Objective 1: Train all staff on how to recognise bias and prejudice in key areas and set up systems that allow the school to monitor this and take appropriate action.

Why we have chosen this objective: To raise awareness for all staff on different types of prejudice, how to talk to students about them, and how to deal with them, improving monitoring systems so that targeted action can be taken where appropriate.

To achieve this objective, we plan to (include time frame with key milestones):

Action	Milestone 1	Milestone 2	Milestone 3
Plan professional development for across the year for all staff. Where relevant draw in external experts on raising awareness of and how to deal with prejudicial incidents, and discussion of this with students	Baseline data from June 2023 staff survey to inform objectives. Processes refresher on 20.10 INSET Day for all staff on both structured and unstructured time	Training takes place, bespoke to needs of school: refresher on processes with scenarios & training on Gender Equality Coupled with PD training for all students on gender equality. Staff will receive training on the material as well as how to deliver this.	All staff report improved confidence in dealing with and discussing prejudicial incidents (all staff survey in Spring)
Set up systems on Arbour to track types of prejudicial incidents; this should include recording of gender-based prejudice	Systems are set up and introduced to staff; tracked via behaviour report. All staff are confident in using.	Following review of data in first term (spring term), clear interventions in place and systems for dealing with prejudicial incidents.	Review of data at exec level to inform staff survey and following year's equalities work

How will we know we have achieved this objective?

- Establish extent of, and lower numbers of, prejudicial incidents

- Staff report greater confidence in dealing with prejudicial incidents
- Students report greater understanding of how to deal with prejudicial incidents- require survey data 2023.

Objective 2: Set up processes and systems of tailored professional development that support staff to proactively develop and prepare for success in their current role and for next steps in their career, to ensure equality of opportunity for all.

Why we have chosen this objective: To advance equality of opportunity between people who share a protected characteristic and people who do not share it, most especially BAME, which as a group is under-represented nationally in school leadership. Also, to ensure support staff in the school have a greater range of professional development opportunities. This will be an opportunity for all staff with careful consideration given to how BAME staff can access and participate.

To achieve this objective, we plan to (include time frame with key milestones):

Action	Milestone 1	Milestone 2	Milestone 3
Commitment to reporting to governors and sharing with staff data on BAME representation in leadership. Report on internal promotions, progression to UPR, retention	Data is published (Sum 2, 2023)	Appraisal data reviewed (Autumn 1, 2024)	Data is published (Sum 2, 2024)
Process for tailored professional development is shared with staff with a commitment of minimum of 60% of BAME participants across the course of a year.	Staff are invited to express interest in tailored CPD.	Evaluation and data for the cycle is shared with staff (Spr 1, 2024)	Data published on next steps of colleagues involved in tailored professional development, in comparison with wider staff and with previous year, to judge impact (Sum 2, 2024) Plan for 24-25 a process that merges tailored CPD with the appraisal process.

How will we know we have achieved this objective?

- BAME representation in leadership positions will improve over a three-year period.
- Staff will report improved satisfaction with tailored professional development and whole school professional development (compared with Helen Kelly Survey June 2023).

Objective 3: The enrichment programme will be designed to close the gaps and include BAME/pupil premium/ SEND students.

Why we have chosen this objective: To ensure the enrichment provision reflects our vision to transform and prepare *all* students for life beyond St Paul's Way and ensure the school experience creates opportunities for all.

To achieve this objective, we plan to (include time frame with key milestones):

Action	Milestone 1	Milestone 2	Milestone 3
Develop an enrichment programme that is accessible to all students and ensure all programmes inclusive and accessible to PP pupils, females, and other gender category, SEND and pupils of different ethnic backgrounds	Develop the core enrichment offer including clubs, trips and other opportunities to include a focus on PP, ethnicity and gender Spring 1, 2024	To develop a tracking and recognition system to drive greater participation of student focus groups. Data report in Spring 2024	Data report in Spring 2024 Student Survey in Summer 2024

How will we know we have achieved this objective?

- Enrichment programme with include activities in addition to Sports, Arts and Performing Arts
- Enrichment data will show student focus groups participating in enrichment.
- Student voice in Spring: used to review and check inclusivity
  - Disadvantaged students / students of different backgrounds participate in internal and external competitions and events

- Targeted approach to increase participation of students who are under-represented through the school council, focus groups and parental engagement.

Objective 4: The Rewards and Recognition programme will celebrate the achievements of all students, ensuring there is proportionate representation of BAME/pupil premium/ SEND students.

Why we have chosen this objective: To celebrate the achievements of all students to motivate and enrich their experience across the school, ensuring there is representation of all students in the school's celebratory events and processes.

To achieve this objective, we plan to (include time frame with key milestones):

Action	Milestone 1	Milestone 2	Milestone 3
Provide guidance to all staff on how to ensure students across all abilities and focus groups are recognised and celebrated in the school. Positive recognition focussed on students demonstrating positive actions, rather than Using data to make celebratory events and processes target focus groups to ensure all students are represented in our rewards and recognition strategy.	Launch of student facing values and changes to positive recognition systems in September Inset to enable improved frequency of positive recognition of students.	Review of positive recognition data at SLT and Exec level to capture trends.	N/A

How will we know we have achieved this objective?

- Evidence shows staff have engaged fully with the new model
- Evidence shows a wide range of students are recognised for their efforts and achievements
- Positive recognition climate data document shows evidence of staff engagement with the system and spread of positive recognition across cohorts and groups
- Positive recognition groups analysis spreadsheet available with detailed analysis.