

## Progress against Equality objectives – January 2018

<p>1. To promote consciously and encourage a school ethos that has respect for persons at its centre and seizes every opportunity to celebrate the achievements of all members of our community.</p>	<ul style="list-style-type: none"> <li>- <i>Our Ofsted inspection (May 2017) makes explicit reference to the impact the school ethos has on the cohesion of the school community and the wellbeing of pupils</i></li> <li>- <i>The school has revised its mission statement using a collaborative process involving staff and students</i></li> <li>- <i>The values of RUAH are being embedded through a series of planned activities including Salesian Circle Time</i></li> </ul>
<p>2. To provide planned opportunities within the curriculum for pupils to learn about the diversity of our society. To equip pupils with the skills to identify and challenge negative stereotyping wherever it is found and so eliminate prejudice-related incidents.</p>	<ul style="list-style-type: none"> <li>- <i>School has a specific focus on developing British Values, in particular the celebration of diversity is embedded in the school curriculum via our annual 'drop-down' week.</i></li> <li>- <i>School community continues to reflect the diverse ethnic, socio-economic and religious character of the community that it serves</i></li> <li>- <i>Commitment to Restorative Justice to resolve disputes fosters greater understanding (link to RUAH)</i></li> <li>- <i>Staff well-being strategy including staff survey and well-being group introduced</i></li> </ul>
<p>3. To encourage collaborative planning across subject departments and involving both teaching and educational support staff so that the classroom experience is enhanced for all pupils.</p>	<ul style="list-style-type: none"> <li>- <i>Opportunities for collaborative planning through planned INSET and meeting time</i></li> <li>- <i>Appointment of TLR post holder to improve quality of teaching and learning</i></li> <li>- <i>Programme of monitoring of quality of pupils' learning experiences embedded. Information recorded on SIMS used to inform planning of CPD programme.</i></li> <li>- <i>Positive pupil progress in GCSE and A Level exams.</i></li> </ul>
<p>4. To provide appropriate additional support and resources to individual pupils who may experience significant barriers to learning and so minimise attainment gaps in terms of external examination results.</p>	<ul style="list-style-type: none"> <li>- <i>Regular, minuted inclusion meetings provide evidence of ongoing and thorough consideration of the needs of individual pupils for whom a disability or other barrier to learning may affect their progress</i></li> <li>- <i>Continued investment in a range of therapies and interventions to support pupils</i></li> <li>- <i>SEN pupil progress from exam data.</i></li> </ul>
<p>5. To encourage actively pupil involvement in enrichment activities and monitor the response to such activities by vulnerable and "hard-to-reach" groups.</p>	<ul style="list-style-type: none"> <li>- <i>Appointment of TLR postholder to oversee enrichment programme</i></li> <li>- <i>UPS projects on embedding 'house system' and developing Oracy provides opportunities for further enrichment activities</i></li> <li>- <i>Homework clubs and after-school interventions in place for vulnerable pupils</i></li> </ul>

<p>6. To assure equality of opportunity when recruiting staff by frequently reviewing and updating our Recruitment and Selection policy and procedures in the light of current legislation.</p>	<ul style="list-style-type: none"><li>- <i>Wandsworth HR guidelines on recruitment followed</i></li><li>- <i>Shortlisting and recruitment decisions documented and available for scrutiny</i></li><li>- <i>Staffing composition reflects diversity in terms of ethnicity, religion and gender</i></li></ul>
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