**Equalities Report – November 2021**

1. The curriculum is under review and faculties are working on decolonialising the curriculum. Teaching of key topics such as race, gender, sexuality, disability, religion and consent, where they are covered in the curriculum, is regularly updated to reflect issues in both the school community and society more widely. Additionally, tutor work has been updated to include a greater focus on these topics. Furthermore, faculties are continuing to introduce more diverse positive role models when looking at professions and careers in order to address gender stereotyping and to ensure that the whole Sheldon community are represented. Work experience for many Year 10 students went ahead in summer 2021 with a mixture of face to face and virtual experiences.

2. An ethos and culture of inclusivity has long been at the centre of life at Sheldon school, however, there has been an even greater emphasis placed upon equalities, diversity and inclusion (EDI) in the past year. An Inclusivity Community group has been set up by a group of students, supported by a member of staff, in order to work with the leadership team and governors to address areas of concern and to make suggestions to support EDI. Sheldon has flexibility within the school uniform, and endeavours not to divide students into groups solely based on their sex. In order to support such an inclusive environment, Sheldon School is aware that homophobic/biphobic/transphobic/racist/ableist/misogynist language and bullying creates a negative and possibly hostile environment for students. Sheldon School works with students to address any use of discriminatory and bullying language that would create an unequal school environment. Sheldon confidently tackles discriminatory language and supports pupils to create a school environment that values diversity.
   Full staff training has been carried out with John Amaechi, looking specifically at EDI. Sheldon has a school mental health lead and a commitment to supporting students with health and wellbeing. This is an ongoing priority for Sheldon School.

3. Due to the pandemic, whole school exam results data will not be shared here. However, the gap between students and groups of students is a little better than in 2019. This will continue to be an area of focus for the forth coming years especially in light of the pandemic. Identification of gaps in knowledge and work to close those gaps is a key focus for faculties. A Deputy SENDCo has been appointed and is part of the Teaching and Learning group and is supporting staff with CPD on meeting the needs of our students with additional needs in the classroom. Both she and the lead for disadvantaged pupils send reminders at key points in the calendar such as parents' evenings home to those families.

4. Leadership and involvement in the wider school community has been somewhat hampered over the past year due to the impact of the pandemic in school. Nevertheless, students have had opportunities to represent the school in sporting activities, open evenings, school performances, as prefects and senior students, on school council and through participation in a wide range of extra-curricular activities.

5. Recruitment complies fully with the Equality Act 2010 and Sheldon Staff reflect a diverse community.

6. Access to the school site is constantly under review as new staff, students and parents join the Sheldon community.