Equality Duty and Objectives

*Challenging stereotypes and prejudice   Preventing
discrimination and misunderstanding Raising
awareness and asking questions   Allowing access
and discussion
Encouraging kindness and respect
Enabling potential and progress
Celebrating difference and diversity*

Northampton School is committed to ensuring all aspects of equality are fully addressed within an inclusive learning environment where everybody is valued and represented so that each student has the opportunity to fulfil their academic potential alongside their social, moral, spiritual and culture development. Alongside the academic curriculum students are taught and experience important core values and develop into healthy, resilient, critically thinking, empathic young adults who are fully prepared for life in modern Britain.

This document forms part of our mission statement in relation to The Respect Agenda – respect by all for all - and is part of our commitment to meet the Public Sector Equality Duty (PSED) and the requirement to have due regard for the need to;
a) eliminate discrimination and prejudice,
b) provide a safe and secure learning environment,
c) advance equality of opportunity and ensure quality of access,
d) challenge stereotypes, negative attitudes and discriminatory language,
e) foster good relations between those who share protected characteristics and those who do not,
f) foster positive mental wellbeing
g) celebrate diversity as well as identify our similarities.

It links with individual NSB Trust schools' Behaviour Policy, Anti-bullying policy, Disability Equality Scheme and Accessibility Plan, E-safety and Acceptable Use Policy, Additional Intervention Team and Special Educational Needs Policy, Child Protection Policy, Safeguarding of Young People Policy, Exclusions Policy, Relationships and Sex Policy and with our Personal, Social, Health and Economic Education programme (PSHE).

The Governing Body monitor and review the SEND policy and the Accessibility Plan annually alongside the other policies which have the promotion of equality firmly embedded within them. Senior Staff and students report back to the Governor Local Committee so they can ensure the school's inclusion of students with protected characteristics meets all aspects of current legislation. Student voice through the School Council, student surveys, online reporting tools, student ambassadors and focus groups, is integral to this.

The Headteacher and the Senior Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with protected characteristics in almost every area of school life. The Headteacher, members of the Senior Leadership team and the SENDCo are responsible for ensuring the implementation of all policies, monitoring aspects of this and the full development of a strong ethos of inclusion, within all aspects of the life of the school. Decisions made at every level take into consideration the implications they may have for people with protected characteristics and this is regularly reviewed. The Pupil Welfare Panel meets regularly to discuss issues and the Pastoral Management team will meet termly (minimum 6 times a year) as the school grows.

It is the duty of all staff working in the school to implement the policies and continue to develop inclusive practices.
Students are encouraged to feedback through student voice drop ins, the student voice survey and School Council.
Staff and parent feedback is also encouraged.

The Respect Agenda forms part of Personal Development

It addresses the requirement for the school to ensure that students develop into good citizens who are respectful and fully prepared for life after school.

An Inclusive Learning Environment
Being part of a caring community means we must always be reasonable and treat others and their property with respect. Refrain from unnecessary physical contact with others, using inappropriate language, name-calling and teasing. These can all cause a lot of upset and hinder progress and learning. If an issue arises, students are encouraged to talk to subject/PSHE teachers, Form Tutors or the Inclusion Team to ask for help. Parents/Carers, staff and students can also report a concern online. It is far better to be able to work with others in a pleasant and positive atmosphere.

Equality is the permission to be different and respected. It does not mean we are the same.

- Everyone should be treated in accordance with equality and human rights legislation.
- We do not allow anyone to discriminate against others because of their protected characteristics as these are all equal in law.
- We challenge those who breach our code.
- You do not have the right to discriminate against, harass or bully other persons.
- Whatever your religion or beliefs you must respect other people's religion and beliefs and whatever your religion or beliefs you must respect people identifying as LGBTQ+ (lesbian, gay, bisexual or transgender as well as, for example, non-binary, gender fluid, pansexual, polysexual, aroace).
- If you are being harassed or bullied in, or outside the premises, report it. If you see someone else being bullied, report it.

No bystanders! Be an Upstander!

We are all responsible for each other's wellbeing.
We respect each other's differences and celebrate diversity.

Equality Act 2010, protected characteristics

Race; Disability; Sex; Age; Religion or belief; Sexual orientation; Pregnancy and maternity; Gender reassignment

These form the basis of equality work undertaken at NS alongside economic inequality. These areas are covered within related policies, aspects within Personal, Social, Health and Economic Education (PSHE), Personal Development Week, Assemblies, the curriculum, extracurricular activities and indeed all aspects of school life and in relation to the wider community. We have high expectations of our students and a strong belief in their ability and desire to uphold the ethos of the Respect Agenda and to contribute positively to community cohesion.

Social, Moral, Spiritual and Cultural Development (SMSC)

It is important that students develop into a well-rounded individual who adhere to British values and who develop into trustworthy, considerate, co-operative, friendly, honest, courteous and hardworking individuals with the ability to listen to the views of others and think critically.
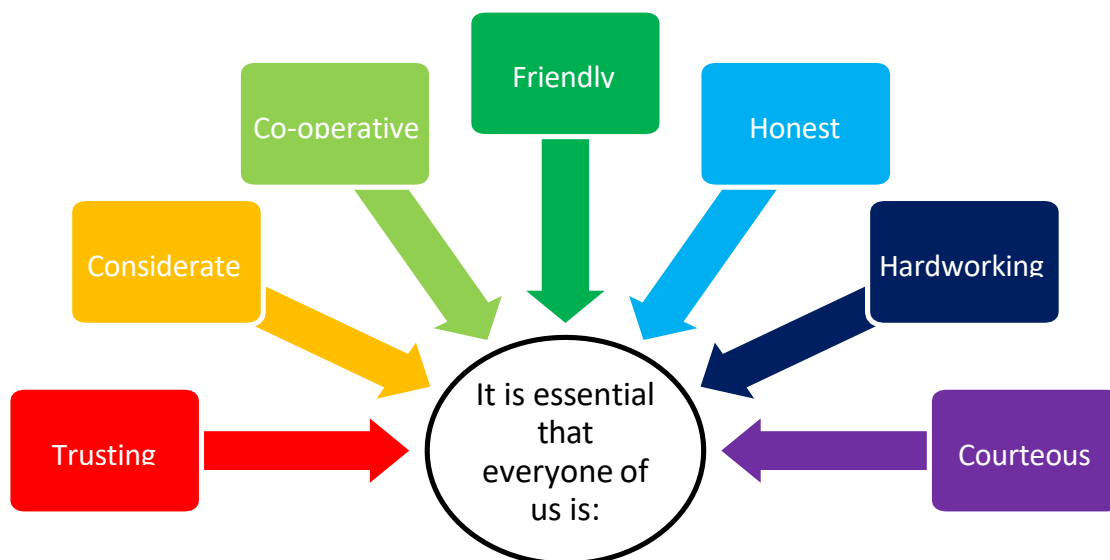
It is important that students understand what SMSC development and core values are and there is a focus on this in PSHE, alongside our main welfare policies, our extracurricular ethos and curriculum lessons as well as all the interactions within school and the wider community.

British values could be seen as universal or core values.

Core values are the guiding principles that dictate behaviour and action.
Core values can help people to know what is right from wrong.
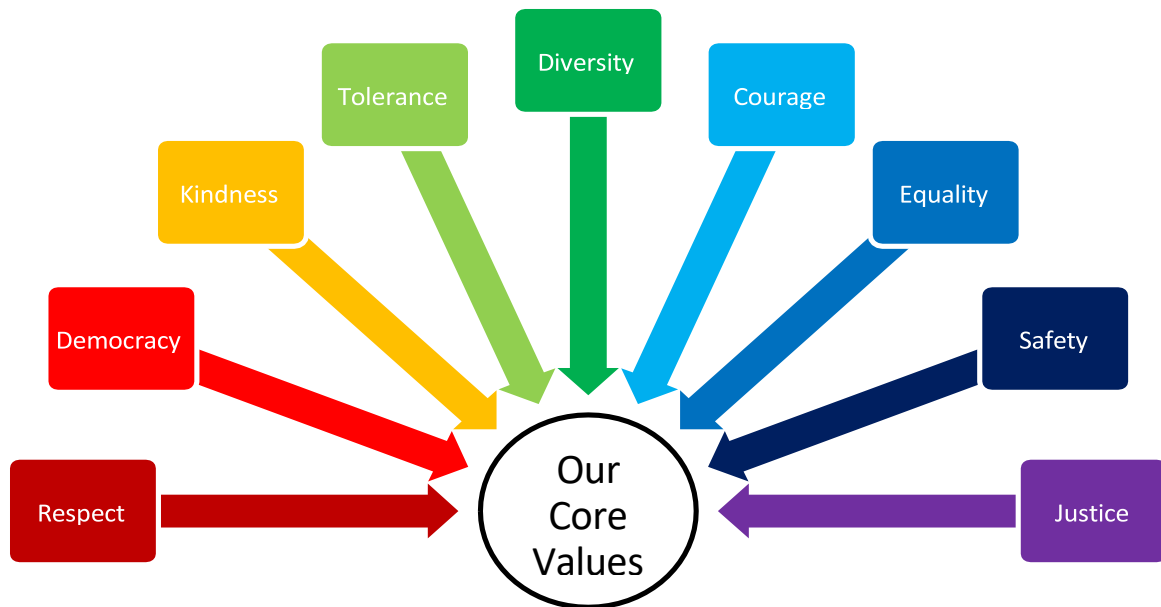
- **Our core values shape how we are treated by others in school (including adults)**
- **Our core values share how we treat other people in school (including adults)**
- **Our core values tell other people outside of school how we treat each other**

They represent our deeply held beliefs, our highest priorities, and the fundamental forces that drive our actions.

British Values (using the Ofsted framework);

- Preparing pupils positively for life in modern Britain and adhering to the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faith

- promoting all forms of equality and fostering greater understanding of and respect for people of all faiths or no faith, races, genders, ages, disability and sexual orientations through their words, actions and influence within the school and more widely in the community, opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic and creative activities.

SMSC Descriptors:

The spiritual development of pupils is shown by their:
- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life
- interest in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:
- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions.
- interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:
- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively.
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Examples of positive practice:

The Equality Act 2010 and the protected characteristics are a key aspect of our teaching and learning, our schemes/lessons, extracurricular activities and our outreach work though our approach is not limited to just those identified but cover any identified inequality within school or the wider community.

Both staff and student have the confidence to challenge discrimination and we have utilised the **Stonewall NoBystanders campaign** within the Trust as best practice with each Form pledging that they will not stand by and see any group or individual treated poorly. We have adopted **online reporting systems** for students, carry out **surveys** on bullying, online safety, wellbeing, equalities including sexism, racism and LGBTQ+ issues alongside others and run the **school counci**l to ensure the **student voice** is heard. The **House system** provides an opportunity for healthy competition with participation from all, regardless of ability/disability/background and which exemplifies students coming together as part of a community as one in order to succeed. This also provides the platform for all Houses to come together to create a forum for the student voice where issues can be debated and then taken to the Headteacher for further discussion. This also culminates in a **charity week event** where we often look at supporting those who are disadvantaged or discriminated against.
There is an SMSC Audit and an extracurricular audit to identify provision, reflect and identify gaps.

Students are able to create their own **societies** and we currently have an identified Prayer room which was provided for students upon request.

There is a programme of **training** in place for staff that covers safeguarding, child protection, online safety, ACEs/vulnerable students and equalities including SEND (SEND ranges), LGBTQ, HIV, SMSC/British Values, Mental Health and Prevent which is rolled out to new staff. Expertise on LGBTQ matters within the trust have been taken out into the **community** and the NSB Trust have been represented as **best practice** at numerous local LGBTQ Education Conferences and have been asked to speak at 3 National Stonewall Education Conferences.

SLT **monitor** participation in extracurricular provision, sporting teams, dance groups, productions, music lessons/groups as well as accolades awarded. The Trust is **developing resources** and materials that represent all backgrounds **without stereotyping** and regularly secure **positive role models from across the protected characteristics** to speak and work with the students.
There are schemes within **PSHE** that cover a broad range of issues and topics that link with **equality and identity** and which give the students an opportunity to **discuss and discover opposing views** and to work out where their views come from and why they might think in a particular way or indeed if they actually do believe what they initially thought. Throughout the year there are inspirational and informative **assemblies** and a **programme of awareness days/weeks/months** in relation to equality. **Displays** are created around the school and in the **Library and books** which concern key issues have

been invested in but also ones that celebrate diversity and include central characters that reflect our diverse make up. **Personal Development Week** annually within trust schools covers huge areas in relation to Equality: Mental Health, Genocide, Black History Month, consent, radicalisation, anti-extremism, British values, LGBTQ, FGM, cancer, pornography, child sexual exploitation and anti-bullying, using assemblies, workshops and performances both by students and for them, working with staff, outside agencies and role models as well as together.

Core Values are highlighted within many aspects of the school and **British Values and diversity posters** are displayed in all corners of the school.

The school buildings have been built to ensure **accessibility for students** (see The Accessibility plan) and there are **toilets** which cater for **all genders**. We are committed to ensuring that visiting the school is as enjoyable and inclusive as possible and our **Main Hall** has accommodation for wheelchairs and an infra- red system installed for those with a hearing difficulty. Accessible parking bays are available for visitors.

We have an Inclusion Centre/Team who work with our SEND, SEMH, LAC/PLAC students and smaller classes for those who might need in depth input into key areas such as those who have **EAL** (English as an additional language). We also have a programme which is aimed to stretch and challenge those who are seen as **Gifted and Talented** and who are provided with opportunities to fulfil their potential either across the academic spectrum or in a particular field. Our extensive **extracurricular programme** ensures there is something for everyone and our school adopts the philosophy of excellence but also one of **participation and inclusivity**. We have elite **sports and performing arts teams** that are very successful but there are also B teams and C teams and recreational sport so that everyone can be included. In **Drama** all students have the opportunity to be involved, even if not with a main part, and therefore can be part of an experience where they will gain confidence and learn and be part of a diverse "family" whether that be in front of the audience or backstage.

The Inclusion Team ensure that all **SEND** students' needs are met whether that be academically, emotionally or physically using the SEND ranges but also encouraging SEND students to engage with the **extracurricular opportunities** on offer at school. The inclusion of sensory impaired students in PE is important and, if required, the provision of modified equipment such as balls with bells, raised tees for ball hitting activities would be used to **promote and support the inclusion of disabled students. Boccia** is in place for students who enjoy sport but who find it uncomfortable or hard to be in a competitive environment with more confident students and is now an available sport on the school sports day so that there is an inclusive sport available for all. It is hoped to introduce a club in the future. Our ASD, physically and sensory impaired students as well as those with medical conditions can **participate as equals**.

We will provide support to students identified as **Young Carers**. This support includes raising the awareness of staff and students alike as to the impact that being a Young Carer can have on a child as well as their family. This includes **access to school-based**

counsellors when identified as a need, open door drop in to discuss individual situations, **signposting to national support agencies**, student identification to staff, extensions for meeting home learning deadlines, access to ICT support if needed.

We inform parents of the range of **local community groups, including SEN groups and disability sport groups** so that a young person has the opportunity to engage with others at the weekends or in the school holidays. There are trust newsletters that go home in relation to SEND and Mental Health.

NS provide a comprehensive package of **transition support for pupils** with additional needs during term 6. Visits to the school, prior to the transition day, are designed to meet the needs of individuals so that they can see what particular moments of the school day looks like including before school, registration, lesson crossovers, break times, lunchtimes and the end of the last lesson of the day going into "home time".

Members of the Inclusion Team also go out to **primary schools** to meet with staff and observe students in their current setting identifying what works well in terms of support in the classroom. We invest so much time into this transition phase in order to ensure a positive and easy start in the new academic year.

Where necessary and appropriate, we accommodate the learning needs of students by **providing ICT** - this includes netbooks/laptops and JCQ approved reading pens so written information can be accessed when in a learning environment. We will give students access to exams by arranging **access arrangements** to meet their individual needs. Access arrangements are an integral part of all planning - here curriculum development is planned to include access considerations which includes resourcing such as ordering books, equipment and materials.

Pupil Premium is used to enhance the education of disadvantaged students and can enable students to progress more easily with access to resources and experiences that might normally be out of reach. Students will have access to extra sessions in English, Maths and Science and in Y11 are mentored by Senior Staff.

Equality Objectives:

Whether it is the work on disability, race/religion, gender, sexuality or any other area where prejudice, discrimination and disadvantage is found, we tackle it head on with open discussion throughout the school environment and we aim to be positive role models for our students and other schools. Raising standards and closing the gap needs to include embracing diversity and working with communities through understanding and celebrating different identities and perspectives. This validation and acceptance of difference which ensures representation in, and appropriate access to, the curriculum will ensure that nobody is prevented from achieving their potential as a result of prejudice, discrimination, or lack of knowledge about their particular needs.

"Promoting equality can be appreciated as a way of empowering all children to learn. This is not to suggest an ulterior motive for promoting equality – far from it! We have a moral and legal obligation as educators to keep our children safe from harassment and discrimination, to advance equality of opportunity and to foster good relations between members of diverse groups. We would be failing our children if we did not educate them away from prejudice and if we did not ensure they are all safe, included and learning in school." *"Equality: Making It Happen" © CSIE 2016*

Equality Objectives are r**eviewed each July and updated/adjusted for the new school year taking into consideration the Personal Development Plan.**

Ongoing (Annual Quality Assurance QA by Senior Leader/Governors)
Approach – Proactive to normalise difference and celebrate diversity with systems in place for reactive intervention when necessary.

Equality Objectives - reflection
- Restorative justice – all incidents that fall under the 2010 Equality Act are reported under the relevant categories and, as part of the process, the relevant staff take on those conversations within restorative justice with perpetrators and, when appropriate, work with both parties.
- Menstruation and Menopause policy in place after consultation with staff.
- MH Lead has undertaken training. MH Team growing along with the school.
- Provision for all students but acknowledging that individuals from minority groups such as LGBTQ+/SEND are statistically more likely to suffer from poorer mental health and that groups from certain ethnic communities are less likely to access help. Support, literature and signposting to address this.
- A new Trust PSHE framework implemented – see the Curriculum mapping of Equality provision below
- From Y7-11 this will use a spiral, age-appropriate curriculum with self-assessment alongside teacher feedback and will including opportunities to develop Oracy to enable appropriate debate and discussion. Across both key stages, the programme incorporates all areas of identity, diversity, prejudice, discrimination, and bullying as well as FGM, Forced Marriage, pornography, Mental Health, Disability, HIV/AIDs, LGBTQ, families and culture alongside RE, Ethics and philosophy.
- Group work – collaborative and co-operative learning is creating critical thinkers and successfully encourages students with contrasting backgrounds and identities to mix, discuss and work together to enable greater understanding of and respect for our differences, beliefs and views but also to establish our similarities. This ethos is mirrored within other curriculum subjects and extra-curricular activities.

PSHE CURRICULUM MAPPING – CORE THEMES – EQUALITY

YEAR 7
TERM 1: EQUALITIES STRAND –
FOCUS – THE EQUALITIES ACT.
. Equalities Act
. Stereotypes and how they can be
harmful.
. Community
. "Respect for all by all".
. Equality and the law.

PERSONAL DEVELOPMENT WEEK
(TERM 1):
. Anti-Bullying play and lesson
. British Values Day – House
competition; students make a
display in Forms showcasing the
themes of tolerance and diversity.

TERM 2: PERSONAL SAFETY
STRAND – FOCUS – SAFE AND
EQUAL.
. Prejudice
. Inclusion
. Script writing assessment
. Family and Community

END POINTS: Define equality and apply this to different aspects of society, reflect on why equality is important, but can also begin to consider why it is a topic people can disagree on, know the protected characteristics. Define what a stereotype is, offer examples of stereotypes and can reflect on their harm, provide alternative responses to those who hold negative views and opinions which are harmful. Summarise the power of community, offer examples of community events which encourage inclusivity and celebrate diversity, explain the benefits of community engagement and cohesion. Know how the law protects people from discrimination.

PD WEEK – BRITISH VALUES – ANTI-BULLYING:
Students spend a day studying British Values in depth and how these relate to the NSB ethos of "respect for all by all." This culminates in each Form creating a display on the core theme of tolerance and diversity.
Students watch a play about Bullying and its harms, there is a discussion with the cast following this about how friends and family can support, how not to be a bystander and how to access help. This is followed by a classroom session on anti-bullying including where to access help and support in school.

END POINTS: Define what prejudice is and how it is damaging in society. Identify forms of prejudice which will empower me to be a positive influence on those around me. I can focus on positive traits which will build a tolerant, embracing, and inclusive society for all. I can define what prejudice is and begin to piece together a worldview which is inclusive. Reflect a script which demonstrates bias and prejudice and can spot the dangerous opinions in each. Begin to understand how a lack of tolerance and stereotypes can become positive for inclusivity and welcome for all. I can create a script which gives people insight into how to we can make inclusive decisions. I can reflect on my script and use others as a source of inspiration. I can be critical of others work and use theirs to improve my own understanding and to address any prejudice I may unconsciously have. I can piece together the elements which make up our society. I can apply my understanding of a loving, supportive family to wider community. I can begin to understand the wide variety of families which exist, and how they can be treated with dignity and respect.

YEAR 8 TERM 2: RELATIONSHIPS
STRAND – FOCUS – POSITIVE
RELATIONSHIPS.

. Diverse Families
. Self Esteem

END POINTS: Identify different types of family relationships. Explain how family show they care for and value each other. Describe what is most important in a family relationship. Recognise that family relationships may change for different reasons and how to manage this. Understand what self esteem is and the impact it can have both positive and negative. Identify scenarios where self esteem could be impacted. Explain ways to increase self-esteem.

TERM 4 – EQUALITIES STRAND –
FOCUS – FORMS OF PREJUDICE:

. Intolerance and inclusion
. Gender Discrimination
. Ageism and Ableism
. Homophobia and Transphobia
. Race and Religion

END POINTS: I can define the term intolerance, I can identify examples of intolerance in society, I can explain what inclusion is and identify why inclusion is important in society. I can define feminism and offer stereotypical views of equality, I can reflect on why gender discrimination exists, I can identify examples of implicit and explicit discrimination. I can describe different forms of discrimination, I can identify examples ageism and ableism, I can identify and understand what the law says in relation to discrimination in the UK. I can define homophobia and transphobia, I can reflect on how I view myself and others, I can define the acronym, LGBTQ+.

YEAR 9
TERM 1 – EQUALITIES STRAND –
FOCUS – DISCRIMINATION:

. Microaggressions
. Discrimination in media
. Discrimination in sport
. Discrimination in music
. Discrimination in careers
. Review of Equality

END POINTS: I can define a microaggression, I can identify how words, behaviour, and environment can alienate people, I can begin to explore the harm microaggressions can have on individuals and groups of people. I can define discrimination, I can assess how discriminatory stereotypes are used in media and advertising, I can evaluate the benefits and importance of inclusive advertisements and media representation. I can summarise the benefits of sport and exercise, I can identify and acknowledge how gender, race, and ability are often used as a source of discrimination in sport, I can counteract the inequality in sport with a manageable plan of action to tackle the lack of support. I can state how religion may influence music, I can explain why some groups of people feel discriminated from music, I can evaluate the ways which music may promote inclusion in society. I can understand the ways which discrimination occurs in the workplace. I can explain the impact of discrimination on protected characteristics. I can suggest ways in which employers can reduce the types of discrimination in the workplace.

YEAR 10
TERM 6: EQUALITIES STRAND –
FOCUS – ACTIVISM.

. Activism
. Allyship
. Anti-Racism
. Youth Activism
. Climate Protest
. Active Citizens
. Review of Equality

Outline and identify good allyship. Give examples of how you can advocate for others. Explain what safe activism is with examples. Know how to define allyship and give examples. Understand different ways of demonstrating allyship. Explain the importance of allyship in promoting equality. Know what is meant by Anti-Racism. Be able to give examples of what Anti-Racism looks like in practice. Explain how Anti-Racism can benefit everyone and how it can be practiced in a safe way. Identify ways that young people can be involved in activism. Explain the pros and cons of youth activism. Suggest ways to improve Youth activism. Identify and understand reasons for climate protest. Understand and explain the differences between direct and indirect action in protest. Evaluate the positive and negative impact different forms of Climate Protest can and are having. Identify and understand the benefits for those who are active citizens. Evaluate case studies of active citizens and their impact. Explain the benefits of activism and active citizenship.

YEAR 11

TERM 4: EQUALITES STRAND – FOCUS – HARMS OF INEQUALITY AND EXTREMISM.

. Harms of inequality
. Impact of intolerance
. Extremism
. Police Case study
. Review of Equality

END POINTS: Identify and list the 9 protected characteristics. Define the three different types of discrimination. Reflect on an example of discrimination and piece together both sides of the argument. Define the term intolerance. Discuss and evaluate the harm of racial discrimination. Discuss and evaluate the harm of religious discrimination. Define the term extremism. Identify what may lead a person to uphold extremists views. Discuss the PREVENT strategies and apply it to scenarios. Define discrimination. Think critically about a range of examples of discrimination in UK law. Reflect on an example of discrimination and piece together both sides of the argument in a creative piece of non-fiction writing. Define intersectionality. Identify why intersectionality is important. Provide proactive suggestions on how to better promote intersectionality and anti-racism.

SUPPLIMENTED BY PERSONAL DEVELOPMENT WEEK (TERM 1).

. Active Citizenship lessons

. Active Citizenship Panel

All Year 11 pupils receive a double lesson focussed on Active Citizenship and involvement in diverse communities. They prepare questions for a panel having viewed their backgrounds and community involvement. The following day the pupils have a session in the theatre where a representative from each Form asks their chosen questions (2 per Form). The panel always includes a member of the police force, a member of our school student leadership, people involved in the local community of the town and wider county.

KS5

TERM 1: EQUALITIES STRAND – FOCUS – CULTURAL INEQUALITY.

. Religion and culture project
. Gender Pay Gap
. Hidden Disabilities
. Project Presentation
Project review

Understand the importance of religion and belief in the UK. Discuss and explain why the importance of religious and cultural diversity. Develop an appreciation of other cultures support your future plans. Know the process of finding a research topic. Understand what needs to be included in my presentation. Be able to have an idea of the way to structure my presentation. Define the gender pay gap. Discuss and explain why the gender pay gap is harmful and problematic. Evaluate the realities of the gender pay gap and explain their impacts on the real world. Demonstrate increased awareness of hidden disabilities in society. Recognise disablist language and the potential impact on physical and mental health. Identify and evaluate steps that have been taken in law that can support people with hidden disabilities. I can effectively apply research skills into a presentation. Summarise key ideas from a topic to have a discussion. I can build on contemporary topics surrounding race and culture to understand its impact on society.

The Equalities strand is essential to the ethos of our school – Respect for all, by all. The strand is delivered thematically, building each year with more complex concepts. Themes delivered in order are: Equality and tolerance (the Equalities Act), Forms of Prejudice, Discrimination, Activism, Harms of inequality, Cultural inequality. The rationale for this is: "equalities" is a vast area of content and to ensure that all protected characteristics, and all issues relevant to our school context and national context are given equal and appropriate time, delivered in an age appropriate way, content is delivered thematically. Digestible concepts that focus in on specific groups or issues each year, ultimately building full understanding and fulfilling character education.

All Equalities units are assessed using the school's oracy strategy and ABC discussion method. Pupils view a stimulus relating to that unit's work and then engage in an ABC discussion. The content of this discussion is then recording by pupils for their assessment. This allows them to enhance their oracy, listening, evaluative and reflective skills. It is also incredibly valuable in helping pupils to become better at listening to different opinions. And allows for all pupils to experience a balance of views and ideas.

Morning PD programme

This is now firmly in place with time to address, discuss and reflect on current affairs, citizenship, values and RE as well as an opportunity to engage with reading/literacy. The programme can be adapted easily to address any current issues in school, locally, nationally or internationally. Current Affairs uses Picture News adapted to suit the school (where necessary). Morning PD includes assemblies, led weekly by the relevant Year Team Leader and supplemented by guest speakers. The aim is to empower students to lead some assemblies in the future which allows students their voice and gives them confidence in public speaking.

The morning PD programme has successfully been broadened to cover a wider range of students and issues to raise awareness and celebrate diversity in our environment and further afield. The list below is not exhaustive:

World religion day 3rd Sunday of January
Martin Luther King Day 1st January
Holocaust Memorial Day 27th January
Young Carers Awareness January
World Cancer Day 4th Feb
International Zero Tolerance for FGM 6th February
LGBTQ History Month February
Children's Mental Health Week Feb
World Languages day

International Mother Language Day 21st February
International Women's Day 8th March
Women's History Month March
World Autism Awareness Week at school from the 27 March-2 April
Stephen Lawrence day 22nd April
Mental Health awareness week May8th-14th May
Deaf Awareness Week May
Idahobit May 17th
Carers' Week 8th – 12th June
Learning Disability Week 19th-25th June
Dyslexia Awareness Week 2nd – 8th October
Dyspraxia Awareness Week 8th-14th October
Black History Month October
ADHS Awareness Week October
World Mental Health Day 10th October
Remembrance Day 11th Nov
Anti-bullying week 13th-16th November
International Men's Day 19th November
International Trans Day of Remembrance 20th November
International Day for the Elimination of Violence Against Women 25th November
Disability History Month Nov/Dec
World AIDS Day 1st Dec
International Day of Disabled People 3rd Dec
Human Rights Day 10th Dec

Equality Objectives

1) Create a structure for Staff Voice in line with student voice including termly meetings, surveys and focus groups including wellbeing working party to discuss school issues. Create Staff Wellbeing Charter.

2) Awards Evening to incorporate some for Personal Development to celebrate diversity, values and wider student achievements.

3) PD to be celebrated with staff, parents/carers and students through newsletter. SEND and Mental Health awareness to be raised through newsletters.

4) Student Equalities Committee and Wellbeing Committee in place - work on celebrating diversity and identity, highlighting individual characteristics whilst acknowledging and promoting intersectionality and that we can have multiple identities simultaneously, e.g. black, gay and with a disability. (QA curriculum, SMSC Audit, programme of events, PSHE Programme).

5) Programme of role model visits which encompasses the full range of protected characteristics.

6) Reporting system for monitoring attendance at extra-curricular activities to allow analysis of equalities information – protected characteristics as well as PP/LAC/PLAC.

7) Creation of a pupil friendly trust-wide equality policy by the students through the student council. This will ensure that the language in which the policy is written is accessible for students and accurately reflects their understanding of the concepts and issues being discussed and should reflect the way that pupils will experience the school's commitment to equality including details of:

- What will be discussed in lessons
- Programme of assemblies or speakers
- Anti-bullying measures
- Wellbeing

Personal Development Team

Assistant Head for Personal Development and Senior Mental Health Lead at NS – KJW

ESP and the Inclusion Team in relation to SEND (ESP and MED with a responsibility to update the accessibility plan)

HAL/JSO – SEMH/Safeguarding

JBA – Trust Literacy Lead

PD Bursary Holders/Key Personnel (at NSB), with input/responsibility for developing the

PSHE programme

CAI – Careers

WKN – Environmental Education

CRE – Economic Education

SCH – Safety

GBR – Physical Health and wellbeing

ZAD – Race, Religion/Belief and Discrimination WMC

ASC – Gender Equality

ABS – NSB Oracy Lead

HKE – Director of PSHE

HRI – Careers Leader

JHO/NHI – Careers Advisors

TTI – Careers and Work Experience Assistant