



# Equalities Objectives

## **Policy Review**

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

<b>Chief Executive Officer:</b>	<b>Ann Marie Mulkerins</b>
<b>MLT Policy Lead:</b>	<b>Zoe Merritt</b>
<b>Date approved:</b>	<b>October 2024</b>
<b>Review date:</b>	<b>October 2025</b>

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 leadership, teaching and support secures excellent achievement for all. All Trust schools will focus on narrowing gaps between key subgroups of students and their peers including: Pupil Premium, SEND, Male/Female as well as students from different ethnic backgrounds.

This will be achieved by:

- Broad, balanced, sequenced and ambitious curriculum in place across Trust schools
- High quality professional development for staff, linked to the key principles outlined in MLT's Teaching and Learning Handbook (informed by the best evidence research)
- 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
- Termly analysis of results of students with SEND and action planning
- 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 retrieval 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
- 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 1**  
**Stopsley High School Equality Duty Grid**

<b>Specific duty</b>	<b>Evidence &amp; impact</b>
<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act</p>	<p><b><u>Policy and procedures</u></b>  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"> <li>• Equalities policy</li> <li>• Admissions policy</li> <li>• Anti-bullying policy</li> <li>• Accessibility plan</li> <li>• Positive Behaviour policy</li> <li>• Charging and remissions policy</li> <li>• Complaints policy</li> <li>• Safer recruitment policy</li> <li>• SEND policy</li> <li>• Looked After Children policy</li> </ul> <p>The open access policies are available on the school website in the school information, policies and procedures area.</p> <p><b><u>Leadership</u></b>  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><b><u>Monitoring</u></b>  Careful monitoring of behaviour considered to be in breach of Equal Opportunities is monitored by the Support &amp; 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><b><u>Training</u></b>  Staff will receive training on the policy through CPD sessions</p>

	throughout the year based on different aspects of the policy.
Advance the equality of opportunity between people who share a protected characteristic and those who do not	<p><b><u>Leadership</u></b>  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><b><u>Monitoring</u></b>  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><b><u>Curriculum</u></b>  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 Literacy Lead and SENDCo provide literacy support (Lexia) for a small group of students prior to the school day and phonics. A bespoke package of social skills intervention is provided for a range of students identified as benefiting from this type of support.</p> <p><b><u>Training</u></b>  All staff will receive training throughout the year on the use of language to promote equalities.</p>

Foster good relations between people who share a protected characteristic and those who do not

### **Leadership**

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.

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 acknowledged in celebration assemblies and reward trips. These events enable the whole 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)**

SMSC is incorporated into the curriculum in all areas to promote to students Spiritual, Moral, Social and Cultural Education.

As part of the self-review process, curriculum 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.

There are various Student Voice opportunities to select charities to benefit from any fundraising and raised awareness of students. For example, Keech trail initiative 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 KS3 & KS4.

	<p><b><u>Religious Education Curriculum</u></b> Explicit RE lessons which we have titled as Ethics &amp; Philosophy, are embedded into the KS3 curriculum and offered as a specific GCSE at KS4. Related themes at KS4 are addressed across curriculum areas, including PSHCE and tutor time.</p> <p><b><u>Curriculum</u></b> 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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