Equalities Objectives: 2025–2026

Each year, the school selects 3–4 Equality Objectives based on analysis of whole-school data, including student and staff surveys, behaviour and safeguarding records, attainment and progress data, parental feedback, external reviews and, this year, findings from our Equalities Audit as part of working towards the Silver Equaliteach Schools Equalities Award.

These objectives reflect our commitment to meeting our duties under the Equality Act 2010 and ensuring that all members of our school community feel safe, valued and able to thrive.

Objective 1

To strengthen and standardise the follow-up process after a prejudicial incident, ensuring that every student who perpetrates a prejudicial incident receives a restorative and educational follow-up conversation.

Why we have chosen this objective

Analysis of behaviour logs, safeguarding records and student voice indicates that while prejudicial incidents are recorded and sanctioned appropriately, the educational follow-up is not yet consistently embedded. As a secondary school, we recognise that addressing prejudicial behaviour must go beyond sanctions. Students must be supported to understand the impact of their actions, reflect on protected characteristics (as defined in the Equality Act 2010), and develop empathy and respect for others. A consistent educational response will:

- Reduce repeat incidents
- Improve student understanding of diversity and protected characteristics
- Promote a culture of respect and inclusion
- Ensure fairness and consistency across year groups

To achieve this objective, we plan to:

Spring 2	**Summer term**	**Autumn term**
• Review current systems for recording and responding to prejudicial incidents. • Develop a clear follow-up protocol, including a standardised restorative conversation framework. • Create guidance materials for staff, including example scripts and key educational themes.	• Deliver staff training on identifying, recording and responding to prejudicial incidents appropriately. • Monitor implementation through half-termly reviews of incident logs. • Introduce a tracking system to ensure 100% of incidents include a recorded educational follow-up. • Conduct student voice activities with students involved in the process to evaluate impact.	• Review repeat incident data to measure change. • Refine systems based on evaluation. • Share outcomes with governors.

How will we know we have achieved this objective?

- 100% of recorded prejudicial incidents include a documented educational follow-up.
- A reduction in repeat prejudicial incidents compared to 2024–25 data.
- Staff report increased confidence in addressing prejudicial incidents.

Objective 2

To monitor and analyse subject choice data at key transition points to ensure students are empowered to make informed, aspirational and balanced choices, free from gender stereotyping or limitation.

Why we have chosen this objective

Initial analysis of Year 9 and Year 12 pathways data indicates gender imbalances in certain subject areas. As a secondary school, we recognise our responsibility to challenge stereotypes and ensure that all students have equitable access to curriculum opportunities.

By analysing trends and implementing targeted interventions, we aim to remove barriers and ensure that subject uptake reflects student interests and strengths rather than societal expectations.

Spring Term	Summer Term/ Autumn term	Following next options cycle
• Review Year 9 Options and Year 12 subject choice data from the past three years. • Analyse trends by gender (and other relevant characteristics where appropriate). • Identify focus subjects where disparities are most significant. • Meet with Heads of Department and senior leaders to explore possible causes.	• Develop and implement targeted actions in focus subjects, which may include: • Curriculum representation audits • Careers input and role model assemblies • Parental engagement communication • Taster sessions or subject workshops • Student ambassador programmes	• Review new options data to measure impact. • Evaluate student voice regarding the options process and perceived barriers. • Adjust action plans accordingly.

How will we know we have achieved this objective?

- A measurable reduction in gender disparities in identified focus subjects.
- Department action plans reflect sustained commitment to improving balance.

Why we have chosen this objective

Student voice, national context and our Equalities Audit highlight the importance of ensuring that LGBTQ+ students and families feel represented, safe and valued. As a second **Objective 3**

To develop and embed high-quality PSHE resources and assemblies that promote understanding, inclusion and allyship in relation to LGBTQ+ identities.

At school, we have a duty to provide age-appropriate education that promotes respect, challenges discrimination and supports all students to thrive.

Strengthening PSHE provision in this area will:

- Promote understanding of different identities and families
- Reduce discriminatory language and behaviour
- Support LGBTQ+ students' wellbeing
- Foster allyship across the student body

To achieve this objective, we will:

Spring Term	Summer Term	Summer Term
• Establish a cross-school working party. • Audit current PSHE curriculum and assemblies through an LGBTQ+ inclusion lens. • Identify gaps, strengths and areas for development.	• Develop updated PSHE lessons and assembly materials aligned with statutory guidance and best practice. • Pilot selected resources with targeted year groups. • Gather feedback from students and staff.	• Refine materials based on feedback. • Finalise resources for full implementation in 2026–27. • Provide staff CPD to ensure confident and consistent delivery.

How will we know we have achieved this objective?

- Positive student voice data regarding inclusion and belonging.
- A reduction in recorded incidents of homophobic, biphobic or transphobic language.
- Curriculum documentation reflects embedded and sustained inclusion.