



## Public Sector Equality Duty

### Equality Objectives 2025-2029

Objective	Actions	Success criteria	Review timescale	Monitoring
Promotion of cultural development and understanding (including of the protected characteristics) through a rich range of assemblies, educational visits and experiences.	<p>Promote and further develop culturally based assemblies to help students and staff better understand of the implications of the Equalities Act while challenging prejudice, exploring stereotypes and broadening perspectives.</p> <p>Review and refine the programme of educational visits and events to ensure that students have an appropriate range of opportunities to experience different cultures and perspectives to broaden their thinking and develop empathy and understanding for others.</p>	<p>Appropriately planned assembly programme in place</p> <p>Ongoing review of the programme for educational visits and other events and activities, through an 'equalities lense' making adjustments where necessary.</p>	Ongoing	<p>Student feedback through surveys etc.</p> <p>Behaviour data</p> <p>The Listening Project</p>
Continue to monitor and where needed narrow any progress and attainment gaps between different student groups in academic outcomes.	<p>Detailed examination of attainment data broken down by groups, to identify issues.</p> <p>Subject improvement plans SDP objectives to detail action planned to address any significant issues as appropriate.</p>	GCSE and A Level outcomes data shows reducing variation between different student groups where significant differences in outcomes have been identified.	Annually	Published attainment and progress data and other statistical information.
Encourage and develop positive relations further between different student communities within the school and raise awareness of issues of equality and discrimination	<p>Identify areas where equality and diversity issues are currently addressed in the taught curriculum, and the extent to which the curriculum represents diversity.</p> <p>Refine the curriculum as appropriate.</p>	<p>Mapping of provision across the taught curriculum in identified subject areas.</p> <p>Curriculum resources and schemes of work reviewed and refined as appropriate.</p>	Ongoing	<p>Internal quality assurance of departments.</p> <p>Student feedback through surveys etc.</p>

through a diverse and inclusive curriculum				
Reduction of prejudice and increased understanding of equality and diversity.	<p>Continue to develop the programme for students' personal development to support students to become increasingly responsible and caring, consistent with the school's ethos</p> <p>Monitoring behaviour data through the use of ClassCharts and identify trends in particular behaviours, for example, homophobic, sexist and racist incidents and respond appropriately.</p> <p>Implement specific initiatives, for example, 'The Listening Project' and the 'Staff racism panel'</p>	<p>Reduced or consistently low incidence of reported prejudice-related bullying.</p> <p>Increased or consistently high student awareness of equality issues.</p> <p>Increased engagement by students in opportunities to support others.</p> <p>Increased student confidence in discussing sensitive issues, expressing their own views and ideas while respecting the views of others whom they may disagree with.</p>	Annually	<p>Behaviour records and data analysis.</p> <p>Student attitudinal surveys.</p> <p>Evaluation of the school's personal development programme.</p>