



Report title	Progress Against Equalities Objectives Report
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Date	27 th June 2025
Report Purpose	Update
Links to risk register	
Link to strategy	Equalities Policy & Objectives

Executive Summary-

This report provides an update on progress against our school's equalities objectives. We continue to develop a diverse and inclusive curriculum that reflects the identities and experiences of our community, embedding balanced representation and trauma-informed approaches across subjects such as English, History, and PSRE. An inclusive ethos remains a priority, with targeted staff training, improved incident reporting, and enhanced support for students from minority backgrounds, resulting in greater trust and confidence. Attendance monitoring and mentoring programmes have contributed to improved attendance and progress for disadvantaged and SEND students. Student leadership and mentoring opportunities continue to expand, with diverse student representation and peer mentoring initiatives underway. Recruitment fully complies with the Equality Act 2010, employing blind selection and positive action to promote diversity. Accessibility adaptions include timetabling adjustments and enhanced soundfield technology to support students with disabilities.

Recommendation

The report is agreed and published to the school website.

Risks or Concerns

Failure to publish the report presents a compliance risk.

Failure to comprehensively review progress against previous objectives means that future decision making in relation to EDI is poorly informed.

Detail of the Update

Objective 1: To ensure the curriculum prepares students for life in modern Britain, reflects the diversity of the community and is fully inclusive. This will be measured by on-going review by LT and Heads of Faculty.

We remain committed to ensuring our curriculum reflects the diverse experiences and identities of our school community and the wider world. Following last year's audit by Representation Matters, staff across English, History, PSRE, and the tutor programme have worked hard to build on progress made, and share best practice with other faculties.

In English, students explore a wide range of voices in literature, with a balanced representation of race and gender. The faculty continues to develop resources that challenge unconscious bias and support students in discussing complex themes such as racial injustice with sensitivity and understanding.

History has embedded a more trauma-informed approach, with structured conversations and pastoral support offered ahead of sensitive topics like the Transatlantic Slave Trade. The Year 7 African Kingdoms unit now celebrates art, culture, and achievement, helping to shift the narrative from one of oppression to empowerment.

In PSRE, a newly created faculty handbook supports consistency and clarity, outlining how equality, diversity, and inclusion are central to the curriculum. A wide range of family types, identities, and values are explored throughout Key Stage 3.

Objective 2: To promote an ethos and culture in the school in which everyone is welcomed and respected as individuals whether or not they have special educational needs or disabilities, 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 identity. This will be measured through regular stakeholder feedback.

We continue to prioritise an inclusive ethos where every student feels welcomed, respected and valued—regardless of their special educational needs or disabilities, ethnicity, culture, gender identity, faith background, or sexual identity. The school has been working alongside The National Autistic society to ensure that it is an autistic aware setting.

In response to concerns raised by students and families from Black, Asian, Eastern European and LGBTQIA+ communities the school has implemented a series of measures to rebuild trust and strengthen our commitment to equity.

Staff have received training on unconscious bias, prejudice and discrimination. Improved use of CPOMs enables consistent recording and follow-up, ensuring repeat patterns are addressed. Clearer communication with victims and the use of restorative workshops have helped promote accountability and positive behaviour change.

Updates to the behaviour and anti-bullying policies have clarified expectations and consequences, underpinned by the Sheldon Values. There is improved student confidence in our systems.

Assemblies and tutor time materials now actively promote understanding of protected characteristics.

Inclusive recruitment and accurate pronunciation of student names reflect our whole-school commitment to belonging and respect.

Objective 3; To strive to close the gaps in attainment and progress between students and all groups of students; especially boys and girls, disadvantaged students, students of colour, students with Special Educational Needs and Disabilities, Looked After Children. Review of school data, both internal and external, will allow LT and middle leaders to measure the effectiveness of our provision and of any intervention that is put in place.

Research significantly suggests that good attendance is a prerequisite for successful outcomes and progress. Attendance monitoring has therefore been a key focus, particularly for disadvantaged and SEND students. Fortnightly attendance updates are shared with Year Heads and tutor teams to enable timely interventions. The number of Student Attendance Meetings and Local Authority Attendance meetings has increased, ensuring coordinated support for pupils at risk of persistent absence.

The Leadership Team member overseeing attendance meets regularly with the Education Welfare Officer and utilises multi-agency forums when appropriate. These targeted actions have contributed to an overall improvement in attendance and a reduction in persistent absence.

To support strong outcomes, senior leaders have been assigned as mentors to disadvantaged Year 11 pupils, providing targeted support with revision planning, organisation, wellbeing, and exam preparation.

This approach proved effective and well received by the pastoral team and students alike. Mock data indicates that the gap between outcomes for disadvantaged, SEND, and non-white students is reducing when compared with non-disadvantaged, non-SEND, and white students.

Objective 4: To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students. This will be measured by tracking participation by different groups of students.

A diverse range of students actively represent the school in a variety of roles, including sporting events, open evenings, school performances, prefect and senior student positions, school council, and through participation in numerous extra-curricular activities. While participation data is recorded for some activities, we are working to refine our data collection. This will help us better understand involvement patterns and develop more inclusive leadership opportunities tailored to our students' interests and needs.

Additionally, plans are underway for Year 12 students who hold protected characteristics to mentor younger students also holding protected characteristics. This will provide peer support and role models for those identified as benefiting from this guidance.

Objective 5: To ensure that all staff are aware of and follow the school's Equality Policy and that staff recruitment complies with the Equality Act 2010. This will be measured through effective staff induction and CPD and by timely review of the policy.

Recruitment complies fully with the Equality Act 2010. Sheldon is a flexible working school and this information is included with all adverts. Positive Action statements are included in all adverts to encourage under represented sections of the school community to apply. Applications are 'blind' to ensure that selection for interview is based on merit and removes any element of bias.

Objective 6: To routinely review accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.

Staff and students who cannot access teaching areas are timetabled in downstairs classrooms where possible. Parents evenings offer face to face venues that are accessible and meeting rooms for scheduled parent meetings are located downstairs.

An increasing number of classrooms are soundproofed to create an inclusive environment for our deaf students. The use of soundfield technology is embedded throughout the school and has been highlighted as an area of strength in external reviews.