



## Equality Objectives

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Learning | Effort | Aspiration | Respect | Nurture | Wellbeing

# Equality Objectives 2020 – 2023

## The overarching objectives for the next three years are:

1. (Linked to Principle 1) We will eliminate discrimination in student outcomes. We will continue our focus on promoting positive outcomes for our priority learners who are vulnerable to underachievement, in particular those who have lower prior attainment or who are in receipt of PPG support, so they fulfil their potential.
2. (Linked to Principle 3) We will foster positive attitudes and relationships in school and with the community by actively promoting anti-discrimination policies and practices. We will empower all members of our community with the confidence and tools to challenge all types of discrimination when they see it.
3. (Linked to Principle 2) We will promote an understanding of the experiences of all members of our school community through education, discussion and community engagement. We will develop an understanding of the lived experiences of others across the whole school community so everyone can understand the impact of discrimination on individuals and what the individual's role is in creating a fully inclusive school community.

## One-Year Actions and Outcomes 2021-22

Objective	Intended action and outcome	Lead
1	<p>Year 2 will focus on <b>implementing suitable tracking throughout the year and trialling appropriate mentoring interventions</b>, with focus on the following areas:</p> <ul style="list-style-type: none"> <li>• The intended destinations for Year 11 and 13 students focusing on all protected characteristics</li> <li>• The curriculum pathway choices for year 9 and 11, specifically whether students have access to their preferred pathway, analysing these by all protected characteristics</li> <li>• Attitude to learning, Year Award and Wood Green Baccalaureate data focusing on all protected characteristics</li> </ul> <p>In all these areas, the aim is to have a better understanding of the perceptions of students on their career options at each vital stage in their education.</p>	Neil Middleton
2	<p>Year 2 will focus on continuing to <b>identify and deliver quality training tailored to specific roles on the basis of need highlighted in staff surveys</b>. The training will be successful if:</p> <ul style="list-style-type: none"> <li>• <b>All Support Staff</b> understand their legal duty, feel confident recording and reporting incidents, holding DEI restorative conversations and can role model appropriate anti-racist practices (calling out offences)</li> <li>• <b>LT</b> – Drive and promote the Equality Policy and all policies and practices relating to DEI.</li> <li>• <b>All middle leaders</b> – feel confident with school policies, role modelling appropriate anti-racist practices, make sure they are aware of DEI incidents and restorative conversations within their year groups and act as key members of staff in managing escalated offences.</li> </ul>	Ian Goddard

	<ul style="list-style-type: none"> <li>• <b>Governors</b> – feel confident in their legal duty, and have an awareness of how our anti-discrimination policies link to our school values, role modelling anti-discrimination practices.</li> <li>• <b>Parents</b> – Understand our school Prejudice-related Incidents section of the Behaviour policy, our DEI objectives and how they link to our school values.</li> </ul> <p>All the above will be judged through our annual surveys.</p>	
3	<p>Year 2 will focus on <b>developing our school culture where students understand the impact of discrimination and feel empowered to support a culture where it is not accepted.</b> We will establish this by:</p> <ul style="list-style-type: none"> <li>• <b>Pupils</b> – Measuring student attitudes on anti-discrimination practices and beliefs through the use of surveys, support groups and teaching them about the impact of discrimination and how to stand up against it.</li> <li>• <b>Staff</b> – Measuring staff attitudes on anti-discrimination practices and beliefs through the use of surveys and support groups.</li> <li>• <b>Parents</b> - Measuring parental attitudes on anti-discrimination practices and beliefs through the use of surveys.</li> <li>• We will also look to set up more support groups for students with protected characteristics in order to meet the needs of different groups of students.</li> </ul> <p>All the above will be judged through our annual surveys.</p>	Ian Goddard