

Priorities as identified from Equality Objectives	Aims for 2021-24	Evidence of impact
<p><i>Ensure that opportunities are taken in a range of curriculum subjects to teach pupils about the historical experiences and positive impact of people from the racial and ethnic backgrounds represented in the school.</i></p>	<ul style="list-style-type: none"> • All department teams consider the cultural and historical context in which their subject curriculum has been developed as well as how people from a range of ethnic groups are represented. • All departments use a wider range of resources to ensure that ethnic groups are even more widely represented in the teaching of the subject; where relevant, limitations in demographic representation to be explained. • Where necessary, subject knowledge and teaching skills are developed by teachers to meet this objective. 	<ul style="list-style-type: none"> • Since June 2021, all departments have reviewed and updated the curriculum to ensure even greater cultural diversity is reflected in schemes of work and displays. This continues to be reviewed. • In October 2022, Black History was marked in the school over three weeks. It began with the Equalities Lead delivering a whole school assembly. In the following week, each teacher delivered a starter to each of their classes, in all year groups, celebrating the achievements and or the contributions of a person of black heritage for their subject. In the final week, there was an extended whole school vertical tutoring session where tutees discussed the significance of representation and being empathetic towards others' lived experiences. • The PSHE curriculum has also been developed to explore cultural diversity and sensitivity even more explicitly. British Values are taught across all key stages and there are specific sessions on racism, colourism and discrimination in the Sixth Form.
<p><i>Continue to take proactive measures to minimise prejudice-related bullying and incidents and address robustly, with particular attention to prejudices around disability, gender, sexuality and religious groups and communities.</i></p>	<ul style="list-style-type: none"> • Ensure this theme is returned to regularly within school and year assemblies so that the values of the school are clear to all members of the community. 	<ul style="list-style-type: none"> • The whole school assembly programme has continued to focus on the moral compass theme, with recent assemblies endorsing the importance of appreciating and respecting lived experiences of others, tackling misogyny and gender identity and expression. Most recently, the Head delivered school

	<ul style="list-style-type: none"> Records of bullying continue to be analysed and used to develop pastoral action plans, including (where appropriate) for individual pupils. Continue to promote means of reporting prejudiced based incidents and bullying, including via the anonymous 'report a concern' facility on the school's website. The 'Moral compass' theme emphasized in training and meetings for form tutors alongside the concept of the helpful bystander to encourage vigilance by all members of the community. Clear examples of how positive attitudes and relationships are developed through e.g. PSHE and assemblies. 	<p>assemblies on gender inequality and women's rights.</p> <ul style="list-style-type: none"> In January 2022 our data analysis was developed even further to produce more comprehensive analysis. Pastoral training has focused on developing action plans for incidents of discrimination. The Equalities Lead has conducted pupil voice activities with the Equalities Team and multiple members of Key Stage 5, to better understand the nature of prejudice and discrimination they have experienced and how this has impacted them. This has then been used to inform professional development and curriculum review, including PSHE. The Report a Concern facility continues to regularly be highlighted to students in PSHE, assemblies and tutor time. The Sixth Form receive 'Moral Maze' issues in assembly each fortnight, whereby there are given a moral dilemma to reflect on, which reinforces the importance of empathy and having a strong moral compass. Since the Spring term of 2023, Year 9 have had an Empathy Week where they have discussed issues relating to empathy each fortnight in tutor groups, followed by an assembly. Both teaching and support staff have received a series of professional training on having sensitive discussions about race, the relation between racism and mental health and the role of the form tutor in facilitating conversations about race. Most recently, staff have received
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<p><i>Introduce new measures to ensure that the school is as welcoming and inclusive as possible for all current and prospective pupils and members of staff regardless of race or cultural background, taking every opportunity to celebrate diversity.</i></p>	<ul style="list-style-type: none"> • Equality lead and diversity prefect / team embedded successfully. • Wider programme of engagement and consultation about equality issues with pupils and members of staff. • Communications and materials promoting the 	<ul style="list-style-type: none"> • In 2021-22, we introduced a Diversity and Equality Prefect and the Equalities Team who have worked closely with the Equalities Lead to consider how best to celebrate the protected characteristics. This has included how best to celebrate Black History Month, Eid, Pride and the Cultural Dress day. The team’s contributions has been instrumental in marking these occasions. • The Equalities Lead and students attended the Sutton Youth

	<p>school to prospective pupils and members of staff consistently reflect the diversity of the school.</p>	<p>Summit in November 2021 in order to hear students' experiences of racism in the borough and to create a vision for what our students would like to see in our own school. This has been closely referred to in Equalities Team meetings and these students are part of the team.</p> <ul style="list-style-type: none">• The school organised a Mental Health Symposium where they collaborated with other schools in the borough about how best to make school an inclusive space for those from ethnic minority backgrounds whose lived experiences might adversely affect their mental health. This included whole school training from an outside speaker.• Wilson's Pride Club continues to be a significant part of the school's identity, with members of staff, current and Old Wilsonians attending the Pride Parade each year to represent Wilson's – something which only two other schools in the country participate in. Pride Club continues to be held weekly throughout the academic year.• The Equalities Lead and Heads of Year regularly send higher education opportunities targeted at offering students from underrepresented groups opportunities, such as Target Oxbridge.• The Head of English has advertised a range of poetry competitions and literary discussions for inclusive texts, such as the Pride in London national poetry competition and co-curricular discussion groups about LGBTQ+ writers.
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<p><i>Seek, collect and analyse the best possible information on pupil participation in co-curricular activities at the school and use that information to inform decisions about the co-curricular offer at the school.</i></p>	<ul style="list-style-type: none"> • Regular reviews of co-curricular provision to ensure that there aren't groups within the school who are underrepresented. • Analyse leadership roles available to pupils to ensure these engage pupils from all backgrounds. • Use the rejuvenated house system to boost participation and create activities to appeal to pupils from all backgrounds. 	<ul style="list-style-type: none"> • Form tutors, Pupil Support Managers and Heads of Year have collated data over the year to identify any students who are not involved in regular co-curricular activities either inside or outside of school and increase participation. • In Year 12, all students are involved in the SCS programme whereby students must participate in a sport, creative or service activity for at least an hour each week. • The House Co-ordinator and Equalities Lead regularly review the list of clubs to ensure a range is offered. The House Co-ordinator has also delivered assemblies to encourage participation and the innovation of new clubs. • Clubs are advertised several times a week, to encourage participation from every student.
<p><i>Increase knowledge of religious beliefs and practice of pupils and members of staff in order to comply with reasonable requests relating to religious observance and practice.</i></p>	<ul style="list-style-type: none"> • Proactively make suitable spaces available for prayer and reflection, ensuring that the 1880 Room fulfils this purpose for a range of groups. 	<ul style="list-style-type: none"> • The Lecture Theatre (a large venue) has been booked each week to facilitate Jumu'ah (Friday prayers) for Muslim students. This is led by some of our most devoted students in the Sixth Form and supervised by a member of staff. Christian Union continues to take place each week and the 1880 room

	<ul style="list-style-type: none">• Devise calendars of religious dates so that the school can provide support to pupils and members of staff who wish to observe these.	<p>continues to be available for religious observance.</p> <ul style="list-style-type: none">• The Equalities Lead and Team have ensured that significant religious dates have been observed in tutor time, via the announcement slides, and displayed in the foyer.• From 2023-24, dates of religious and cultural significance will be added to the school calendar and published on the website.• Since the beginning of the 2022-23 academic year, Sixth Form students have received daily 'Thought for the Day' e-mails which contain spiritual and moral messages and highlight significant religious days of observance. Sixth form tutors then reinforce this with their groups as the beginning of their weekly tutor sessions.• Heads of Year have compiled a list of dress code exemptions due to religious and cultural observances which have been circulated to staff.• In both April 2022 and March 2023, the Islamic Society, supported the development of staff and student understanding of Eid and Ramadan.
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