Equalities Objectives 2020-2024				
Objective (Link to Federation Objectives)	Planned Outcome	Activities	Lead	Evidence of Achieved Outcome
Decolonise the curriculum and use the curriculum to embrace equalities, including through explicitly anti-racist and anti-sexist teaching opportunities (A)	- Embed practices that regularly evaluate and improve the curriculum in all subjects across Key Stages 3-5 - Develop a curriculum which is inclusive, decolonised and delivered in ways that lead to increased student and staff engagement	- Subject leads and leadership review the curriculum in order to decolonise the curriculum, and to identify opportunities for explicitly anti-racist, anti-sexist opportunities. - Changes are made to the curriculum in response to reviews. - Teachers work with students and other stakeholders to make explicit the work done towards this equality objective, and engage with student voice to gauge students' impressions of the curriculum and how far it promotes equalities and challenges racism and sexism. - Work with other agencies e.g. Greenwich Learning Hub and the Black Curriculum to carry out CPD, external reviews and networking opportunities. - As part of the regular cycle, review teaching and learning	**Vice Principal: Outcomes** **Assistant Principals: Curriculum and Teaching and Learning** **Subject Leads**	-

		within lessons to support approaches to learning that embrace equalities and are non-Eurocentric. - Using CPD, train and raise awareness in staff of how to develop equalities and decolonisation in their own practice, creating a culture where all teachers take responsibility for developing their own knowledge and skills. - Make the most of cultural curriculum days, workshops and drop-down sessions to support the promotion of an inclusive and actively anti-racist, anti-sexist curriculum.		
Develop staff understanding of unconscious bias and embed steps to address it (A, D)	- Train and raise awareness in staff of unconscious bias, and steps that all can take to reduce it. - Embed practices which reduce the impact of unconscious bias in marking, and in other aspects of school life. - Regularly measure the outcomes for students by protected characteristics to judge the impact of the steps taken.	- Use training opportunities to raise awareness of unconscious bias in education, and specifically in terms of marking and assessment. Carry out training to ensure staff take steps to mitigate unconscious bias. - Subject leads and leadership regularly analyse relevant data trends (e.g. outcomes compared to predictions; progress by protected	**Vice Principal: Outcomes** **Subject leads**	-

		characteristic; differences between expected progress by FFT and teacher prediction; and setting of students) to identify potential areas of bias. - Embed blind marking for all formal assessments and, in practical subjects, other mitigating measures. - Use standardisation, moderation and sampling at all assessment points to further address unconscious bias. - Carry out work with external agencies and other schools to share good practice and develop approaches. - Discuss unconscious bias with students so all members of the school community understand it and seek to avoid it.		
Develop staff and student understanding of sexism, sexual harassment and peer-on-peer abuse and embed steps to address these (A)	- Train and raise awareness in staff of sexism, sexual harassment, and peer-on-peer abuse. - Embed practices which prevent and deal effectively with these problems.	- Use training opportunities to raise awareness of - and develop skills in addressing - sexism, sexual harassment and peer-on-peer abuse in school. - Carry out work with external agencies and other schools	**Vice Principal: Inclusion** **Assistant Principal: Behaviour** **Assistant Principal: Curriculum**	-

		to share good practice and develop approaches. - Provide education for students, including through PSHE, to counter sexism and harassment, and empower students to challenge sexism. - Maintain records of alleged peer-on-peer abuse and harassment.	**Heads of Year**	
Language used by staff and students reflects our school's Christian ethos and a belief in the equality of all people **(A)**	- Eradicate the use of homophobic, sexist, racist and other discriminatory language by students in the school. - Provide training for teachers on how to tackle sexism, racism, homophobia etc.	- Provide regular training for staff on a range of types of discrimination, the use of language by staff and students, micro-aggressions, and the relationship to our school's Christian ethos. - Provide opportunities for educating students about the use of positive language and how to challenge discriminatory language, including in collective worship and PSHE. - Maintain records of all discriminatory language and discriminatory actions by students. - Ensure that all staff are aware of their duties under Prevent.	**Vice Principal: Outcomes** **Vice Principal: Inclusion** **Assistant Principal: Teaching and Learning**	-

		- Lesson observations include a focus on the language used.		
The safeguarding and behaviour policy and practices around behaviour management and restorative justice promote equality (A)	- The behaviour policy and its implementation throughout the school promote the school's equalities objectives by ensuring all are treated fairly and equally	- Regular training for staff about effective safeguarding and behaviour management, restorative justice and unconscious bias. - Ensure that all stakeholders understand that any form of discrimination is a clear breach of the behaviour policy, will not be tolerated and must always be publicly challenged. - Regular reviews and reporting on behaviour incidents, including identifying links between protected characteristics such as ethnicity and the number of behaviour incidents, and the nature of teacher comments about behaviour incidents. - Monitor exclusions by protected characteristic and analyse the trends so as to attempt to minimise differences by protected characteristic. - Provide regular training to staff, and education for	**Vice Principal: Inclusion** **Assistant Principal: Behaviour** **Heads of Year**	-

		students, on the themes of sexual assault and peer-on-peer abuse.		
Good representation of staff and students of different protected characteristics in positions of responsibility **(B)**	- The representation of all protected characteristics across leadership and management, staffing and student representation better reflects the school and local community.	- Assess the local demographic and school demographic against current representation within leadership, management and the staff body; and within student representative groups. - Examine staff turnover and changes in the staff body by protected characteristics, for instance using exit interviews. - Highlight areas of concern and plan for positive change. Alongside the Federation plan, ensure that recruitment supports effective representation. - Staff leaders review, report on and take steps to improve the diversity/representation of membership of student voice and sports clubs.	**Governors** **SLT** **HR** **Student voice leads** **Enrichment lead** **PE lead**	-
Equality is understood as central to the school's Christian ethos and embedded in the daily life of the school **(C)**	- Ensure that all stakeholders understand the link between the school's Christian ethos and equality.	- Ensure training takes place for all staff on the delivery of collective worship. - Use worship, including the resources used, to promote positive messages about	**Vice Principal: Outcomes** **Chaplain**	-

	- Embed the striving for equality in daily acts of worship	equality and to challenge discrimination. - Use SRE and PSHE to promote equality and challenge discrimination, and link this to the school's Christian ethos. - Review the role played by worship and PSHE, including the extent to which equality and the school's Christian ethos is promoted in daily acts of worship.	**Assistant Principal: Curriculum**	
All members of the school community feel their culture is respected and they are treated as being of equal value (C)	- Use worship, PSHE and the curriculum to promote cultural understanding and awareness. - All students and staff feel included, welcomed and equal.	- Review worship, the curriculum for the promotion of cultural understanding and for its impact in terms of raising awareness of different religious beliefs, cultures, and SEND; especially those within our school community. - Provide opportunities for student voice and surveys to review what is being done to ensure pupils feel safe to express their ethnic, cultural, gender and sexual identities, and treated equally within the school community. - Publicly recognise and celebrate the holy days and	**Vice Principal: Outcomes** **SENCO** **Assistant Principal: Curriculum** **Assistant Principal: Behaviour** **Subject leads** **Student voice leads**	-

		festivals of other faiths and cultures represented in the school community, as well as awareness weeks for groups. - Identify opportunities for a prayer space for Muslim students and staff.		
The resources held in the library reflect the student body and promote equality (C)	- Books and other resources in the library, and the e-library, as well as subject reading lists reflect the diverse school community and promote these equalities objectives	- Review the resources and make additional purchases where required. - Obtain student voice about their representation in the resources currently held.	**Librarian** **Assistant SENCO** **Student voice leads**	-
All groups of students will make very good levels of progress and achieve high levels of attainment (D)	- Rates of progress and levels of attainment will be regularly reviewed including by different protected characteristics - We will continue to close the gaps in progress and attainment between students of different groups	- Use underachievement trackers as a regular tool for teachers and subject leads to review attainment and underachievement by protected characteristic. - After termly data entry, review levels of attainment and progress for different groups in the school, and share this with appropriate stakeholders. - Regularly review attendance for different groups in the school. - Ensure individual teachers understand and analyse their own data on attainment and	**Vice Principal: Outcomes** **Subject leads** **Assistant Principal: Teaching and Learning**	-

		progress through the lens of equalities, and consider the impact of other factors such as behaviour and unconscious bias. - Use training to share teaching and learning methods which have been effective at closing the gaps in progress and attainment.		