

# Equality and Diversity Objectives (2020-2024) – Year 1 of 4

Through the Thomas Hardye School Single Equality policy we aim to fulfil our public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. As part of this the school formally sets out key objectives which are reviewed annually and are linked to challenges the school has identified as requiring improvement.

Objective	Why have we chosen this?	Suggested actions (Year 1 of 4)	Progress
<p><b>To improve opportunities for feedback on diversity issues in order for the school to respond to issues raised by students and staff.</b></p>	<p>Following the BLM campaign in summer 2020, the school was contacted by a group of past and current students who were keen to help review the experiences of education for BAME students. With an increased number of students in the PD base and a growing LGBTQ+ community in the school a focus group would help to give a channel for student feedback on issues of diversity and inclusion. The group will also be responsible for working with the Student Voice on campaigns in school and as a sounding board for changes to policies and practices within the school.</p>	<ul style="list-style-type: none"> <li>▪ Establish a focus group and promote attendance through tutors and student voice.</li> <li>▪ Create a cross-curricular staff working group for collaborative planning and feedback.</li> <li>▪ Regular meetings (termly) to discuss objectives and progress towards them.</li> <li>▪ Campaigns running through the year e.g. Black History Month, Diversity week.</li> <li>▪ Action on specific issues raised by students in this group.</li> </ul>	
<p><b>By September 2021 conduct a review of the curriculum and pastoral systems regarding issues of diversity. Implement necessary changes from September 2021.</b></p>	<p>The school curriculum has the potential to be constructed through a White British lens. A thorough review will identify opportunities to improve diversity and representation across the curriculum. The college teams and Sixth Form can also provide opportunities to focus on diversity in assemblies and through the work of college committees, such as establishing community or international links. We also want incidents of bullying associated with protected characteristics to be dealt with consistently and restoratively.</p>	<ul style="list-style-type: none"> <li>▪ Use the "Anti-Racism Curriculum Review" from <i>The Key</i> and BAMEed's 3-step process for curriculum review.</li> <li>▪ CPD for curriculum areas and college leaders to consider best practice.</li> <li>▪ Plan changes to curriculum, especially in Year 9.</li> <li>▪ Increase diversity within assemblies, guest speakers, role models, etc.</li> <li>▪ Strengthen school-to-school links within UK/Europe/Globally as part of the college system.</li> <li>▪ Review process of dealing with racist/homophobic abuse or bullying.</li> </ul>	
<p><b>Narrow the progress gap between Boys and Girls at GCSE at below the national average. (SIP Target 1a)</b></p>	<p>The attainment gap between boys and girls is one of the most significant and persistent issues within education. At THS female students (on average) perform half a grade better across every subject than their male peers. Raising the expectation and ambition of boys will mean they are not educationally disadvantaged.</p>	<ul style="list-style-type: none"> <li>▪ Regular agenda items at college and curriculum meetings.</li> <li>▪ Explicit tracking of boys at review points.</li> <li>▪ CPD group on raising boys' achievement to share findings.</li> <li>▪ Enhanced revision support for students and parents.</li> <li>▪ Enhanced literacy testing and intervention.</li> <li>▪ Work experience for target group.</li> </ul>	