

Equality and Diversity Objectives (2020-2024) – Year 3 of 4

Through the Thomas Hardy 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 3 of 4)	Progress
<p>To improve opportunities for feedback on diversity issues in order for the school to respond to issues raised by students and staff.</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"> ▪ Maintain the focus group and recruit new students, ▪ Campaigns running through the year e.g. Black History Month, Diversity week. ▪ Action on specific issues raised by students in this group. 	<p>An EDI focus group of around 20 students has been set up which meets half-termly. This now needs to recruit new students. Staff survey conducted and working group identified from this. Student group has been involved in anti-racism workshop, LGBTQ+ Allies programme, Black History Month, School Diversity Week, etc. Tom Hardinge and Vicky Needham undertook DEI leadership training with "Diverse Educators" organisation. Staff forum has also been established through the MAT.</p>
<p>By September 2021 conduct a review of the curriculum and pastoral systems regarding issues of diversity. Implement necessary changes from September 2021.</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"> ▪ Use the "Anti-Racism Curriculum Review" from <i>The Key</i> and BAMEed's 3-step process for curriculum review. ▪ Increase diversity within assemblies, guest speakers, role models, etc. ▪ Review process of dealing with racist/homophobic abuse or bullying. 	<p>Curriculum audit has focused on the curriculum areas involved in Vicky Needham's CPD group – English, History, Art, Maths and Geography. Developments to PSHCE curriculum and training for students and staff on becoming LGBTQ+ allies. Impact on assemblies will improve now they are happening weekly. Staff training in September 2021 and 22 on escalating serious incidents. Student survey about sexualised behaviour is also informing this approach.</p>
<p>Narrow the progress gap between Boys and Girls at GCSE to below the national average. (SIP Target 1a)</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"> ▪ Regular agenda items at curriculum meetings. ▪ Explicit tracking of boys at review points. ▪ Enhanced revision support for students and parents. ▪ Enhanced literacy testing and intervention. 	<p>Key findings shared via department meetings and CPD group. Structured revision support, mainly targeting boys in year 10 and 11. College teams have also put intervention groups in place. Parental engagement has been harder without access to the theatre. Mixed ability groupings having a positive impact in Science. "Reading Plus" literacy intervention has been running since September 3 members of SLT visited Woking High School to look at best practice. Year 11 results (unvalidated as of October 2022) show a progress 8 gap of only 0.2 which is below the national average.</p>