



Loreto High School Equality Objectives – May 2023

Identified concern, with evidence/data	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review (What is the Outcome)
New staff may be unfamiliar with the principles of the Equality Policy. Existing staff may need refresher training.	To ensure all staff are familiar with the principles of the Equality Policy and are equipped to deal with any incidents with confidence.	Publish and promote the Equality Policy through the school website, the staff intranet, and the Loreto Way Staff Handbook and staff meetings. All staff to complete online training on the Equality Act 2010 in the first term of each academic year	KHO, MPE, SLT, all Loreto staff	Analysis of reporting logs on ClassCharts evidences the efficacy of approach by staff in dealing with issues relating to the Equality Act 2010	To be reviewed in the Spring and Summer terms.
A number of recent prejudice related incidents have indicated that racist language and bullying is a problem in the school amongst a small minority of younger students.	To ensure pupils understand why racist language and bullying is wrong; are appropriately sanctioned if they are perpetrators; and are supported if they are victims.	To improve training for staff in how to handle incidents of use of racist language and terminology and racist bullying and support victims – this will be enacted as soon as possible. To improve teaching around prejudice and bullying, with racism specifically being addressed – this will be done via assemblies throughout the year particularly around Diversity Day in November, in Formation Time, and through the PSHCE curriculum.	The headteacher, DEBS, HOYs and PSHCE teachers.	The number of prejudice-related incidents of racist bullying will decrease.	To be reviewed in the Spring and Summer terms.
Further develop whole school awareness of The Equality Act 2010 through refresher Equalities training for all staff.	Reduction in the number of issues arising overall – staff have an understanding of the issues that may arise and how to deal with them.	CHG AWA	Ongoing	Staff are knowledgeable with regard to the key principles of the Equality policy and how they contribute to	

	Analysis of data relating to incidents and use of discriminatory terminology			maintaining an inclusive school.	
	Validation Process – each curriculum area to present curriculum map; missing opportunities to promote and advance equality identified. QR process to continue this work.	Continue to review the school curriculum for each subject area through ‘deep dives’ to ensure core knowledge has been identified, carefully sequenced and revisited and that there are sufficient opportunities to promote and advance equality.	Ongoing	Programmes of study to include a wide variety of cultural references as appropriate for our diverse school community.	
The school’s teaching on feminism focusses exclusively on white, cisgender female figures, rather than a diverse range of feminist voices.	To ensure that the school celebrates a diverse form of feminism that is intersectional and trans-inclusive.	To diversify teaching around feminism, including through teaching about feminist figures who are trans and/or part of an ethnic minority group, e.g. Laverne Cox and bell hooks – this will be done via assembly in the Autumn term and incorporated into the school’s PSHE curriculum.	The headteacher and PSHE teachers.	The school’s teaching on feminism will continue to cover key information already established in the curriculum, e.g. the Suffragette movement, while also teaching about a more diverse set of feminist figures.	To be reviewed in the next Autumn term.
The higher level of the playground is not wheelchair-accessible, which can prevent access for some pupils, staff and visitors.	To ensure all areas of the school are as accessible as possible for all members of the school community.	To facilitate wheelchair access to the higher level of the playground by building a new ramp – this will be done over the Autumn half-term.	The premises manager, SBM and contractors.	The higher level of the playground will be wheelchair-accessible via ramp.	To be reviewed after the Autumn half-term.
An internal promotion decision was made while another candidate for the promotion was on	To ensure the school’s HR procedures do not inadvertently discriminate against staff who are	To review how the school keeps in contact with staff on maternity leave and other forms of extended leave – this will be considered in the next governing	The governing board and HR manager.	The school’s HR procedures will be adapted to ensure staff on leave are given	To be reviewed at the end of the Summer term.

maternity leave, leading to this member of staff not being considered for the promotion – this could be considered unequal treatment.	pregnant and/or on maternity leave.	board meeting at the end of the Autumn term.		adequate contact during their leave and notified of any HR decisions affecting them, such as promotion opportunities.	
The local area has a high proportion of Sikh families, which is reflected in the school's pupils, but not in the composition of the current governing board.	To ensure the school's governing board is representative of the school's local community.	To consider whether the current governing board is able to sufficiently represent the potential needs of Sikh pupils, e.g. in relation to religious observance, dietary needs and uniform, and if not, how this will be rectified – this will be considered in the next governing board meeting at the end of the Autumn term.	The chair of governors and full governing board.	The school's governing board will be able to account for the potential needs of Sikh pupils and families when making decisions.	To be reviewed in the governing board meeting at the end of the Spring term.
Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators	
Promote an awareness of Black Lives Matter, white privilege and unconscious bias through staff CPD, provision of opportunities for staff discussion and teaching & learning materials for Formation Time and curriculum lessons.	Feedback from staff and student voice. Analysis of data relating to racism and use of racist terminology	AWA NKN	Ongoing	Increased awareness of the issues that black and minority ethnic staff and students face on a daily basis; staff from all ethnic backgrounds actively engaging with the materials and in discussions.	
Improve Attitude to Learning, Home Study and progress 'Big Test' data for all groups of students.	Analysis of the data at each data capture and work with relevant members of staff to	TWI NDL KHO	Ongoing	Improved Attitude to Learning and Home Study data across all school groups. Reduction in negative behaviours logged on Class Charts and in number of incidents leading	

	identify students with possible unmet needs.			to fixed term exclusion for all groups with particular focus on vulnerable groups. Increase in percentage of students achieving their target grades.
Support all students, including disadvantaged students and those with SEND, to maintain excellent attendance.	Weekly, half-termly, termly reporting of attendance to SLT and Governors.	CHG KHO RFA Heads of Year	Ongoing	Improved attendance across all school groups. Reduction in persistent absence figures across all school groups.
Ensure each vulnerable student or student with SEND is following an appropriately ambitious curriculum, bespoke and individualised where necessary, which will lead to appropriate high quality qualifications and post 16 progression.	Two academic data captures following each series of 'Big Tests'. Final GCSE outcomes summer 2021. Post 16 progression and NEETs data.	TWI NDL KHO RFA JCH	Ongoing	Positive Attitude to Learning and Home Study data across all school groups. Reduction in negative behaviours logged on Class Charts and in number of fixed term exclusions for all groups compared with previous year. Increase in percentage of students above or on track to achieve their target grades at first Academic Data Capture. College Applications completed to high standard.
Promote the emotional resilience, positive mental wellbeing and physical wellbeing of our students through the PSHCE curriculum.	Development of lessons and additional resources and opportunities to promote positive wellbeing, mental health and emotional resilience.	NKN	Ongoing	Increased confidence of students and positive feedback from staff and students after delivery of lessons, resources and opportunities.
Record and analyse all incidents of bullying and derogatory use of language by race, gender, sexual	Data will be used to assess the school's response to incidents of bullying and to improve practice.	KHO	Ongoing	Patterns of bullying incidents within specific groups are identified, and reduced and diminished as necessary.

orientation, disability and religion.				
Promote an awareness of LGBTQ+ issues through development of a LGBTQ+ club and associated ambassadors	Membership of the club and register of attendance at meetings.	NKN?	Ongoing	Contribution of LGBTQ+ club to awareness raising within school, e.g. Formation Time assemblies and Diversity Day events.
Ensure all students are given the opportunity to undertake leadership activities.	Student representation (Student Council Comms Team & Action Groups; Sports Ambassadors; Chaplaincy; JPIC; Librarians) monitored by protected characteristics	NKN JCH, ARI DNA DSH	Ongoing	Greater diversity in membership of these key student leadership groups.