



Equalities Objectives

Policy Review

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

Chief Executive Officer:	Teresa Tunnadine
MLT Policy Lead:	Zoe Merritt
TCS Policy Lead:	Zoe Merritt
Southgate Policy Lead:	Jane Theobald
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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 disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

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.

This will be achieved by:

- Rigorous assessment identification of students who may have fallen behind or have been negatively impacted by the closure/Covid, e.g. disadvantaged, BAME, boys;
- Rigorous assessment to identify content gaps in learning, (knowledge and skills), as students are likely to have missed substantial parts of their education at all levels. Individual departments will need to review and audit their curriculum and produce new plans to address gaps;
- Timely interventions to close the progress and attainment gaps between groups- the Education Endowment Foundation rapid evidence suggests that school closures are likely to have increased the gap between disadvantage and non-disadvantage. 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 achievement data on seating plans;
- Targeted study support programme;
- Saturday and Holiday revision sessions;
- Ensure that strategies are in place to support the reduction of within-school and across schools' variation – continue to improve the quality of remote learning ensuring that remote learning includes clear explanations, scaffolding and feedback.

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 and PHSE activities which celebrate our diversity and tackle racism/discrimination;
- 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;
- Running Trust staff training on Unconscious Bias;
- Reviewing recruitment practices across the trust to reduce bias and promote diversity.

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 <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>Zoe Merritt, 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 Equal Opportunity behaviour monitoring logs by the Support and Intervention (S&I) Team ensures that all concerns are acted upon by the S&I team 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></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><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 pastoral curriculum promotes understanding and respect of different groups within the school and wider community. For example, Year 7 & 8 students complete a weekly tutor led session entitled, 'Respect Self Respecting Others'.</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 Special Needs 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>Through the pastoral curriculum a weekly respect focus is in place to promote tolerance of others and a positive school environment.</p> <p><u>Training</u></p> <p>All staff will receive Unconscious Bias Training during in November 2020.</p>

	Teaching staff will receive training on 'Decolonising the Curriculum' in November 2020.
Foster good relations between people who share a protected characteristic and those who do not	<p><u>Leadership</u></p> <p>A pastoral system is in place with a team of non-teaching Year Managers to offer support and guidance to individual students and their families throughout the school day.</p> <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 <u>all</u> our students.</p> <p><u>Leadership of SMSC (Spiritual, Moral, Social and Cultural Education)</u></p> <p>SMSC co-ordinator & policy are in place to oversee the aspects of the curriculum that promote the students Spiritual, Moral, Social and Cultural Education.</p> <p>Charity Leaders are in place to enable the student community to have a voice in selecting, fundraising for and raising awareness of charitable organisations.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p><u>Curriculum Monitoring</u></p> <p>A curriculum review is underway to ensure that it reflects the diversity of our school community.</p> <p><u>Religious Education Leadership</u></p> <p>RE co-ordinator in place to ensure that the SACRE syllabus is covered across KS 3 & 4.</p> <p><u>Religious Education Curriculum</u></p> <p>Explicit RE lessons across KS3 and offered as a specific GCSE at KS4. It's also taught across KS4 across subject and pastoral curriculum.</p> <p><u>Curriculum</u></p> <p>Enrichment days scheduled for KS3 to enable students to develop social and moral skills.</p>

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 <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>Esen Hussein, Deputy 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 a Department 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 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 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.</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 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 performance events) to enable the school community to come</p>

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 is being planned 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

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><u>Curriculum</u></p> <p>Enrichment days scheduled for KS3 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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