

Nonsuch High School for Girls

Equality Objectives 2025–2029

1. Introduction

This document sets out Nonsuch’s equality objectives for the period 2025–2029, developed in accordance with the Equality Act 2010 and the Girls Learning Trust’s overall Public Sector Equality Duty (PSED). Our objectives reflect the three core aims of the duty:

- Eliminate unlawful discrimination, harassment, and victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These objectives align with the Girls’ Learning Trust’s overarching Equity, Diversity and Inclusion, (EDI), priorities and are embedded in our school’s vision, improvement planning, and curriculum design.

2. How the Objectives Were Developed

Our equality objectives were formed through a thorough and collaborative process designed to ensure they are meaningful, evidence-based, and aligned with our wider values. We began by reviewing school data on achievement, participation, attendance, and representation to identify any gaps or patterns requiring action. This analysis was followed by consultation with students from our CARE council, staff and governors to gather a broad range of perspectives and ensure our objectives reflect the lived experiences of our school community. We also aligned our approach with the Trust’s Public Sector Equality Duty Statement 2025–2029 to maintain consistency and shared priorities across all schools within the Trust. In addition, we carefully considered guidance from Ofsted, the Department for Education, and the local authority to ensure our objectives meet statutory expectations and best practice in promoting equality, diversity, and inclusion.

3. Monitoring and Review

Progress against these objectives will be reviewed annually by the Local Governing Body, (LGB), and Headteacher. A summary of progress will be published on the school website and shared with the Trust. Objectives may be updated as needed to reflect new data, feedback, or guidance.

4. Equality Objectives 2025–2029

Objective	Linked PSED Aim(s)	Rationale / Evidence	Actions and Measures	Lead Responsibility	Timescale / Review
Ensure the curriculum and learning environment reflects our student body.	Embedding EDI in Culture and Governance	Students continue to see themselves reflected in our curriculum and learning environment	<ul style="list-style-type: none"> Continue to monitor and update EDI within our school curriculum and learning environment so that it reflects diverse voices, experiences, and perspectives Use inclusive teaching methods that recognise the varied needs of students, enabling everyone to thrive academically and personally 	Headteacher/ DSI EDI	Annual Review
Foster a supportive and inclusive community for staff and students.	Embedding EDI in Culture and Governance	Celebrate our diverse school community; foster greater cohesion and promote professional development	<ul style="list-style-type: none"> Continue to celebrate a range of cultural and religious events Invite to the school a diverse range of speakers and role models to inspire and reflect the breadth of experiences within our school community. 	Headteacher/ DSI EDI	Annual Review

Objective	Linked PSED Aim(s)	Rationale / Evidence	Actions and Measures	Lead Responsibility	Timescale / Review
			<p>Staff</p> <ul style="list-style-type: none"> • Ensure equitable access to professional development and career progression. • Implement mentoring and professional development programmes to support career progression for all staff. • Review pay, workload, and flexible working arrangements for fairness and inclusivity. • Continue to encourage recruitment from a diverse field of candidates. 		
Narrow attainment gaps for disadvantaged students and learner groups.	Advancing an Education Mission Grounded in Equity, Diversity and Inclusion	Data shows a small but consistent gap in outcomes for some of these groups, particularly SEND and Pupil Premium.	<ul style="list-style-type: none"> • Review our monitoring and tracking systems for disadvantaged students across all key stages. • Develop CPD on how to effectively use data. 	Headteacher/ Assistant Head Inclusion (SENCO)	Annual review

Objective	Linked PSED Aim(s)	Rationale / Evidence	Actions and Measures	Lead Responsibility	Timescale / Review
			<ul style="list-style-type: none"> • Use data (Power BI) to refine intervention strategies for all disadvantaged groups and learner groups. • Development of PP profiles and case studies. • Develop and implement our September ready program for PP students. • <i>Team Around the Child</i> (TAC) meetings for pupils whose progress is below expected levels. 		
<p>Increase participation and representation of disadvantaged students in enrichment activities.</p>	<p>Advancing an Education Mission Grounded in Equity, Diversity and Inclusion</p>	<p>Current system inhibits effective data tracking. The data shows a gap between disadvantaged students and their peers.</p>	<ul style="list-style-type: none"> • Monitor disadvantaged pupils' active participation in activities using EVOLVE. • Create pupil enrichment profiles for disadvantaged students showing all enrichment participation. 	<p>Headteacher / DSI Enrichment / Assistant Head Inclusion (SENCO)</p>	<p>Annual Review</p>

Objective	Linked PSED Aim(s)	Rationale / Evidence	Actions and Measures	Lead Responsibility	Timescale / Review
			<ul style="list-style-type: none"> • Tutors will receive termly updates on pupil participation and priorities to guide focused discussions. • Disadvantaged students to be given early access to sign- up for clubs. • Disadvantaged students to receive funding for enrichment opportunities such as; trips, clubs, DofE. 		
<p>Increase awareness and upskill staff and students in addressing and reporting prejudice and discrimination.</p>	<p>Embedding EDI in Culture and Governance</p>	<p>Student voice indicated that while it was clear bullying and discrimination were dealt with the process was not always clear.</p>	<ul style="list-style-type: none"> • Develop a graduated approach to deal with bullying and discrimination. • Process clearly disseminated to staff and students. • Report systems signposted clearly to students. 	<p>Headteacher/ DSI Pastoral/ Assistant Head Safeguarding (SENCO)</p>	<p>Annual Review</p>