

Equality Objectives Progress Report 2023 - 2024

The school's equality objectives are grouped in relation to the three main aims of the Public Sector Equality Duty:

- **Eliminate discrimination, harassment, victimisation** and other conduct that is prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** across all protected characteristics – between people who share a protected characteristic and people who do not share it.

The lead member of staff for all three aims is the Headteacher.

Aspect of the Equality Duty	Issues Identified	Objectives	Activities	Measuring Progress	Evidence of Progress
1. Eliminate discrimination, harassment, victimisation	<p>Reduce number of bullying incidents.</p> <p>Students understanding and identification of Harmful Sexual Behaviours (HSB) and the impact these have on relationships</p> <p>Ongoing need to train and support staff in understanding equality and implications for all on a daily basis.</p>	<p>Reduce prejudiced based incidents in school.</p> <p>Review Relationship, Health and Sex Education (RHSE) curriculum with a view to developing students' understanding of sexual harassment and inappropriate behaviour and promotes respectful relationships between all students.</p> <p>Increase staff opportunities for training to support Diversity and Inclusion.</p>	<p>Engage with external organisation to review and audit school systems, structures and procedures.</p> <p>Implementation of the Girls on Board Project at KS3</p> <p>Develop targeted student voice work to ensure ongoing access to student views</p> <p>Use Diversity and Inclusion student representatives to develop a programme of activities and events.</p> <p>Develop curriculum work in year groups and assemblies to develop positive attitudes and relationships.</p> <p>Develop opportunities to profile and celebrate</p>	<p>Revised procedures in place and evidence students are using them at an earlier stage.</p> <p>Number of incidents of prejudice and bullying reduces in school</p> <p>Increased number of opportunities for students to showcase cultures, traditions and difference.</p> <p>Revised RSHE Policy in place</p>	<p>The number of prejudiced based incidents 2023 – 2024 was 7.</p> <p>All bullying and racist incidents recorded on Safeguard.</p> <p>Review of behaviour, exclusions policy, September 2024</p> <p>Anti- bullying ambassadors – 2023 – 2024</p> <p>HPL Year 11 student ambassadors completing a survey and participating in classroom visits (March 2024) to inform good practise.</p> <p>TWILIGHT 2 (November 2024): Year 13 student voice on effective and non-effective teaching and learning strategies shared with the teaching staff</p> <p>PSHE Programme – RSE Ten-Ten Programme across Key stages 3/4/5.</p>

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			<p>different cultures and traditions</p> <p>Develop staff training to further develop a culture of valuing difference where everyone is respected.</p>	<p>Diversity and Inclusion training programme in place for all staff.</p>	<p>PSHE Programme revised 2023 -2024 to include lessons for Black History Month, Cultural Celebration Week, the distinctive nature of relationship conflict amongst girls, a renewed focus on the building blocks of healthy and coercive relationships.</p> <p>PSHE Curriculum Day (February 2024) – Year 9 looked at peer pressure and the links to risky behaviour. Year 10 worked with a charity called let me know and focused on health and coercive relationships.</p> <p>Sixth form attendance at conference St Catherine’s Catholic Independent School (November 2024) included relationships, Health and Sex education</p> <p>Review of website and key safeguarding suite of policies E Quali Teach February 2024 – Inclusion recommendations implemented including uniform policy</p> <p>TWILIGHT 1: How to create an inclusive classroom? (Sept 2023) led by M. Fraser (SENCO) All teaching staff were trained in teaching and learning strategies to create an inclusive classroom. The training was underpinned by EEF research.</p>

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					<p>Whole staff training diversity and inclusion CPD lead by Equali Teach (February 2024)</p> <p>SLT training on Decolonising the Curriculum October/November 2024</p> <p>Working towards Silver Award E Quali Teach (2023-2024)</p> <p>Diversity and Inclusion Ambassadors have:</p> <p>Created and led Assemblies October 2023 & 4 BHM</p> <p>Contributed to a student voice survey and small group discussion on diversity and inclusion which led to a report produced for SLT and the governing body.</p> <p>Met with the governing board (June 2024) to update them on the recommendations of the report produced in June 2023.</p> <p>Created and led extended assembly on Cultural Week</p> <p>Contributed to the HPL reaccreditation process as part of our student leadership body.</p> <p>RSHE Policy reviewed October 2024</p> <p>Girls on Board implemented as part of PSHE Programme KS3 and two heads of</p>

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					<p>year have been further trained to lead this initiative</p> <p>Implementation of Tender project focus on healthy relationships, accepting difference and conflict resolution:</p> <p>Staff training led by Tender TWILIGHT 5 (May 2024)</p> <p>Two Parental workshops (September, October 2024.) One scheduled for November 2024.</p> <p>All Year 8 & 9 Student workshops took place in July 2024</p> <p>Workshops for identified students (October 2024)</p> <p>Anti bullying week assemblies (November 2024)</p> <p>Fundraising events, e.g. The Medaille Trust and the Catholic Children's Society and First Give Research Project to educate students about those marginalised in society and impel to action through fund-raising, ways of supporting those in need.</p>
<p>2. Advance equality of opportunity</p>	<p>Significant national, local and school evidence that students from certain groups consistently achieve lower outcomes including SEN and FSM.</p>	<p>Close attainment gaps for students in disadvantaged groups.</p>	<p>Focus on quality teaching first in the classroom.</p> <p>Use school systems to track, monitor and intervene where necessary to</p>	<p>Improved end of key stage attainment and reduced gaps between groups.</p>	<p>Significant Improvement in outcomes KS4/5 2024 (FFT data)</p> <p>Progress 8.0.82 all students</p> <p>Progress 8 0.6 disadvantaged (up 0.4 2023 results)</p>

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	Focus on improving the performance of EAL students in English Language		challenge and support progress.	<p>A clear policy is in place to ensure fair access to opportunities for enrichment, leadership and personal growth and development.</p> <p>The school takes account of all disability issues and does all in its power to cater for the needs of its pupils, staff and carers</p>	<p>Performance of EAL learners at KS4 Progress 8 0.97</p> <p>Impact of interventions analysed as part of HODs exam analyses and focus for continued improvement 2024 – 2025</p> <p>SLT/ Management meetings</p> <p>Cycle of observation, feedback and review for next steps improvement part of ongoing cycle of school self-evaluation (2023-2024)</p> <p>Ofsted Judgement Outstanding in all aspects (November 2024)</p> <p>Re accreditation as a Global High Performance Learning school (June 2024)</p> <p>All pupils have access to leadership opportunities and the Goals Graduate Programme to support the development and formation of every individual.</p> <p>Student Leadership Structures (September 2024) Year 11 and Year 13 Prefects. House System linked to rewards systems (November 2023)</p> <p>Every form group has an equalities representative.</p>

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<p>3. Advance equality of opportunity</p>	<p>Significant national, local and school evidence that certain groups are excluded at higher than average rates including FSM students</p>	<p>Reduce exclusions and removal from class for students eligible for FSM and those with SEN who currently have disproportionately high levels of exclusion.</p>	<p>Provide staff training on behaviour management.</p> <p>Use early intervention programmes to support modification of behaviour.</p> <p>Provide opportunities for students to demonstrate their strengths.</p> <p>Challenge stereotypes</p>	<p>Reduced number of internal sanctions and exclusions for identified groups.</p>	<p>Reduction in the number of students removed from class – comparison data autumn 2023/autumn 2024 by 25%</p> <p>Reduction in the number of fixed term suspensions for persistent failure to follow reasonable instructions (data fixed term exclusions 2023 -2024)</p> <p>Setting up and resourcing of the Stuart Inclusion centre to support students who are disengaged with school life</p> <p>1:1 and small group interventions to support modification of behaviour</p> <p>The SENDCo, KAIROS team, Counsellor and TACT team all work to ensure that the needs of all pupils, staff and carers are met.</p>
<p>4. Advance equality of opportunity</p>	<p>Significant national, local and school evidence that disadvantaged students (SEN/FSM) have lower attendance than other students.</p>	<p>Ensure the attendance of disadvantaged groups matches the school expectation of 96%</p>	<p>Use attitudinal data to support early identification of students who show signs of disengagement with school.</p> <p>Implement year two of attendance strategy.</p> <p>Use The Janet Stuart Centre to provide early intervention Programmes to support</p>	<p>Diminishing gaps between the attendance of disadvantaged children and other pupils.</p>	<p>PASS (Attitudinal Survey) carried out with all KS3 students (September 2024) Analysed November 2024 with identified follow up actions.</p> <p>Whole school attendance figure 2023 - 2024 92.5% (up.5% on 2022- 2023)</p> <p>Attendance of disadvantaged groups students 2023 -2024 – 90% up 1% on 2022-2023)</p> <p>At risk pupils identified and monitored through Safeguard/enhanced measures in place in response to any absence.</p>

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					<p>Whole school inset on attendance as 'everyone's responsibility' November 2024</p> <p>Attendance Champion established on Senior Leadership Team (September 2024)</p> <p>The school has an appointed Attendance Officer and attendance is monitored closely with weekly breakdowns. Disadvantaged and vulnerable and at-risk pupils are identified, tracked and prioritized as part of weekly TACT meetings.</p> <p>Targeted attendance interventions as part of the Stuart Centre interventions</p> <p>Partnership working with the local authority advisory/presence at parental meetings</p> <p>Pastoral support managers provide additional support to pupils and home contacts. For example, through attendance contracts, regular calls home. They liaise with outside agencies including CAMHS, Early Help and the ACE team.</p> <p>Expectations are clarified through information evenings for parents, regular reminders via the school bulletins, email and parent texts.</p>

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					<p>Extended Pass (NFER Attitudinal Surveys) carried out across KS3 September 2024 -results to be analysed November 2024 and follow up actions identified.</p> <p>Findings of The Erskine Stuart Report (July 2024) identifies impact of provision on improving school attendance and re engagement of students - used to inform best practice and next steps improvement</p>
<p>5. Foster good relationships between groups</p>	<p>Provision for students on the SEN register to include more opportunities to develop positive peer relationships.</p>	<p>Ensure relationships between students with SEN and particularly those with EHCPs and their peers are positive and inclusive.</p>	<p>Provide support and opportunities for SEN students to share perspectives eg dyslexia, ADHD with peers where appropriate.</p> <p>Provide opportunities for students to work together in a variety of contexts; within the curriculum and beyond across year groups, key stage and vertically.</p> <p>Increase the number of leadership opportunities for students across all key stages.</p>	<p>Improved understanding of disability and difference evidenced in positive relationships between all groups within the school</p>	<p>The school complies with disability regulations. All pupils can sign up for enrichment activities. (Programme published September 2024). Engagement is monitored to ensure equality of access.</p> <p>All pupils have access to leadership opportunities and the Goals Graduate Programme to support the development and formation of every individual.</p> <p>Re-introduction of Student Leadership Structures (September 2023) Year 11 and Year 13 Prefects. House System linked to rewards systems (October 2023)</p> <p>Every form group has an equalities representative. Diversity and Inclusion committees provide a forum for pupil voice.</p>

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					<p>Monitoring of students access to curriculum enrichment.</p> <p>All voluntary trips 20% allocation of PP places.</p> <p>EHCP bespoke Transition Day June 2024</p>
<p>6. Foster good relationships between groups</p>	<p>Identified need to increase the number of parents/carers involved in the life of the school</p>	<p>Continue to provide opportunities for all parents/carers to participate in the life of the school.</p>	<p>Continued development of the PTFA.</p> <p>Provide a programme of workshops to support parents in understanding the academic, pastoral and wellbeing development of students.</p>	<p>Extended range of events arranged for parents/carers and increase in numbers attending.</p>	<p>The school holds regular Parent Teacher meetings and information evenings.</p> <p>Parents/Carers are invited to participate in the Catholic life of the school; masses, liturgies and celebration of achievement assemblies.</p> <p>Workshops for parents/carers to support different aspects of school life; curriculum provision and interventions, safeguarding, implementation of new software communication tools.</p> <p>Inner Drive and HODS met with Year 11 parents to offer further strategies to support their daughters as they prepared for the mock exam (November 2023)</p> <p>Partnerships with external organisations which offer support for parents eg Tender, MIND</p> <p>Participation in the school's career programme.</p> <p>PTFA events 2023 –2024</p>

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					<p>Welcome mass and event for year seven parents (September 2024)</p> <p>Parent voice via parents' evening</p> <p>Parent sessions facilitated by the school's senior therapist to support strategies at home with students to improve attendance.</p>