

## Equality Objectives 2021-2022

OBJECTIVES & ACTIONS	PERSON RESPONSIBLE FOR IMPLEMENTING	MONITORING STRATEGIES	TIMEFRAMES	REVIEW/IMPACT
<p><b>Raise Awareness of Equality &amp; Diversity:</b></p> <ul style="list-style-type: none"> <li>Raise awareness of aims and objectives of the policy by sharing with staff and the wider community</li> <li>Ensure any selection panels are aware, and take account of the schools' aims regarding equality and diversity</li> <li>Provide further staff training in all aspects of equality &amp; diversity to support staff understanding and awareness</li> <li>Introduce all aspects of statutory RSE into the PSHE curriculum and continue to build a shared understanding of this work with parents/carers</li> <li>Use the text-based approach to promoting, discussing and valuing all forms of diversity</li> </ul>	SLT TOC RSE Lead English Leads	Review the information widely available on website  Pupil voice  Impact of the curriculum  Staff voice  CPD outcomes	By July 2022	
<p><b>Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability:</b></p> <ul style="list-style-type: none"> <li>Through a wide range of opportunities, promote diversity through all aspects of the curriculum, eg. Resourcing, aspects of study, through literature, a focus on historical figures &amp; significant people, through displays</li> <li>Ensure the school calendar and school displays reflect the opportunities to reflect and remember the importance of diversity, eg. Black History Month, International Women's Day etc</li> <li>Recognise and represent the talents of disabled people in curriculum programmes and ensure representation on the programmes fully reflects the school populations in terms of race and gender</li> <li>Ensure that the choices around the curriculum reflect the 'Egremont Way' – i.e. in history, looking at and comparing the roles of different people, including a focus on gender</li> </ul>	SLT TOC PSHE Lead Subject Leads	Review of curriculum maps  Review of T&L  Pupil voice  Staff voice  Displays	Ongoing	
<p><b>Ensure tolerance and respect towards individuals who identify with any of the protected characteristics:</b></p> <ul style="list-style-type: none"> <li>Ensure regular analysis of any negative behaviour incidents to identify patterns related to protected characteristics, eg, racism,</li> </ul>	SLT TOC PSHE/RSE Lead Subject Leads	Review of CPOMS  Review of T&L	Ongoing	

<p>LGBT, and ensure any necessary action is taken to mitigate this, eg. Further education, involvement of parents/carers</p> <ul style="list-style-type: none"> <li>▪ Utilise assembly opportunities to promote equality and diversity and to tackle issues of discrimination for any protected groups</li> <li>▪ Respond to world news/current affairs issues in relation to the protected characteristics of any individuals or groups through assemblies, PSHE and RSE</li> <li>▪ Continue to promote the school's position regarding equality through communication channels with parents/carers so that there is a shared appreciation of diversity and British Values</li> <li>▪ Deliver a programme of RSE that goes beyond the statutory content and is reflective of the contextual and non-contextual demographics for Egremont</li> </ul>		<p>Monitoring of assembly content</p> <p>Review of curriculum maps</p>		
<p>Promote high standards of attainment and progress for all pupils and ensure that nobody is disadvantaged by any of the protected characteristics:</p> <ul style="list-style-type: none"> <li>▪ Monitor and analyse pupil achievement at key intervals reflecting gender, socio-economic background, ethnicity and disability. Take necessary action to address gaps that might exist</li> <li>▪ Monitor engagement and uptake at any extracurricular activities or enrichment provision to ensure these opportunities are accessible to all</li> </ul>	<p>SLT School Improvement Lead</p>	<p>Data</p> <p>Pupil voice</p> <p>Staff voice</p>	<p>Ongoing</p>	