



Stretford High School

Equality objectives for 2023-2025

Objective 1: HR recruitment & meeting staff needs

Develop our recruitment program to be fully inclusive and to reflect our SHS core values of CARE

Why we have chosen this objective:

- To give us a recruitment data baseline that will inform us of our staff profile. We will be able to see the % of different race, disability and gender staff we have in each area of the school and where we potentially need to focus a particular recruitment drive, to address an imbalance.
- SHS must make reasonable adjustments to make sure staff with disabilities, or physical or mental health conditions, are not substantially disadvantaged when doing their jobs/learning. Our aim is in line with the equality law, ensuring that, as far as is reasonable, disabled staff have the same access to everything involved in doing and keeping a job as non-disabled colleagues.
- We will have a system in place to see the different categories our applicants fit into for all of our positions we advertise and to check the range of different ethnicities, gender and religion we attract.
- We will better understand the profile of our different staff groups within SHS
- SHS will demonstrate a commitment to recruiting disabled employees and developing their skills and prospects.

To achieve this objective, we plan to:

- Work with the HR department and use our staff records to audit our staff population and complete an analysis that we will share with SLT and the F&P Governor panel.
- Undertake an analysis of recruitment data and trends in regard to race, gender and disability and report on this to the staffing and pay sub-committee of the governing board.
- Continue to use and share the TES website data to inform us of all of our applicants' key trends in cultural/ethnic background, gender, religion/belief, sexual orientation and disability
- Run a report from Arbor to check which of our colleagues has a disability and what we have in place for them
- Check our reasonable adjustment agreement for all staff with disabilities that meet their needs, and make sure that any disadvantages they experience are addressed.
- SHS creates a reasonable adjustment by a change to a work process, practice, procedure or environment (including physical layouts, equipment, support) that helps remove, reduce or prevent the obstacles faced by a disabled colleague or job applicant
- Sign up as a level 1 disability confident committed
- Include the Disability Confident symbol on all job adverts, application forms and information, to help address the under-representation of people with disabilities in the school workforce
- Ensure our job advert is formatted in an accessible way

- Check that our current practice facilitates colleagues to be able to and are encouraged to disclose their disability, that SHS gathers the relevant supporting information and that SHS consults with the staff

Progress we are making towards this objective:

- We have appointed the Deputy headteacher, to work across the school with key staff and the Headteacher, to oversee the Equality objectives and to support staff training.
- We have completed a whole staff Equality & Equity audit and completed a report that will be shared with the F&P Governors committee
- HR currently has procedures in place to support staff who have a disability
- We have completed a Reasonable Adjustment Policy which will go to Governors
- We have gained the Level 2 Disability Confident Employer award & the symbol has been added to our adverts. We have set new objectives for the level 2 which include training for RKI and JRA and research where we place our adverts
- Deputy Headteacher and HR are working together to create a flowchart to support all staff with their return to work meeting conversations

Objective 2: Training staff & Governors

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the Spring half term 2024. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

To ensure all members of our staffing body understand the following 4 areas:

- What the Equality Act 2010 is
- What the 9 protected characteristics are
- What the different types of discrimination are
- What our duties to protected individuals are

To achieve this objective, we plan to:

- Run a training session for all staff in the Autumn term, Run a training session for the Governors on the F&P committee by Autumn term 2023,

Progress we are making towards this objective:

- The whole staff training session for Equality & Equity has now been completed. We are currently planning the second session around Equity and our curriculum
- The F&P training has now been completed
- RKI is undertaking undertaking training through the SSAT training module 'Leading for Excellence and Equity'

Objective 3: Curriculum development

Develop a curriculum that empowers students to navigate, disarm and challenge the racialised dehumanising narratives that uphold negative stereotypes. We also encourage staff to utilise organic teachable opportunities when they present themselves

Why we have chosen this objective:

- To embed aspects of student's identity related to race, ethnicity, nationality, culture and faith in order to allow all students to feel fully included and valued

- To maximise opportunities for students to foster a greater sense of belonging, identity, self-esteem and self-confidence
- To encourage both staff and students to view the curriculum through a critical lens, viewing teaching and learning from multiple perspectives and questioning what is being taught. For instance, by asking: where has this knowledge come from? Whose knowledge is this? Whose viewpoint does it represent

To achieve this objective, we plan to:

- EDD – working parties from each department continue to meet as a team and drive the curriculum change within their departments, to promote discussions and consider other narratives. Move to a decolonized curriculum
- One of the aspects of the School Improvement Plan in relation to EDD is Ensuring that our curriculum aids our students' understanding of our world-scape, is reflective of the diversity of our community and challenges our students to engage in making the world a better place.
- Be Her lead & Be His Lead to run next year
- Run a training session for key staff from 'Men at Work' or an equivalent, on positive masculinity
- Build the CARE curriculum and embed it into our tutor periods, developing student's understanding of Identity
- Develop reflective pages in student journals to explore 'looking through a critical lens'
- Form time reading to engage students in discussions around current affairs and EDD topics

Progress we are making towards this objective:

- 6 staff training sessions have been completed
- Each lead has completed an audit of their curriculums, identifying the strengths and areas for development in relation to the promotion of EDD. We utilised subject specific criteria from the KEY and used this as a starting point. Each lead has mapped out the journey for individual subjects.
- Students are very clear about protocols in relation to RRR within the school
- RRR system is embedded and effective
- The three heads of year have regular assemblies relating to all forms of bullying, this is an addition to ongoing assemblies in other matters relating to EDD
- Students are aware of the support that is offered within school if they have any worries relating to EDD, again they have an assembly delivered by the hub team so they are fully aware of the support that the school offers.
- The school has a very successful hub which supports our most vulnerable students, here they are offered counseling and therapy.
- Students have gone through a process of becoming ambassadors for bullying and racism and have played a role in how this is implemented and dealt with in school.
- Power of You Day
- Specific British Values topics in EE lessons
- We are recipients of the EDD kite mark
- Staff have mapped out their EDD opportunities on the whole school curriculum map and this has been shared with everyone through the intranet

Objective 4 : Close the gaps

Actively close gaps in attainment and achievement between students and all groups of students; especially students who are

- Disadvantaged (PP)
- students with special educational needs and disabilities, and who have an EHCP

- students with special educational needs and disabilities, do not an EHCP, but need support
- Looked after children and previously looked after children
- Children who have ever had need of a social worker, known in this school as 'Ever Vulnerable' / 'EV'
- Students from minority ethnic groups

Why we have chosen this objective:

In society as a whole, there has been greater emphasis on developing equality. This is reflected in legislation that European countries have introduced, including the Human Rights Act 1998, Equality Act 2006 and the Equality Act 2010. All public institutions have to address how they are going to perform against these new requirements. It rightly falls to schools to ensure that they are working to meet all their students' learning needs. Professor John West-Burnham notes in Idr (2011) that 'the most challenging aspect of leadership in schools is the imperative to secure excellence and equity'. This is not limited to those students with disadvantaged backgrounds but includes all those who are vulnerable to underperformance in our schools.

To achieve this objective, we plan to:

- Quality first teaching
- Whole school Venn strategy
- Student mentoring
- Bespoke tutoring program in place

Progress we are making towards this objective:

2023 results P8 0.20 (confidence interval -0.01)

- PP students outperform their PP peers nationally in A8, P8 scores and English & Maths outcomes.
- The PP /NPP gap is for SHS students is significantly smaller than the national gap and closing

Data from 2023 Year 11 cohort

- Disadvantaged (PP) - P8 -0.01
- students with special educational needs and disabilities, and who have an EHCP - 0.17
- students with special educational needs and disabilities, do not an EHCP, but need support - -0.47
- Looked after children and previously looked after children -0.08
- Children who have ever had need of a social worker, known in this school as 'Ever Vulnerable' / 'EV' -0.25
- Students from minority ethnic groups - positive P8 score for 12 out of 15 (All other, Black caribbean & White British have a negative P8 score and will continue to be a focus)