of students. For example, Non-uniform day and food bank collections that benefit various local charities.

Curriculum Monitoring

A curriculum audit is being planned to ensure that it reflects the diversity of our school community.

Religious Education Leadership

Amy Edlin, Ethics & Philosophy co-ordinator, ensures that the SACRE syllabus is covered across KS 3 & 4.

Religious Education Curriculum

Explicit RE lessons across KS3 and offered as a specific GCSE at KS4. It's also taught at KS4 across subjects, PSHCE and tutor time.

Curriculum

The schools' PSHCE curriculum encompasses careers education within it so that it is a spiral curriculum and ensures that there is full coverage of the Gatsby benchmarks.