

Equalities Objectives

Objective 1: Pioneer subjects will participate in external training and guidance on widening and diversifying the curriculum, and will incorporate key actions into the school development plan and faculty development plan with clear milestones set and achieved. This will build towards official accreditation of an inclusive curriculum.

Why we have chosen this objective: To ensure that our school curriculum reflects our inclusive values, advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

To achieve this objective we plan to (include time frame with key milestones):

Action	Milestone 1	Milestone 2	Milestone 3
Train selected subjects in widening and diversifying the curriculum for their subject context with an external specialist	Training has taken place and planning incorporated into Faculty Development Plan (Sum 2, 2021)	Review of progress and update to governors/ Equalities Working Party: milestones as detailed in plans are reached (Spr 1, 2022)	Review of progress and update to governors/ Equalities Working Party/ external specialist evaluation: milestones as detailed in plans are reached (Sum 2, 2022)

How will we know we have achieved this objective?

- Objectives agreed by external specialist on decolonising the curriculum are met.
- Student feedback: students report via focus groups that they are represented in the curriculum.
- External accreditation: Anti-racist Award and Stonewall Champion Award (in conjunction with other objectives).

Objective 2: The enrichment programme will be designed to close the gaps and include pupil premium/ disadvantaged students. This will have a spoken language, reading and writing focus with the aim to mitigate the impact of Covid19 and to build towards excellent outcomes and destinations. (This will be introduced with Year 7, 8 and Year 12 as all other year groups have wider support and Covid catch up built in, for example, greater timetabling loading.)

Why we have chosen this objective: To ensure the enrichment provision reflects our vision to transform and prepare *all* students for life beyond St Paul's Way and ensure the school experience creates opportunities for all.

To achieve this objective we plan to (include time frame with key milestones):

Action	Milestone 1	Milestone 2	Milestone 3
Develop an enrichment programme that is accessible to and includes disadvantaged students, focusing on Year 7, 8 and Y12 to begin with.	Develop the initial phase of the enrichment programme to include a focus on literacy and support take up for Year 12 and Year 7 transition. Summer 2, 2021	To develop a tracking and recognition system to review and track participation of disadvantaged students including nurture groups and EHCP students are participating in at least 1 enrichment activity. Summer 2, 2021	Relaunch the enrichment programme with Year 8 to increase take up. Autumn 1, 2021

How will we know we have achieved this objective?

- enrichment programme with include activities in addition to Sports, Arts and Performing Arts
- Enrichment data will show disadvantaged students are consistently participating in enrichment.
- Student voice: used to review and check inclusivity
- Disadvantaged students participate in internal and external competitions and events

Objective 3: Key Stage 4 progress data tracking trends relating to gender attainment and progress to be produced and regularly shared with key colleagues and available for wider staff on request. To actively consider strategies for impact where patterns show a gender gap between boys and girls.

Why we have chosen this objective: To ensure that our Key Stage 4 curriculum, teaching and intervention strategies reflect our inclusive values, and are equally accessible for all student groups.

To achieve this objective we plan to (include time frame with key milestones):

Action	Milestone 1	Milestone 2	Milestone 3

Produce bi-annual summative assessment reports (Student Progress Reviews) for Key Stage 4 cohorts, which track student attainment and progress across genders; build strategic response and review of this data into the work of Year Teams and faculties.	Design standardised Student Progress Review reports with gender breakdown. Developing strategic response by YTLs and HOFs (Sum 2)	Investigate gender gap trends across whole school and across subjects. Agree wider strategy to support closing the gender gap (Sum 2) agree wider support strategy to close the gender gaps (Sum 2/Aut 1)	Data shows gender gap is closing with attainment and progress, and this is supported by student, parent, staff feedback (2021-22 academic year)
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How will we know we have achieved this objective?

- Establish extent of gender gap in Key Stage 4 attainment and progress data
- Key Stage 4 attainment and progress data in both summative assessment and actual GCSE results indicates gender gap closing both across the school and within subjects

Objective 4: Behaviour data tracking demographic trends and patterns to be produced and regularly shared with key colleagues and available for wider staff on request. To actively consider strategies for impact where patterns show over-representation of black students.

Why we have chosen this objective: To ensure that our school behaviour policy and framework reflects our inclusive values, and is equally accessible for all student groups.

To achieve this objective we plan to (include time frame with key milestones):

Action	Milestone 1	Milestone 2	Milestone 3
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Produce half termly reports on behaviour data, tracking student demographic trends; build strategic response and review of this data into the work of Year Teams.	New report format that shows reliable demographic breakdown, developing strategic response model by YTLs (Sum1, 2021)	Investigate if consistent trend of over representation, and agree wider support strategy to enable black students to succeed within the behaviour framework (Sum 2, 2021)	Data shows all student groups are proportionally represented in behaviour and rewards data, and this is supported by student, parent, staff feedback
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How will we know we have achieved this objective?

- Establish extent of, and lower numbers of, over-representation of black students in behaviour data
- Black students and carers report appropriate support is in place to meet expectations of behaviour framework
- Rewards data analysis shows proportional representation of black students

Objective 5: Set up processes and systems of tailored professional development that support staff to proactively develop and prepare for next steps in their career, in order to ensure equality of opportunity for all staff in applying for and achieving promotions both internally and externally.

Why we have chosen this objective: To advance equality of opportunity between people who share a protected characteristic and people who do not share it, most especially BAME, which as a group is under-represented nationally in school leadership.

To achieve this objective we plan to (include time frame with key milestones):

Action	Milestone 1	Milestone 2	Milestone 3
Commitment to reporting to governors and sharing with staff data on BAME representation in leadership.	Data is published (Sum 2, 2021)	Data is published (Sum 2, 2022)	

Process for tailored professional development is shared with staff with a commitment of minimum of 60% of BAME participants across the course off a year.	Pilot is run: feedback from colleagues, refine, evaluate and share with staff (Sum 2, 2021)	Evaluation and data for first cycle is shared with staff (Spr 1, 2022)	Data published on next steps of colleagues involved in tailored professional development, in comparison with wider staff, to judge initial impact (Sum 2, 2022)
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How will we know we have achieved this objective?

- BAME representation in leadership positions will improve over a three year period.
- Staff will report improved satisfaction with tailored professional development (compared with Staff Survey Spring 2021)

Objective 6: Train all staff on how to recognise bias and prejudice in key areas, and set up systems that allow the school to monitor this and take appropriate action.

Why we have chosen this objective: To raise awareness for all staff on different types of prejudice, how to talk to students about them, and how to deal with them, improving monitoring systems so that targeted action can be taken where appropriate.

To achieve this objective we plan to (include time frame with key milestones):

Action	Milestone 1	Milestone 2	Milestone 3
Plan professional development for across the year for all staff with external expert on raising awareness of and how to deal with prejudicial incidents, and discussion of this with students	Baseline data from Summer staff survey on staff confidence with deadline with and discussing prejudicial issues	Training takes place, bespoke to needs of school	All staff report improved confidence in dealing with and discussing prejudicial incidents

Set up systems on SIMS to track types of prejudicial incidents	Systems are set up and introduced to staff; tracked via behaviour report. All staff are confident in using.	Following review of data in first term, clear interventions in place and systems for dealing with prejudicial incidents: add to this plan.	
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How will we know we have achieved this objective?

- Establish extent of, and lower numbers of, prejudicial incidents
- Staff report greater confidence in dealing with prejudicial incidents
- Students report greater understanding of how to deal with prejudicial incidents