

This statement details the school’s progress towards its Equalities Objectives for the period 2022-25. It also outlines our Equalities Objectives for the period 2025-28, how we plan to achieve these and the outcomes we hope to achieve.

**School overview**

Detail	Data
School name	Bow School
Number of pupils in school	1214
Number of staff in school	160
Academic year/years that our Equalities Objectives Cover	2024/25, 2025/26, 2026/27, 2027/28
Date this review was published	March 2025
Date on which it will be reviewed	March 2028
Equalities Lead	Headteacher

Gender	Male	Female	Other	By role (total)	Male	Female	Other	Proportions	Male	Female	Other
Overall Staff	36% (-10)	64% (+10)	DNC	Teaching	45.3% (-11.7)	54.7% (+11.7)	DNC	Teaching	12.5%	33.75%	DNC
				Support	27% (-3)	73% (+3)	DNC	Support	24.37%	29.38%	DNC
Overall Student	64% (-2)	36% (+2)	DNC	Position							
				Middle Leadership	52.5% (-6.5)	47.5% (+6.5)					
				Senior Leadership	53.3% (+0.3)	47.7% (+0.7)					
				Governance	63.6% (-11.4)	36.4% (+11.4)					
Religion	Buddhism	Christianity	Hinduism	Islam	Sikhism	Other	None	Refused			
Students	0.8%	10.6%	0.3%	72.6%	0.3%	1.0%	4.0%	7.2%			
Staff	DNC										

SEND (Students)	Totals	%									
None	993	81%									
EHCP	41	15.2%									
SEN K	180	18.8%									
Overall	1214	100%									
Other (Students)	EAL	Non EAL	PP	NPP	FSM	LAC	Med				
	67.9%	32.1%	61%	39%	42.1%	0.4%	40%				
Age (Staff)	20-29	30-39	40-49	50-59	60-69	70+					
	26 (-18)	55 (-6)	37 (+4)	28 (+7)	14 (+1)	0					

## Equalities Objectives 2022-202,

Bow School is an inclusive school where we focus on the well-being and progress of every member of our school community and where all members are equal. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### Our approach to equality is based on the following key principles:

- All members of our community are of equal value.?
- We will recognise, respect and value difference. We take account of this and strive to remove barriers and disadvantages which people may face, in relation to their protected characteristics. We believe that diversity is a strength, which should be respected, embraced and celebrated by all those who learn, teach and visit here.
- We will actively promote positive attitudes, mutual respect and relationship building between groups and communities different from each other.
- We will foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We will observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- We will have the highest expectations of all our students. We expect that all students can make good progress and that all members of the community can achieve to their highest potential.
- We will work to raise standards for all students, with a distinct focus on the most vulnerable and disadvantaged. We believe that improving the quality of education for our most vulnerable students raises standards for all.

### Intended outcomes 2025-2028

This explains the outcomes we are aiming for by the end of the upcoming period (2025-2028), and how we will measure whether they have been achieved.

Intended outcome	What we will do	Success criteria	How this will be monitored
To actively narrow the gaps in attainment and progress for students with protected characteristics by fostering an inclusive and supportive learning environment, ensuring all students have equal opportunities to succeed academically and personally. This will be achieved through targeted interventions, tailored support, and	<ul style="list-style-type: none"> <li>- Regularly collect and analyze data on the attainment and progress of students with protected characteristics to identify gaps early.</li> <li>- Offer personalized tutoring, mentoring, or small group interventions to students who are underperforming or at risk of falling behind.</li> <li>- Provide additional support for students with learning difficulties or disabilities, including tailored teaching resources and strategies.</li> <li>- Use differentiated teaching methods to cater to a wide range of learning styles, ensuring that all students can access the curriculum.</li> <li>- Ensure the curriculum is diverse, inclusive, and reflects a wide range of perspectives and experiences, promoting equity and representation.</li> <li>- Provide staff with professional development on inclusive teaching strategies to ensure that all students, including those with protected characteristics, are supported.</li> <li>- Establish strong links with parents, guardians, and communities, particularly those from underrepresented or marginalized groups, to ensure that families are involved in the educational process.</li> <li>- Provide accessible information and support for parents and carers of students with</li> </ul>	<ul style="list-style-type: none"> <li>- Reduce the attainment gap for students with protected characteristics (e.g., disabilities, ethnic minorities, disadvantaged) in assessments (e.g., GCSEs) over three years.</li> <li>- Improve the progress score for students with protected characteristics annually, ensuring equal progress across all groups.</li> <li>- Increase engagement (attendance, extracurricular participation, behavior) for students with protected characteristics each year.</li> <li>- Decrease disciplinary incidents (suspensions, detentions) for students with protected</li> </ul>	<ul style="list-style-type: none"> <li>- Through internal collection of attainment and progress data</li> <li>- Through analysis of examination outcomes</li> <li>- Through internal quality assurance processes such as monitoring meetings and reviews of the quality of education</li> <li>- Through visits by our link governors</li> <li>- Through our Governors' Standards Sub-Committee and by our Full Governing Body</li> </ul>

<p>continuous monitoring to identify and address barriers to achievement, with a commitment to promoting equity, diversity, and inclusion in all aspects of school life."</p>	<ul style="list-style-type: none"> <li>- protected characteristics to ensure they can support their children’s learning at home.</li> <li>- Promote an inclusive and positive school culture where diversity is celebrated, and students feel safe and respected.</li> <li>- Set clear, measurable goals for reducing attainment gaps for students with protected characteristics and hold staff accountable for progress towards these goals.</li> <li>- Encourage students with protected characteristics to take on leadership roles in school, such as being a class representative, club leader, or school ambassador, to build confidence and leadership skills.</li> </ul>	<p>characteristics by 15% annually.</p> <ul style="list-style-type: none"> <li>- At least 85% of students with protected characteristics report feeling included and supported, based on annual surveys.</li> </ul>	
<p>To ensure the personal development curriculum actively supports the engagement, inclusion, and well-being of all students, with a particular focus on those with protected characteristics. The curriculum will promote respect, understanding, and empathy, encouraging students to value diversity, challenge discrimination, and develop the skills needed to thrive in an inclusive and supportive environment.</p>	<ul style="list-style-type: none"> <li>- Design and deliver personal development lessons that explore diverse perspectives, experiences, and histories, ensuring that students with protected characteristics feel represented and valued.</li> <li>- Ensure that the curriculum promotes respect for diversity in terms of race, gender, disability, sexual orientation, religion, and other protected characteristics.</li> <li>- Empower students to lead awareness campaigns, events, or projects focused on diversity, inclusion, and well-being.</li> <li>- Integrate lessons that build emotional intelligence, resilience, and self-confidence, helping students navigate challenges related to their identity or experiences.</li> <li>- Provide mentorship or buddy systems where students can receive individual guidance, especially if they face barriers to full participation in school life.</li> <li>- Create safe spaces or support groups for students with protected characteristics to share experiences, receive peer support, and feel validated.</li> <li>- Invite diverse guest speakers and role models, including individuals from various backgrounds (ethnic, cultural, disability, gender, etc.), to speak to students about their personal experiences, challenges, and successes.</li> <li>- Further develop school-wide initiatives to celebrate key dates like International Day of Disabled Persons, Black History Month, LGBTQ+ History Month, and others that promote diversity and inclusion.</li> <li>- Reinforce positive behaviors, such as kindness, respect, and empathy, through awards or recognition programs to celebrate students who demonstrate inclusivity and positive social action.</li> <li>- Use assistive technologies where needed to support students with specific learning needs, ensuring that all students can engage with the content.</li> <li>- Regularly gather feedback from students about their personal development experiences, especially from those with protected characteristics, to assess the inclusivity and effectiveness of the curriculum.</li> <li>- Track participation and engagement levels in personal development activities to identify any groups who may need additional support or encouragement.</li> </ul>	<ul style="list-style-type: none"> <li>- At least 90% of students participate in personal development lessons, focusing on those with protected characteristics.</li> <li>- At least 80% of students report positive changes in attitudes toward diversity and inclusion, as measured by surveys.</li> <li>- Reduce reported incidents of bullying or discrimination targeting students with protected characteristics.</li> <li>- Increase student participation in diversity-related extracurricular activities, especially among those with protected characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>- Through internal collection and analysis of progress, attainment and participation data.</li> <li>- Through student voice</li> <li>- Through visits by our link governors and external partners</li> <li>- Via our Governors’ Sub-Committees and Full Governing Bodies</li> <li>- By surveying our parents, students, staff and partners</li> </ul>
<p>To ensure that all approaches to recruitment, induction and onboarding, and professional development are inclusive and supportive of all staff,</p>	<ul style="list-style-type: none"> <li>- Advertise vacancies through diverse channels, including those targeted at underrepresented groups, to attract a wide range of applicants.</li> <li>- Implement ‘blind’ shortlisting processes</li> <li>- Write job descriptions and person specifications using inclusive language, focusing on essential skills and qualities. Avoid language that may deter candidates from diverse backgrounds or those with disabilities from applying.</li> <li>- Make reasonable adjustments for applicants with disabilities during the recruitment process, such as providing accessible interview formats, adjusting the timing, or</li> </ul>	<ul style="list-style-type: none"> <li>- Increase staff from protected characteristics by 10% over 3 years through a more diverse recruitment process.</li> <li>- At least 85% of new staff report inclusive, accessible, and supportive</li> </ul>	<ul style="list-style-type: none"> <li>- Through analysis of recruitment data and exit interviews</li> <li>- Through careful shortlisting and safer recruitment practices</li> <li>- Via our Governors’ Staffing Sub-Committee and our Full Governing</li> </ul>

<p>including those with protected characteristics</p>	<p>offering alternative assessment methods.</p> <ul style="list-style-type: none"> <li>- Develop tailored onboarding processes that take into account the diverse needs of staff, including those with protected characteristics, such as providing specific support for staff with disabilities, neurodiverse staff, or staff with caregiving responsibilities.</li> <li>- Pair new staff members with mentors or buddies, particularly those who understand the unique needs of staff with protected characteristics, to offer guidance and help them integrate into the school community.</li> <li>- Ensure that all induction materials are accessible and inclusive, including providing written and digital resources in formats suitable for people with visual, auditory, or learning disabilities.</li> <li>- Include a specific focus on the school's commitment to diversity and inclusion in the induction process, helping new staff understand the school's values, policies, and support systems around these issues.</li> </ul>	<p>induction and onboarding.</p> <ul style="list-style-type: none"> <li>- 100% of staff have equal access to CPD opportunities, with similar participation across all demographic groups.</li> <li>- At least 80% of staff report equal access to leadership and career progression opportunities.</li> <li>- 100% of staff in performance reviews and promotions report fair, transparent, and inclusive processes.</li> </ul>	<p>Body</p> <ul style="list-style-type: none"> <li>- With external expert support for the development our recruitment materials, review of our induction processes</li> </ul>
<p>Develop an offer continuous professional development that encourages the growth of skills and professional knowledge for all staff, while ensuring equal access to opportunities for career progression and support during transitions to new roles.</p>	<ul style="list-style-type: none"> <li>- Offer continuous professional development (CPD) to promote skill growth and career progression for all staff, with support for transitions into new roles.</li> <li>- Encourage staff to create personalized CPD plans aligned with their goals and the school's objectives, with guidance tailored to individual needs.</li> <li>- Make CPD opportunities accessible to all staff, with a transparent process and fair selection for key training sessions. Providing CPD in various formats (online, workshops, evening/weekend sessions) to accommodate different schedules and needs. Identify and remove barriers to CPD participation, such as time, resources, or specific needs (e.g., childcare).</li> <li>- Clearly outline career progression pathways and offer diverse leadership tracks to support various aspirations, including leadership training programs.</li> <li>- Identify and support staff with leadership potential from diverse backgrounds through training and mentoring.</li> <li>- Implement mentorship programs, especially for underrepresented groups, to guide career development including targeted support for this from underrepresented groups.</li> <li>- Provide coaching for staff transitioning into new roles, with tailored support for leadership or department changes.</li> <li>- Regularly review promotion processes to ensure fairness and equal opportunity for all staff, including those with protected characteristics.</li> <li>- Monitor CPD participation and its impact on performance and career progression, ensuring equal benefit for all staff.</li> <li>- Gather feedback from staff, particularly those with protected characteristics, to continuously improve CPD offerings.</li> <li>- Recognize and celebrate staff achievements in CPD and career progression through awards or public acknowledgment.</li> </ul>	<ul style="list-style-type: none"> <li>- 90% of staff engage in at least one CPD opportunity annually, with equal participation across demographics.</li> <li>- Increase promotions to leadership for underrepresented groups over 3 years.</li> <li>- 85% of staff report satisfaction with CPD opportunities, focusing on relevance, accessibility, and career support.</li> <li>- 100% of potential leaders are offered personalized development, with 75% participating annually.</li> <li>- 90% of staff transitioning into new roles feel adequately prepared.</li> <li>- CPD opportunities, including external course funding, are equally accessible to all staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Through analysis of recruitment data and exit interviews</li> <li>- Through careful shortlisting and safer recruitment practices</li> <li>- Via our Governors' Staffing Sub-Committee and our Full Governing Body</li> <li>- With external expert support for the development our recruitment materials, review of our induction processes</li> </ul>

**Part B: Review of intended outcomes in the previous period (2019-22)**

Objective 1	
<i>Improve outcomes and narrow attainment gaps for all students, but in particular for those with protected characteristics (e.g. WBR and SEN K students) where attainment and progress does not match expectation</i>	
What we said we would do	<ul style="list-style-type: none"> <li>• Use Assessment Data to review the impact of the curriculum and consider impact on those with protected characteristics (e.g. ethnicity/SEND)</li> <li>• Ensure that the curriculum is reviewed, in line with this analysis of assessment, and that curriculum planning, resources and learning activities are adjusted to further improve outcomes and narrow gaps</li> <li>• Ensure that assessment is well-planned, mapped to the curriculum and provide equal opportunity for all students including those with protected characteristics to achieve high quality outcomes.</li> <li>• Analyse the outcomes of these assessments for impact on those with protected characteristics adjusting lessons or intervention as appropriate to close learning gaps</li> <li>• Ensure that additional support, where in place (e.g. Academic Mentors), is well planned. Target the use of such resources, where appropriate, to support those with protected characteristics making progress at a similar/the same rate as their peers</li> <li>• Ensure that gaps in attendance/punctuality data for those in protected/vulnerable groups, where these exist are narrowed over time.</li> </ul>
What we did	<ul style="list-style-type: none"> <li>• Analysed outcomes data, each year, on the basis of the impact of the curriculum on those with protected characteristics.</li> <li>• Reviewed the curriculum, annually, to improve its rigour, ambition, coherence and design promote opportunity for all learners to enjoy success, achieve and make progress</li> <li>• Reviewed assessment processes, at all key stages, to ensure that these provide opportunities for all learners to demonstrate their learning over time, through assessment which reflect the full range of assessment types.</li> <li>• Implemented school-wide standardization and moderation processes as well as fortnightly curriculum briefings to ensure that all staff are aware of the intended outcome of the curriculum.</li> <li>• Recruited, annually, academic mentors and subject specialist tutors to support vulnerable learners and ensured that work was carefully planned, and targeted, to close learning gaps</li> <li>• Developed fortnightly reporting on attendance and punctuality, and reviewed protocols to ensure that pastoral teams, including tutors, AHOYs and HOYs engage directly with students, and their families to improve where necessary.</li> </ul>
Impact	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <ul style="list-style-type: none"> <li>- Attendance data remains above the national average year on year</li> <li>- Persistent Absence Data is significantly lower than the nation average</li> <li>- Across the period the attendance of most groups of students remained <u>above</u> the national average for the respective group.</li> <li>- Up until summer 2024 – Attainment and Progress data showed an improving trend with outcomes improving for key groups and gaps to national narrowing.</li> <li>- Internal assessment data, at all key stages, demonstrates improving picture of performance.</li> <li>- Data demonstrates positive impact of additional support and/or tutoring.</li> <li>- MER Processes consider the impact of the curriculum on some groups (e.g. Boys/Girls, SEND) with feedback provided at class, subject and school level to support improvement.</li> </ul> </div> <div style="width: 48%;"> <p>Next Steps</p> <ul style="list-style-type: none"> <li>- Respond to changes to national guidance around attendance to drive further improvement.</li> <li>- Plan professional development for staff linked to key outcomes in assessment and progress data –e.g. support for SEND learners</li> <li>- Review newly implemented assessment systems to ensure impact and adjust implementation to ensure success</li> <li>- Introduce Bow Diploma, Super-Curricular and broadened student leadership opportunities to drive greater engagement in enrichment/personal development</li> <li>- Secure improved outcomes, year on year, in final examinations for all students, and those groups with protected characteristics.</li> <li>- Ensure that additional support, where in place (e.g. Academic Mentors), and the use of these resources are adjusted/targeted where necessary to support those with protected characteristics making progress at a similar/the same rate as their peers</li> </ul> </div> </div>

Objective 2	
<i>To further develop a coherent, rigorous and ambitious personal development curriculum which support students in becoming world and career ready; ensuring that there is equality of access to this curriculum across all groups including those with protected characteristics</i>	
What we said we would do	<ul style="list-style-type: none"> <li>• Strengthen personal development curriculum to ensure coherence with the school’s values, ambition for students and supports them in becoming World Ready and Career Ready</li> <li>• Implement a student passport to ‘capture’ their experiences and map their personal development overtime supporting them in being able to confidently articulate their own professional development</li> <li>• Monitored and tracked access to Enrichment, Personal Development, Cultural Capital, Student Leadership and other opportunities to ensure that this is evenly spread and access by all students, including those with protected characteristics.</li> <li>• Where appropriate work with students/parents to identify and understand barriers to access and adjust processes to overcome these barriers</li> </ul>
What we did	<ul style="list-style-type: none"> <li>• Reviewed and enhanced the personal development curriculum to ensure coherence with the school’s values, ambition for students and supports them in becoming World Ready and Career Ready</li> <li>• Broadened the range of leadership opportunities open to young people across the school</li> <li>• Implement a tutor-time curriculum which promotes self-development, personal wellbeing, reflection and target setting</li> <li>• Improved assemblies to support the broadening of knowledge, cultural capital and connections across and between learning/subjects</li> <li>• Implemented a student passport to ‘capture’ their experiences and map their personal development overtime supporting them in being able to confidently articulate their own professional development</li> <li>• Monitored and tracked access to Enrichment, Personal Development, Cultural Capital, Student Leadership and other opportunities to ensure that this is evenly spread and access by all students, including those with protected characteristics.</li> </ul>
<p>Impact</p> <ul style="list-style-type: none"> <li>- Personal Development Days have supported increased engagement with extra-curricular and cultural capital activities</li> <li>- Internal data on engagement with enrichment, and from our partners (such as Greenhouse Sports) shows that there is a representative spread of uptake.</li> <li>- Data review shows that there was a strong uptake of extra-curricular activity across the school with large proportions of students taking up at least one activity over the school year.</li> <li>- Attendance of most groups of students remains <u>above</u> national (2019).</li> <li>- Behaviour Data is outweighed by Achievement Data by a factor of 7:1</li> <li>- Suspensions are low. There have been no permanent exclusions since 2018.</li> <li>- Governors have a clear understanding of attendance, behaviour and exclusions data. Parents/Staff/Community well-informed about enrichment via Magazine, Website and Social Media supporting improved impression of the school.</li> <li>- Student voice shows that that students enjoy being at school, feel valued, heard and safe. It also shows that students enjoy their curriculum, have positive relations with their teachers and value the opportunities they are presented with.</li> </ul>	<p>Next Steps</p> <ul style="list-style-type: none"> <li>- Further develop the school’s personal development curriculum to strengthen inclusion, pride and belonging in the school for all students including those with protected characteristics</li> <li>- Launch and embed the Bow Diploma to accredit good learning and personal development across the school</li> <li>- Ensure that the school’s personal development curriculum responds appropriately to statutory guidance, policy and regulatory frameworks</li> <li>- Implement SchoolVue Platform to Monitor, track, and target access to Enrichment, Personal Development, Cultural Capital, Student Leadership and other opportunities to ensure that this is evenly spread and access by all students, including those with protected characteristics</li> <li>- Further develop leadership programmes to include initiative such as ‘Lead Learners’ and ‘Restorative Practice’ to strengthen engagement of all learners including those with protected characteristics</li> <li>- Develop pastoral, leadership and inclusion structures to ensure these a fit for purpose in enabling students personal development</li> <li>- Work with student/parent voice to understand barriers to accessing the personal development curriculum and adjust processes to overcome these barriers</li> </ul>

Objective 3	
<i>Further develop the mental health and wellbeing provision including at the school so that it supports the wellbeing of all members of the school community providing access to additional support where required, ensuring that there is equality of access to such support.</i>	
What we said we would do	<ul style="list-style-type: none"> <li>Strengthen use of wellbeing and other data to target support at areas of most need</li> <li>Analyse wellbeing, behaviour, safeguarding and other data to adjust and adapt curriculum plans, pastoral support and the wellbeing programme to areas of most need</li> <li>Review and further develop PSHE curriculum to ensure its rigour, coherence and appropriateness for learners at different stages/ages</li> <li>Review and re-institute the use of house days to support the delivery of the PSHE/Safety/Wellbeing Curriculum</li> <li>Broaden wellbeing services including working with THEWS to further strengthen wellbeing services</li> </ul>
What we did	<ol style="list-style-type: none"> <li>1. Improved analysis and reporting of wellbeing and safeguarding data to ensure that school leaders, pastoral teams, and specialist support teams are well placed to intervene early where there is need</li> <li>2. Improved analysis, and reporting, of behaviour and achievement data to ensure that pastoral, subject and specialist teams are well briefed, able to intervene, and adjust plans as appropriate</li> <li>3. Continued to maintain a broad, and balanced curriculum which meets the needs of all learners.</li> <li>4. Ensure that there is appropriate wellbeing leadership in place, with programmes of assistance, for students and staff who need it.</li> <li>5. Trained a team of student wellbeing ambassadors.</li> <li>6. Reviewed PSHE curriculum, on an ongoing basis, to ensure that it meets statutory requirements, is age appropriate and is sufficiently flexible to meet and respond to emerging needs</li> <li>7. Implemented 'Personal Development Days' to support wellbeing, personal development and PSHE</li> <li>8. Broaden wellbeing partners, and services, to include organisations such as THEWs, KOOOTH and other safeguarding partners.</li> </ol>
Impact	Next Steps
<ul style="list-style-type: none"> <li>- There is a positive environment in the school. Students and teachers enjoy positive relationships. The school's culture is one that recognises positive achievement as reflected by a 7:1 ratio in achievement to behaviour data.</li> <li>- The school's curriculum remains broad and balanced with access to PE, PSHE, Academic and Arts-Based Subjects maintained for all young people. Are PSHE/RSHE Curriculum focuses on supporting young people in making healthy and safe choices to protect both their physical, social and mental wellbeing.</li> <li>- The school has a well-established counselling provision which has a positive impact on young people and staff. In the Autumn term of the 2024/25 academic year, for example, the provision was accessed by there was an increase in the number of Place2be/Place2talk sessions accessed by young people. Support has also been accessed by parents through Parent Partnership Sessions and Staff through our Place2Think Provision. The school also supplies access to 'supervision' for key members of safeguarding and pastoral staff as well as access to occupational health support.</li> <li>- Analysis of the uptake of this range of provision shows that it is representative of the school community and across those with protected characteristics.</li> <li>- Student voice used in development of policy</li> </ul>	<ul style="list-style-type: none"> <li>- Review pastoral and wellbeing staffing structures to ensure these remain fit for purpose.</li> <li>- Review Wellbeing SLAs to ensure these deliver to meet the needs of staff and young people</li> <li>- Continue to analyse wellbeing, behaviour, safeguarding and other data to adjust and adapt curriculum plans, pastoral support and the wellbeing programme to areas of most need</li> <li>- Explore models of school organization which support greater levels of wellbeing support and partnership working between adults and young people (E.G. relational practice)</li> <li>- Continue to review and further develop PSHE curriculum to ensure its rigour, coherence and appropriateness for learners at different stages/ages</li> <li>- Develop a 'handle' with care briefing process to support students wellbeing</li> <li>- Work with THEWs to develop and strengthen wellbeing support at the school</li> <li>- Achieve the school's wellbeing award</li> </ul>

Objective 4	
To ensure that all staff regardless of disability, race, ethnicity, sex, religion, pregnancy, marital status, sexual orientation of gender have the professional development opportunities they need to, where appropriate, progress in their careers.	
What we said we would do	<ul style="list-style-type: none"> <li>• Ensure all school leaders are ‘equalities in recruitment’ trained including training which develops leader understanding of conscious and/unconscious bias</li> <li>• Increased pool of staff safer recruitment trained to ensure that recruiters are representative of the school population</li> <li>• Further development programmes of professional development, for all staff, to include access to leadership development programmes, training and professional coaching.</li> <li>• Ensure that there is a career ‘pathway’ identified and route mapped for all colleagues including both internal and external progression routes</li> <li>• Ensure that induction, probation and appraisal processes support the professional development of all members of staff</li> <li>• Use data from exit interviews to plan for further developments</li> <li>• Involve staff in development of school policy, training programmes and other professional development</li> <li>• Develop, where appropriate, a suite of apprenticeship opportunities</li> </ul>
What we did	<ul style="list-style-type: none"> <li>- Trained all school leaders in recruitment and equalities</li> <li>- Offered all staff diversity and inclusions training</li> <li>- Broadened number of staff who are safer recruitment trained ensuring that recruiters represent the school population</li> <li>- Developed professional development programmes to support staff at each stage of their career including apprenticeships, leadership development programmes, national professional qualifications, coaching and mentoring</li> <li>- Reviewed probation processes, in line with locally agreed policies, to support new entrants to the school</li> <li>- Reviewed induction processes to ensure smooth onboarding for staff</li> <li>- Reviewed appraisal processes to ensure that these are responsive to individual need as well as strategic planning for workforce development</li> <li>- Reviewed school policies, calendar and meeting cycles to promote work-life balance, flexibility and engagement</li> </ul>
Impact	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <ul style="list-style-type: none"> <li>- Increase in the proportion of female candidates taking on Middle and Senior Leadership Positions</li> <li>- CPD programmes underpinned by individual need and elements of ‘elective’ training opportunities increased</li> <li>- Increase in opportunities, and in take up, for staff to access external and accredited qualifications including NPQs, Apprenticeships and locally developed programmes (e.g. THEP BAME Leadership Programme)</li> <li>- CPD Programme reflects opportunities for those at each stage of their careers (e.g. ITT, ECT, Emerging Leaders, Those new to Middle/Senior Leadership)</li> <li>- Internal apprenticeship opportunities used to support recruitment (e.g. ICT/Enrichment)</li> <li>- Review of school calendar, meeting cycles, and policies to support work life balance</li> <li>- Introduction of flexi-wellbeing leave and strategic development day policies to support staff and leaders</li> <li>- Broadened opportunities for part-time working at the point of recruitment</li> </ul> </div> <div style="width: 48%;"> <p>Next Steps</p> <ul style="list-style-type: none"> <li>- Advertise vacancies through diverse channels, including those targeted at underrepresented groups, to attract a wide range of applicants.</li> <li>- Implement ‘blind’ shortlisting processes</li> <li>- Write job descriptions and person specifications using inclusive language, focusing on essential skills and qualities. Avoid language that may deter candidates from diverse backgrounds or those with disabilities from applying.</li> <li>- Make reasonable adjustments for applicants with disabilities during the recruitment process, such as providing accessible interview formats, adjusting the timing, or offering alternative assessment methods.</li> <li>- Develop tailored onboarding processes that take into account the diverse needs of staff, including those with protected characteristics, such as providing specific support for staff with disabilities, neurodiverse staff, or staff with caregiving responsibilities.</li> <li>- Pair new staff members with mentors or buddies, particularly those who understand the unique needs of staff with protected characteristics, to offer guidance and help them integrate into the school community.</li> <li>- Ensure that all induction materials are accessible and inclusive, including providing written and digital resources in formats suitable for people with visual, auditory, or learning disabilities.</li> <li>- Include a specific focus on the school’s commitment to diversity and inclusion in the induction process, helping new staff understand the school’s values, policies, and support systems around these issues.</li> </ul> </div> </div>

Objective 5	
To further develop recruitment practice within the school so that there is diverse representation reflective of the make-up of the wider school community	
What we said we would do	<ul style="list-style-type: none"> <li>• Ensure all school leaders are 'equalities in recruitment' trained including training which develops leader understanding of conscious and/unconscious bias</li> <li>• Increased pool of staff safer recruitment trained to ensure that recruiters are representative of the school population</li> <li>• Build flexibility into recruitment practices, including increased opportunities for part-time and flexible working, where appropriate.</li> <li>• Adjust internal induction and professional development programmes to support inclusive practice and progression opportunities for staff</li> <li>• Further develop probation, appraisal and performance management processes to promote insight and ownership over each colleagues' professional development</li> </ul>
What we did	<ul style="list-style-type: none"> <li>- Trained all school leaders in recruitment and equalities</li> <li>- Offered all staff diversity and inclusions training</li> <li>- Broadened number of staff who are safer recruitment trained ensuring that recruiters represent the school population</li> <li>- Broadened opportunities for flexible and part-time working</li> <li>- Introduced flexi-wellbeing leave and strategic development schemes</li> <li>- Engaged subscriptions in professional development platforms (the national college, great teaching toolkit and others)</li> <li>- Engaged with partner schools and LETTA (MAT) to build a range of apprenticeship opportunities for staff</li> <li>- Broadened opportunities for all staff to engaged in accredited professional learning such as NPQs and apprenticeships</li> </ul>
<p>Impact</p> <ul style="list-style-type: none"> <li>- CPD well received by staff. High levels of satisfaction with CPD offer and its impact.</li> <li>- Access to suite of NPQ and Other Qualifications – develop staff practice and supporting successful transition/promotion.</li> <li>- Recruitment practice supports diverse candidate field – supporting high quality recruitment</li> <li>- HR consultant to support and advice leaders with HR issues – supporting successful outcomes</li> <li>- Increased capacity in the HR team and operational teams</li> </ul>	<p>Next Steps</p> <ul style="list-style-type: none"> <li>- Offer continuous professional development (CPD) to promote skill growth and career progression for all staff, with support for transitions into new roles.</li> <li>- Encourage staff to create personalized CPD plans aligned with their goals and the school's objectives, with guidance tailored to individual needs.</li> <li>- Make CPD opportunities accessible to all staff, with a transparent process and fair selection for key training sessions. Providing CPD in various formats (online, workshops, evening/weekend sessions) to accommodate different schedules and needs. Identify and remove barriers to CPD participation, such as time, resources, or specific needs (e.g., childcare).</li> <li>- Clearly outline career progression pathways and offer diverse leadership tracks to support various aspirations, including leadership training programs.</li> <li>- Identify and support staff with leadership potential from diverse backgrounds through training and mentoring.</li> <li>- Provide coaching for staff transitioning into new roles, with tailored support for leadership or department changes.</li> <li>- Regularly review promotion processes to ensure fairness and equal opportunity for all staff, including those with protected characteristics.</li> <li>- Monitor CPD participation and its impact on performance and career progression, ensuring equal benefit for all staff.</li> <li>- Recognize and celebrate staff achievements in CPD and career progression through awards or public acknowledgment.</li> </ul>