

Equality Objectives 2025-2027

1. To reduce the use of homophobic, sexist, and other discriminatory language in our community. This is to be demonstrated by an improved response to student and staff surveys with the aim of reducing the proportion of respondents who claim such comments are common by 20%.
2. To continue to raise the achievement and engagement of disadvantaged groups through the development of inclusive teaching practice and routines so that it becomes a consistent feature of all lessons. This is to be demonstrated through the achievement of all students and in particular our disadvantaged groups
3. To improve the attendance of our disadvantaged groups. This is to be demonstrated through the improving attendance of disadvantaged students to be sig+ above the national average according to ISDR.

Action Plan:

Equality Objective 1: To reduce the use of homophobic, sexist, and other discriminatory language in our community. This is to be demonstrated by an improved response to student and staff surveys with the aim of reducing the proportion of respondents who claim such comments are common by 20%.			
Tasks	Staff Responsible	Timescale	Intended Outcome
To design a student led response based around the 'Progressive Masculinity' model	SA & Staff Diversity Team	Summer 2025	To co-construct the ROCKS ambassadors programme
Collaborate with Year 8 pastoral team to establish student groups	SA & Staff Diversity Team	Autumn 2025	To establish a ROCKS Ambassadors cohort
Plan and lead sessions which explore attitudes towards intolerance in our community and the role that gender stereotypes play in creating unhelpful attitudes around sexism and homophobia in our community and nationally	SA & Diversity Team	Autumn – Spring 2026	- To hear students voice around issues of intolerance - For students to have an understanding of how gender stereotypes are problematic - For students to understand the role that social media and online influencers play in creating ideas and attitudes
Plan with ROCKS ambassadors a programme of student led work on challenging ideas	SA & Staff Diversity Team	Summer 2026	Student led programme to challenge attitudes of intolerance in our community

around sexism and homophobia			
ROCKS Ambassadors to deliver their programme to agreed year group	SA & Staff Team	Autumn 2026	• Student led programme to challenge attitudes of intolerance in our community
Plan a programme of intervention with Year 10 based on our best practice	SA & Staff Team	Autumn 2026	• To co construct a plan to challenge intolerance
To review and audit the CDC curriculum	SA & CTJ	Autumn-Spring 2025-2026	• Areas for development identified
To redesign CDC curriculum so that it introduces a revisit core themes around gender, sexism, misogyny and consent	SA & CTJ	Summer 2026	• A redesigned CDC curriculum based around best practice guidance • A redesigned CDC curriculum which is aligned with DFE guidance

Equality Objective 2: To continue to raise the achievement and engagement of disadvantaged groups through the development of inclusive teaching practice and routines so that it becomes a consistent feature of all lessons. This is be demonstrated through the achievement of all students and in particular our disadvantaged groups

Tasks	Staff Responsible	Timescale	Intended Outcome
Investigate best practice research on inclusive teaching	ED/SA	Summer 2025	• Develop effective researched based pedagogy
Provide CPD on the key principles of accessible lesson resource design	ED/SA	Summer 2025	• Develop effective researched based pedagogy • Embed inclusive practice into lessons
Develop CPD resources to model the core components of inclusive practice	ED/SA	Summer 2025	• Develop effective researched based pedagogy • Embed inclusive practice into lessons
Unite HOTLs through leadership days around the importance of	SA	Autumn 2025	• HOTLs engaged in developing inclusive practice

developing lessons and curricula which are inclusive by design			• Embed inclusive practice into lessons
Co construct curriculum implementation plans with HOTLs – with a focus on inclusive practice	SA	Autumn 2025	• Inclusive Curriculum implementation plans • Embed inclusive practice into lessons
Develop inclusive classroom class room routines based around 100% participation	ED	Spring/Summer 2026	• Adoption of inclusive routines by staff team • Embed inclusive practice into lessons
Review KS3 assessment through the lens of inclusion	SA/ED	Summer 2026	• Areas for development identified against best practice
Co construct implementation plans based around KS3 assessment	SA/ED	Summer 2026	• KS3 implementation plans for each department co constructed
Investigate best practice in paired talk routines	ED	Spring 2027	• Best practice model established
Deliver CPD on best practice paired talk routines	ED	Summer 2027	• Embed inclusive practice into lessons

Equality Objective 3: To improve the attendance of our disadvantaged groups. This is to be demonstrated through the improving attendance of disadvantaged students to be sig+ above the national average according to ISDR.

Task	Staff Responsible	Timescale	Intended outcome
Review the format of attendance plans	JC & Pastoral Team	Autumn 2026	• Developed a graduated approach to attendance
Appoint an attendance officer to work with families and the community	JC & MA	Autumn 2026	• Build connection with families to support them in with school attendance • Improve the PA of disadvantaged students

Review the current attendance tracking systems	JC & Pastoral Team	Autumn 2026	• Develop a graduated approach to attendance system
Unite all colleagues behind attendance and provide clarity on everyone's role in improving attendance	JC & Pastoral Team	Spring 2027	• Improve the attendance of disadvantaged students
Early identification of attendance problems through transition process	JC and Transition Team	Summer 2027	• Early intervention for students and families with attendance concerns
Revisit the role of the form tutor in supporting attendance	JC & Pastoral Teams	Autumn-Summer 2027	• Tutor role in attendance clearly defined • Improved attendance of disadvantaged students
Develop process for the re-integration of EBSA students back into school	JC	Autumn-Summer 2007	• Re-integration of EBSA students to school
Revisit the role of the teacher and how they can support attendance	JC	Autumn – Summer 2027	• Teacher role in attendance clearly defined • Improved attendance of disadvantaged students

