

# BOW SCHOOL



## Equalities Policy 2025-2028

**Approved by:** Full Governing Body

**Date:** Spring Term 2025

**Next review due by:** Spring Term 2028

**Policy Owner:** Headteacher

**OUR  
VALUES** | DETERMINATION  
ADAPTABILITY  
CURIOSITY  
RESPECT

**OUR  
VISION** | WORLD READY  
CAREER READY

## Introduction

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. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- We recognise, respect and value difference. We take account of this and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected, embraced and celebrated by all those who learn, teach and visit here.
- We actively promote positive attitudes, mutual respect and relationship building between groups and communities different from each other.
- We 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 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 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 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 the most vulnerable groups of students raises standards across the whole school.

## Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). In the UK, under the 2010 Equalities act, protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

NB: (Age, marriage and civil partnership as “protected characteristics” are not part of the school provisions related to students).

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty.

The Public Sector Equality Duty or “general duty” requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It also includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

## Development of the policy

This policy takes account of the DfE guidance on the Equality Act 2010, The Equality Act 2010 and schools - Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014) and also the most recent Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We note that OFSTED has a statutory duty to report on the outcomes, progress and provision for students who are disabled and those who have special educational needs.

### **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, the approach outlined in this policy underpins all decision making in relation to our School Improvement Plan, Policy reviews, Self-evaluation, The school prospectus, school web site and newsletters. There are also references to Equalities in the school's Behaviour for Learning Policy, Anti-bullying policies, Attendance Policy, School Admissions Arrangements, and SEND Policy (note: list is not exhaustive)

The Equality Act also applies to schools in their role as employers, and the ways we comply with this are found in all our related HR policies.

### **Eliminating discrimination, harassment and victimisation**

We take account of equality issues in relation to the application of school policy, such as the Behaviour for Learning Policy, School Admission Arrangements and our Exclusions Policy; the way we provide education for our students and the way we provide access for students to facilities, services, trips and visits. We are aware of the Reasonable Adjustment duty for disabled students and make every effort to ensure that reasonable adjustments are made, where appropriate – these are designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

In addition, the Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities. We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We take seriously the need to consider equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all, working together and the need for all to embrace diversity. Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

### **Behaviour, Exclusions and Attendance**

The Bow School Behaviour Policy makes reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from school for evidence of over- representation of different groups and take action promptly to address concerns.

### **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, against those of a traveller background, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

All staff receive guidance on how incidents of bullying and prejudice should be reported, recorded and dealt with. We treat all bullying incidents equally seriously. A record of all bullying related incidents is kept and a report is provided to the governors about the numbers, types and seriousness of incidents at our school and how we dealt with them. This data is reviewed termly.

### **Advancing equality of opportunity between different groups**

We know the needs of our school population and we collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our student admissions meetings. We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data on:

- The school population by gender and ethnicity;
- The % of students identified as having a special educational need and/or disability and by their principal need or disability;
- Each year group – in terms of ethnicity, gender and proficiency in English;
- Inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

All data is analysed in relation to the standards reached by different groups at the end of each data collection such as:

- Ethnicity
- Pupil Premium/Non Pupil Premium

- SEND (All categories)
- Look After Children
- EAL
- Gender

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

- We are aware that the legislation relates mainly to current but also to future students – we will for example, be sufficiently prepared if a visually impaired, physically disabled, or student of an ethnic minority group not already within our school population joins our school.
- We avoid language that runs the risk of placing a ceiling on any students' achievement or that seeks to define their potential as learners, such as "less able" using terms related to prior attainment instead.
- We use a range of teaching strategies that ensures we meet the needs of all students. We provide support to students at risk of underachieving. We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- People of different genders

We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.

Our buildings are fully accessible. There is excellent provision for those in wheelchairs and those with mobility impairments. Accessible toilets are located for both students and adults on each floor, there are two lifts in the school that give access to all areas and a medical space within the building provides accommodation for changing, hygiene and other specific needs. All classrooms and learning spaces are suitable for wheelchair users. The acoustics in the building have been designed to support those with hearing impairments.

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#### **Positive Action**

- We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

#### **What we are doing to foster good relations**

- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping. We promote a whole school ethos that challenges prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to world history and that promote positive images of people from a diverse range of cultures.
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences. We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events, e.g. Black History Month and Anti-bullying week and curriculum drop days.
- We have two satellite classes from Phoenix School, the local school for students on the autistic spectrum, on site as part of a partnership between Bow, Phoenix and Marnier School, a local primary school. The students from Phoenix participate in a range of activities with students from Bow, including drop days and agreed areas of the Bow School curriculum.
- We include Equalities matters in our Newsletters to parents and Carers and in items on the School website.

#### **Other ways we address equality issues**

- We maintain records of all training relating to equalities.
- Our monitoring records include evaluations of aspects of equalities. We keep minutes of meetings where equality issues are discussed.
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our students.
- The implications for equalities of all new policies and practices are considered before they are introduced.

**In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:**

- Review relevant feedback from parent questionnaires, parents’ evenings, the parent forum, Governors’ parent- consultation meeting and parent input into EHC Plans, statements of SEND and other SEND meetings.
- Secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from students and groups of students, from the student council, whole school surveys on children’s attitudes to self and school, in every Area Review
- Analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalized Provision Maps, mentoring and support;
- Ensure that we secure responses and feedback at Governing Body meetings and from the governing body’s working groups.

**Publishing Equality Objectives**

In line with this policy and the Bow School vision we publish an Equality Action plan that is monitored by the Governing Body and its relevant committees.

**Bow School’s vision underpins all that we do and applies equally to all members of the school community:**

- We want every student to leave the school with the qualifications, skills, character, mind-set and portfolio of experience which ensures that they are World and Career Ready.

We will through our Strategic School Improvement Plan seek, therefore, to reduce attainment and progress gaps between different groups and to develop a thriving school community where all achieve their full potential, regardless of their sex (gender), race, disability, religion or belief, or sexual orientation.

- The current Strategic School Improvement Priorities can be found on the school website.
- The Equality objectives that we identify stem from our school’s priorities and are the outcome of reviews and analysis of data and other evidence. They also take into account national and local priorities and issues.
- We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality Data Analysis which inform our discussions about the Equality Objectives.

**Our Equality Objectives for 2025-2028 are:**

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 continuous monitoring to identify and address barriers to achievement, with a commitment to promoting equity, diversity, and inclusion in all aspects of school life."
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.
To ensure that all approaches to recruitment, induction and onboarding, and professional development are inclusive and supportive of all staff, including those with protected characteristics
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.

These objectives and the criteria for success are set out in a separate document and published on the school website. They are also included with this policy as (Appendix A)

**Monitoring and reviewing objectives**

We review and update our equality objectives every three years and report annually to the governing body on progress towards achieving them. We involve and consult staff, students, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

**Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

**Governing Body**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

### **Headteacher and Leadership team**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. In addition, they should:

- promote inclusivity, ensuring that all students feel valued and respected, regardless of their background, gender, ethnicity, disability, sexual orientation, or beliefs.
- Ensure that appropriate training or workshops on equality and diversity to staff and students are made available, helping to build understanding and empathy within the school community.
- Treat all staff and students and colleagues with fairness, dignity, and respect, and respond to incidents of bullying or discrimination appropriately.
- Make reasonable adjustments to support the specific needs of students with disabilities or other needs, ensuring they have equal access to education.
- Take a proactive role in challenging any form of discrimination, stereotyping, or prejudice among students or staff.
- Regularly assess the effectiveness of equalities policies and initiatives, making improvements based on feedback and data.

### **Staff**

- Demonstrate inclusivity and respect for all students, colleagues, and visitors. Be role models for the school community.
- Ensure that teaching and learning, and other materials, are diverse and reflect a variety of cultures, backgrounds, and perspectives. Differentiate teaching to meet the needs of all students.
- Identify and support students facing barriers to success due to disability, gender, race, sexual orientation, or socio-economic background.
- Actively challenge discriminatory language, attitudes, and behaviours. Report any incidents of bullying, harassment, or discrimination promptly.
- Create a classroom and school environment where all students feel safe, valued, and able to contribute without fear of exclusion or prejudice.
- Continuously participate in training or workshops related to diversity, equality, and inclusion to improve practice.

### **Students**

- Treat all peers and staff with kindness, respect, and empathy, recognizing and valuing differences in race, religion, gender, ability, and culture.
- Stand up against any form of bullying, racism, sexism, homophobia, or other forms of discrimination. Speak up if they witness or experience discrimination or bullying.
- Support classmates who may be marginalized or discriminated against, and advocate for fairness and inclusion in their interactions.
- Participate actively in learning activities related to equality and diversity, such as classroom discussions, school campaigns, and workshops.
- Reflect on their own behaviour and language to ensure they are not unintentionally perpetuating stereotypes or discriminatory attitudes.
- Seek help and support from trusted staff or school leaders when and if concerns arise.

### **Visitors**

- Adhere to the school's policies and values, including those related to equality, diversity, and inclusion. They should treat all members of the school community with respect and dignity.
- Avoid engaging in discriminatory language or behaviour based on race, gender, sexual orientation, disability, religion, or any other characteristic protected by equality legislation.
- When interacting with students and staff, visitors should promote an inclusive environment by supporting activities, discussions, or events that encourage diversity and respect.
- Follow any relevant safeguarding guidelines, ensuring that their behaviour is always appropriate, respectful, and safe for all students.
- If visitors observe any discriminatory behaviour or practices, they should feel responsible for reporting such incidents to school leadership to ensure timely action is taken.
- When providing services or resources to the school, visitors (such as suppliers, contractors, or external facilitators) should ensure that their offerings are accessible to all students, regardless of their background or abilities.

### **Partners**

- Adhere to the school's policies and values, including those related to equality, diversity, and inclusion. They should treat all members of the school community with respect and dignity.
- Ensure that their staff, representatives, and volunteers understand and follow the school's equalities policies, values, and code of conduct while on school premises or interacting with students and staff.
- Ensure that any services or programs they provide are accessible to all students, taking into account any barriers related to disability, language, or socio-economic background.
- Promote inclusive practices and use inclusive language and imagery in any materials or resources provided to the school. They should be proactive in challenging discriminatory behaviour or attitudes if they arise during the course of their work with the school.

- Collaborate with school leaders to assess and review the effectiveness of initiatives, ensuring that progress is being made toward equal opportunities for all students.
- Ensure that their services, whether they are educational, extracurricular, or welfare-related, cater to the diverse needs of the school's student body, reflecting the values of the equalities policy.
- Intervene if they notice any discrimination, bias, or exclusion occurring within their scope of work and inform school leadership to address the issue promptly.

#### **Parents**

- Encourage and model respectful, inclusive behaviour at home, reinforcing the values of equality and diversity taught in school.
- Help children understand the importance of diversity, inclusion, and respect for others, teaching them to appreciate differences in others' backgrounds, abilities, and identities.
- Participate in school events, workshops, or initiatives that promote equality, and stay informed about the school's efforts to foster an inclusive environment.
- Communicate with school leaders promptly to resolve the issues should concern about discrimination or unequal treatment arise.
- Ensure that children feel supported and empowered to report any incidents of discrimination or bullying and help them navigate those experiences.

Appendix A: Equalities Objectives (2025-2028)

Intended outcome	What we will do	Success criteria
<p>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 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>- 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 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>	<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 characteristics by 15% annually.</li> <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>
<p>To ensure that all approaches to recruitment, induction and onboarding, and professional development are inclusive and supportive of all staff, including</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> </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</li> </ul>

<p>those with protected characteristics</p>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>- supportive induction and onboarding.</li> <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>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>