



Equality Objectives 2024-2025

Introduction

- The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.
- Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.
- We will regularly review the progress we are making to meet our equality objectives and will publish a report on progress annually.
- Our equality objectives for the current academic year are set out below.

Equality Objectives 2024 – 2025

Our headline objectives have remained the same as last year with updates being made to specific objectives/activities.

Objective 1: Promote diversity and equal opportunities in staffing and governance at St Andrew's

(Objective owned by the Human Resources Committee and links to the SDP objective B)

Key Activities:

1.1 Recruitment:

- Develop a cascade analysis model to monitor equality and diversity and inclusion across the recruitment process (e.g. at application stage, at interview and at appointment). This would then be drawn from the annual census data for staff in April.
- Establish a working group to review interview questions used by the school to ensure inclusiveness, address unconscious bias etc.
- Continue efforts to ensure greater diversity in the governing body.

1.2 Continuous Professional Development

- Develop and create a framework to analyse the school's investments in continuous professional development from an equality, diversity and inclusion lens.

Objective 2: Progressively ensure that children learn about and are aware of diversity and equality through the school curriculum

(Objective owned by the Teaching and Learning Committee and links to SDP objective B and C)

Key Activities:

2.1 Curriculum Provision:

When evaluating the curriculum provision, especially in PSHE and how it impacts on children's understanding of diversity and equality with race, protected characteristics, British Values and how these are connected to the curriculum.

- 2.2 As routine revisions of curriculums take place, apply a diversity and equality lens to content development and selection of materials and resources. This includes planning content linked to topic themes that is representative of protected characteristics. We will continue to focus on updating the pupil reading passports books in the school library with texts by authors of colour and books representing children from a non-white heritage.
- 2.3 Continued training of staff, especially subject leaders, on diversity and equality considerations for curriculum development and on equalities in general. Focused staff meetings to ensure that planning represents diversity and equality opportunities across key areas of the curriculum starting with art and design, history and geography.

Objective 3: Embed race equality and anti-racism and equalities practice at St Andrew's

(Owned by the Full Governing Body and links to SDP objective B)

Key Activities:

- 3.1 Refresh training in racial literacy and unconscious bias for staff, governors and encourage parents/carers of the Multicultural Society to attend training when available from the local authority.
- 3.2 Focus on more diverse events to encourage all members of the community into our school e.g. celebration of foods/cultural events to increase the engagement levels of parents and carers and pupils in our school community.

Annexe: Equality Report 2023-2024

1st October 2024

Introduction

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

At the start of every academic year the Governing Body reviews progress against the objectives set for the previous year, and revises or updates the objectives for the coming year. At St Andrew's there are three *overarching* strategic objectives that provide the framework for key annual activities. The reason for this is that fully achieving these strategic objectives requires a multi-year effort; and having specific objectives ensures that there are clear milestones for this work every year.

The three strategic objectives are:

1. Promote diversity and equal opportunities in staffing and governance at St Andrew's
2. Progressively ensure that children learn about and are aware of diversity and equality through the school curriculum.
3. Embed race equality and anti-racism practice at St Andrew's.

This note has been prepared for the first Full Governing Body meeting of the 2023-24 academic year. It provides a review of progress for consideration of the Governing Body, and proposes revised specific objectives for the new academic year. On adoption by the Full Governing Body, it is published as an annexe to the 2023 – 2024 Equality Objectives.

This section reviews each objective in turn. The objectives are set at the start of 2023 and published on the school website are shown in plain text, and the review comments in italics.

Objective 1: Promote diversity and equal opportunities in staffing and governance at St Andrew's

(Objective owned by Human Resources Committee).

Key activities:

- 1.1 Undertake an analysis of current staff with regard to race, gender and disability (based on data provided in Summer 2023).

Over the course of the year, the school accessed a breakdown of the ethnicity, gender, sexual orientation, disability, age and religious profile of all staff from the Local Authority. The profile of all staff in all public schools in the city was also obtained which provides a basis for benchmarking. While these data are useful there are important caveats since for some categories (notably disability, religion, and sexual orientation) a significant percentage of staff preferred not to say.

- 1.2 Undertake an analysis of recruitment trends with regard to race, gender and disability using available equal opportunities monitoring data and if possible benchmarking data from across Brighton.

The School Business Manager has been monitoring this in school but we have not yet received the data for 2023-2024 from Brighton council to compare the school data. Based on last year's data, we have a lower number of male employees compared to Brighton and Hove's data, higher proportion of BME staff than Brighton and Hove, and slightly lower disability data than the council.

- 1.3 Use insights from these analyses to inform school recruitment, as well as staff retention and progression practices and strategies (drawing on local authority guidance if available). Includes training for responsible staff.

Despite limited data on the current situation St Andrew's has sought to promote greater diversity, especially ethnic diversity, by ensuring all recruitment adverts are clear about St Andrew's commitment to diversity and by placing paid adverts in targeted media. This still remains a focus for the school during the coming academic year when recruiting both staff and governors.

- 1.4 Pro-actively seek greater diversity during governor recruitment. Why we have chosen this objective: To ensure our staffing is diverse and representative and ensure that staff from minoritised or racialised communities have the same opportunities as all other staff.

The governing body recognises its lack of diversity, and that a more diverse body would broaden the perspectives and expertise and increase effectiveness. Attempts to address this included: (1) Statements of encouragement specifically targeting the diversity gap the Board was trying to fill, (2) Promote governor vacancies through diverse channels (e.g., the Voice Newspaper), (3) Active engagement with parents of different heritages. During this year, we are pleased that representation in this area has improved by recruiting a person of colour on to the governing board. We continue to hope that when vacancies arise that our Board continues to become more diverse.

Objective 2: Progressively ensure that children learn about and are aware of diversity and equality through the school curriculum. (Owned by Teaching and Learning Committee).

Key activities:

- 2.1 Evaluate current curriculum provision and how it impacts on children's understanding of diversity and equality, starting with race.

2.2 As routine revisions of curriculums take place, apply a diversity and equality lens to content development, and selection of materials and resources. This includes planning content linked to topic themes that is representative of protected characteristics.

- *Following on from racial literacy training in the previous academic year, all teachers have been actively aiming to address race and diversity in the curriculum but also through discussions in class in PSHE lessons. Conversations around BHM last year with the jigsaw idea around how black people have made positive changes around the world and understanding that the history of the world is like a giant jigsaw puzzle. Discussions in assemblies came about how missing pieces of the jigsaw equate to black history not being mentioned/learned/ taught which means our history is inaccurate.*
- *The curriculum in history especially was reviewed and teachers asked to look to include, wherever possible, historical recorded cases of black people in British history eg. the Romans but also trying to look for opportunities to represent our pupils to avoid the lack of representation in the curriculum. History subject leads have led assemblies, launched BHM alongside the anti-racist parent group incorporating their ideas and suggestions. In addition, the new PE curriculum has also launched effectively, and the PE leads have ensured that equality of opportunity happens for sports events both in school and outside of the curriculum with competitive sports matches allowing as many participants as possible. PSHE sessions led by teachers also enable many of the protected characteristics to be discussed within the Jigsaw curriculum.*

- 2.3 Training of staff, in particular subject leads, on diversity and equality considerations for curriculum development, and on equalities generally.

- *Subject leads were offered additional training through the council.*

- *Staff meetings had a focus on diversity in the curriculum*
- *Art and design lead, who also leads on Diversity and Equality, attended training on Decolonising and Diversifying the Curriculum in March 2024. She disseminated the information to staff and then will lead training and examples of representation in art in a staff meeting in September 2024.*

Objective 3: Embed race equality and anti-racism practice at St Andrew's (Owned by Full Governing Body)

Key activities:

3.1 Train all staff and governors in racial literacy.

- *All staff have been trained. Not all governors had attended the training by the end of the school year. We also need to ensure that all staff also receive training updates in the 2024-2025 and the Diversity lead will also model the training she received in March 2024 with teachers in a staff meeting at the start of the academic year.*

3.2 Adopt and implement a racial equality policy and ensure racial equality and broader equalities considerations are taken into account in all policies as they are revised.

- *Policy was adopted at the start of the school year. Race equality lens is being progressively considered as policies are revised and re-approved (Anti-Bullying, Behaviour and Race Equality Policy).*
- *St Andrew's continues to use the Council's 7 pillars framework and provided regular updates on its website of progress in these areas.*

3.3 Promote pupil and parent/carers voice through diversity council, parents/carers anti-racism forum etc.

- *Diversity council – meet once a half term with two staff who co-lead this group. They have had input into assemblies, led an assembly (see below) and help shape ideas for Black History Month.*
- *The parents and carers anti-racism forum met three times. The group decided to meet offsite more frequently to then decide on ideas to bring to the school meetings. They also renamed the group 'The Multicultural Society' coming away from the Anti Racism group. Updates were provided to the group (using the 7 pillars document) and input was sought on policy areas (Anti Bullying, Race Equality and Behaviour) and curriculum events such as BHM. With the new website being updated currently, we hope to have a termly update posted on the Multicultural parent group page with their activities being made available to a wider audience.*
- *Parent group developed and conducted a survey on experiences in the school community which was shared with governors. The Headteacher will be refocusing governors on the wider headlines from this survey in November 2024's meeting.*
- *Work was undertaken to more accurately represent the diversity of the school on the school website and this is an ongoing focus. In addition, the school developed an Instagram account to share with parents and carers, school activities. This also has helped share with the wider community any projects around diversity.*
- *School gave thought and consideration to the data available to monitor equality, diversity and inclusion. The school is now able to compare its data with schools across the local authority and with census data from the school's ward and/or city. However, we have not had 2023 – 2024 data through yet. (see above)*
- *Hove Park School visited in June 2024 with approximately eight Y11 students who talked to the children in years 3 – 6 in an assembly about equality, rights and how to be proud of your skin colour and celebrating differences. They have also in the past, talked to the Diversity Council separately about what impact they could have in school and also what changes they had made in Hove Park and the power of pupil*

voice. The students from Hove Park in 2024-2025 will work with our children from the Diversity Council around celebrating different cultures in the summer term 2025.