



The latest objectives will focus on the following areas:

Objective 1

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

To achieve this, we plan to:

Identify and engage a qualified trainer or training provider with expertise in equal opportunities and non-discrimination.

Schedule a training session or series of sessions for all members of staff and governors involved in recruitment and selection.

Develop a comprehensive training curriculum that covers legal requirements, best practices, and practical examples related to equal opportunities and non-discrimination in recruitment and selection processes.

Ensure that the training content is accessible, inclusive, and tailored to the specific needs of the school's staff and governors.

Communicate the importance and benefits of the training to all participants, emphasizing the school's commitment to promoting equality, diversity, and non-discrimination.

Provide pre-training materials or resources to participants, if necessary, to familiarize them with the basic concepts and legal frameworks.

Conduct the training sessions, either in-person or through virtual platforms, ensuring active engagement and participation from all attendees.

Incorporate interactive elements such as case studies, discussions, and role-plays to enhance learning and application of knowledge.

Collect feedback from participants during and after the training sessions to gauge their understanding of the legal requirements and their overall satisfaction with the training program.

Evaluate the training effectiveness based on the feedback received, making necessary adjustments or improvements for future sessions.

Timeframe:

The training sessions will be completed by the beginning of the next academic year. Specific dates and timelines will be determined based on the availability of participants and the chosen training provider.

Success Indicators:

100% attendance of all members of staff and governors involved in recruitment and selection at the training sessions.

Training evaluation data indicating that 100% of the attendees have a good understanding of the legal requirements related to equal opportunities and non-discrimination.

Positive feedback from participants regarding the relevance, clarity, and usefulness of the training content.



Increased awareness and application of equal opportunities and non-discrimination principles in the recruitment and selection processes, as observed through improved practices and outcomes.

Compliance with legal requirements and guidelines related to equal opportunities and non-discrimination in recruitment and selection, as evidenced by documented processes and records.

Objective 2

Recruit members of the Governing body who are more reflective of the school population. We want to ensure that our Governing body reflects the rich diversity of the cultures we have in our school community

To achieve this objective, we plan to:

Conduct a comprehensive review of the current composition of the Governing body to identify any gaps or underrepresentation in terms of diversity and cultural backgrounds.

Engage with the school community, including parents, students, and staff, to raise awareness of the importance of diverse representation on the Governing body and encourage nominations or applications from individuals who reflect the rich diversity of the school population.

Develop and implement a targeted recruitment strategy to actively seek out candidates from diverse cultural backgrounds, including outreach efforts to community organizations, cultural associations, and local networks.

Ensure that the recruitment process is fair, transparent, and inclusive, providing equal opportunities for all interested individuals to apply and be considered for Governing body positions.

Review and update the Governing body's recruitment policies and procedures to incorporate principles of diversity, inclusion, and representation, ensuring that they align with legal requirements and best practices.

Provide appropriate support and training to new and existing Governing body members to promote understanding, appreciation, and effective engagement with diverse cultures and perspectives.

Monitor and evaluate the progress of the recruitment efforts, regularly reviewing the composition of the Governing body to assess whether it reflects the rich diversity of the school population.

Regularly communicate the progress made in diversifying the Governing body to the school community, highlighting the value and benefits of having a representative and inclusive governance structure.

Timeframe:

The timeframe for achieving this objective will depend on various factors, including the current composition of the Governing body and the availability of potential candidates. A realistic timeframe could be set for a period of 6 to 12 months to allow for thorough recruitment efforts and the necessary adjustments to the Governing body's composition.

Success Indicators:

Increased representation of individuals from diverse cultural backgrounds on the Governing body, reflecting the rich diversity of the school population.

Positive feedback from the school community, including students, parents, and staff, regarding the perceived inclusiveness and cultural sensitivity of the Governing body.

Documentation of the recruitment process, including evidence of outreach efforts, diversity-focused advertisements, and diverse candidate pools.

Evaluation of the recruitment process indicating fair and unbiased selection of Governing body members, based on merit and the desired diversity criteria.



Enhanced cultural awareness and understanding among Governing body members, demonstrated through their active engagement and contributions to promoting an inclusive and culturally responsive educational environment.

Ongoing monitoring and assessment of the Governing body's composition, with regular reviews to ensure the sustained representation of diverse cultures and perspectives over time.

Objective 3

Previous objective that still needs to be fully achieved. Ensure that all curriculum areas promote a diverse range of role models and heroes that young people positively identify with. All subject schemes of work will be checked during our annual curriculum audit to ensure the achievements of all groups is celebrated.

To achieve this objective, we plan to:

Conduct a comprehensive review of the existing curriculum across all subject areas to assess the representation of diverse role models and heroes.

Identify areas where representation may be lacking or limited, and determine appropriate actions to address these gaps.

Collaborate with subject teachers and curriculum coordinators to develop guidelines and resources that promote the inclusion of diverse role models and heroes in the curriculum.

Incorporate the celebration of achievements of all groups into subject schemes of work, ensuring that diverse perspectives and contributions are acknowledged and highlighted.

Provide training and professional development opportunities for teachers to enhance their knowledge and understanding of diverse role models and heroes relevant to their subject areas.

Integrate relevant learning materials, such as books, articles, videos, and online resources, that feature diverse role models and heroes into the curriculum.

Regularly review and update the curriculum audit process to include a specific focus on the representation of diverse role models and heroes, ensuring that it becomes an integral part of the school's annual curriculum review.

Engage with students and gather feedback on their experiences and perceptions regarding the representation of diverse role models and heroes in the curriculum, using their insights to inform curriculum development and improvements.

Foster partnerships with local organisations, community leaders, and professionals from diverse backgrounds who can contribute to classroom discussions, share personal experiences, or serve as guest speakers, thereby providing real-life examples of diverse role models and heroes.

Monitor and evaluate the progress made in promoting diversity and celebrating the achievements of all groups in the curriculum, regularly assessing the impact and effectiveness of the implemented strategies.

Timeframe:

The timeframe for achieving this objective will depend on the size of the curriculum and the extent of revisions required. A realistic timeframe could be set for the annual curriculum audit, ensuring that all subject schemes of work are checked within that timeframe and any necessary adjustments are made accordingly.

Success Indicators:

Inclusion of diverse role models and heroes across all curriculum areas, reflecting the rich diversity of the student population and society.



Evidence of updated subject schemes of work that explicitly incorporate the celebration of achievements of all groups.

Positive feedback from students, indicating their identification with and positive response to the diverse role models and heroes represented in the curriculum.

Documentation of training and professional development activities provided to teachers to enhance their capacity to incorporate diverse role models and heroes into their teaching.

Increased availability and usage of learning materials that feature diverse role models and heroes, as observed through classroom observations and resource evaluations.

Integration of student feedback into curriculum revisions, demonstrating a responsive approach to student perspectives and needs.

Collaborative partnerships with external organizations and community members that contribute to the inclusion of diverse role models and heroes in the curriculum.

Ongoing monitoring and evaluation of the curriculum audit process, ensuring that the representation of diverse role models and heroes remains a focus of the school's annual curriculum review.

Progress so far:

- Substantial change in the ethnic makeup of the governing body compare to last year
- All staff have been provided with CPD covering Protected Characteristics
- Equalities Policy is provided to all staff in September
- ACAS recruitment guidance has been discussed and disseminated to all staff involved in recruitment

Our previous objectives focused on:

Reducing any disparity between the performance of different ethnic group at Key Stage 4. Careful monitoring and Our No Child Left Behind strategy along has effectively narrowed the difference between most group.

Ensuring the attendance rates of all ethnicities and genders show parity, and exceed national and local averages.

All objectives are overseen by Steve Bonnar - First Deputy Headteacher