



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
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Review date:	October 2024

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: Continue to develop as an inclusive employer showing our commitment to equality, diversity and inclusion and ensuring MLT have the skills in our workforce to deliver the highest standards of education for all MLT students whatever their background, community or protected characteristics

This will be achieved by:

- Delivering high quality professional development programmes for MLT staff, including engagement with National Professional Qualifications
- Providing inclusive leadership training for school and trust leaders and governors and trustees
- Delivering annual staff experience and wellbeing surveys and using the results to inform strategy and improvement plans
- Ensuring high quality appraisal processes are in place for both teaching and support staff
- Reviewing recruitment processes within the trust to streamline the process and analyse equalities data
- Reviewing flexible working approaches across the Trust and its schools
- Reviewing and monitoring the diversity profile of the workforce and MLT Trustees and Local Governors

Appendix

Stopsley High School Equality 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 coordinator (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 coordinator is in place to oversee the aspects of the curriculum that promote 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.

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

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.

Curriculum Monitoring

The curriculum is reviewed regularly to ensure that it reflects the diversity of our school community.

Religious Education Leadership

Amy Edlin, Ethics & Philosophy subject lead, 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.

	<p><u>Curriculum</u></p> <p>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.</p>
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