EQUALITY OBJECTIVES

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We have due regard for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010

2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it

3. Foster good relations between people who share a protected characteristic and people who do not share it

Objective	Public Sector Equality Duty Requirement Addressed	Progress to Date	Planned Actions
Provide an environment that welcomes, protects, and respects diverse people.	1, 2, 3	• Choosing a Secondary School page on website translated into Romanian, Turkish and Somali, as the main languages spoken by the local community. • An audit of staff's additional languages spoken provides translation opportunities.	• Existing community links are being explored and shared across the school so that they are fully utilised. • Key gaps in accessibility and inclusivity are being identified and addressed. • A welcome package for families is being developed, summarising the support we can offer, translated into main languages.
Ensure that all students are given the opportunity to make a positive contribution to the life of the school.	1, 2, 3	• A student charter was developed in consultation with students. • Prefects and student leadership opportunities are in place. • A tracker of Personal Development opportunities is in place, allowing detailed monitoring of students accessing different opportunities. • Extra-curricular uptake is monitored through a live tracker. • Regular student voice opportunities, both at trust-level and school-level. • Student voice is analysed to identify gaps or issues to address.	• Gaps in student uptake of Personal Development opportunities could be identified and addressed. • Gaps in student uptake of extra-curricular opportunities could be identified and addressed.

Address cultural events through the curriculum to increase student awareness and understanding of issues in different communities.	1, 2, 3	• The tutor programme includes a global calendar of cultural events. • Annual culture days give staff and students the opportunity to celebrate their traditional dress and promotes cultural exchange. • The local Imam and Vicar lead regular student assemblies.	• Less well-known cultural events that are relevant to students could be included in the global calendar. • Analysis of students' home languages could be used to tailor the global calendar to the events of their home countries.
Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.	2	• Learning walks are embedded across the school with areas of key focus shared with staff. • SEN/D and PP are school focus groups for improving outcomes and quality assuring high quality teaching and learning. • Bi-weekly data is collected for Year 11 so that gaps can be swiftly identified and addressed. • Triangulation and intervention in place for EHCP students. • Linklaters work with all students in all year groups, providing a career carousel to raise aspirations.	• The Year 11 crossover is an emerging area of focus for senior leaders with robust tracking including sub-groups.
Promote cultural understanding and awareness of different religious beliefs, ethnicities, gender, and disability related issues.	1, 2, 3	• Tutor time and assemblies promote awareness of different religions, culture and the protected characteristics. • Disability awareness week is featured prominently.	• More can be done to interweave understanding of the protected characteristics through the curriculum.
Promote mental health awareness and develop appropriate interventions where necessary.	2, 3	• Tutor time and assemblies promote awareness of mental health issues and signposting. • Mental health awareness day is featured prominently. • Regular assemblies by Kooth raise the profile of menta health and signpost further support.	• Therapeutic interventions are planned to complement the school's provision.

Continue to improve accessibility across the school site for pupils, staff, and visitors with disabilities.	1, 2, 3	• Lifts are in place to allow access to all areas of the School. • All outside sports areas and facilities are fully accessible. • Accessible toilets are in all areas. • EVAC chairs are located in the main stairwells. • Height adjustable furniture in rooms where required. • Clearly marked disabled parking bays are available in the visitor's car park.	• Levelling of specific and already identified areas in the playground will take place to ensure these do not create a barrier or trip hazard to people with disabilities.
Continue to develop positive social behaviours that enable all to feel included and safe.	1, 2, 3	• British values and education about society are a core part of our tutor time programme. • Anti-bullying week focuses on the protected characteristics and discrimination.	• Rewards are being revamped in school in order that they better support students in making the right choices.
Continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect.	2	• A diverse range of external links complement the school's curriculum. • The Museum of Childhood project included our students' voices as the voices of London. • Haringey African Schools partnerships paired us with a school in Sierra Leone. • The NFL has linked us to a high school in California. • The Royal Albert Hall supports us through a choir project.	• The curriculum could be reviewed to ensure it offers full coverage of the diversity of the school community.
Ensure all our stakeholders understand our inclusive ethos both for our local and wider community.	1, 2, 3	• Governors are representative of the local community. • Governors receive regular updates on personal development. • Parent forums take place termly.	• Parents evenings could be used to promote our ethos and values more distinctly.