

DSTC Equality Objectives

DSTC is committed to the active implementation and promotion of equality, diversity and inclusion for all members of our community to ensure every person feels seen, empowered and valued. We strive to create a psychologically safe environment where we eliminate discrimination, promote diversity and welcome, protect and respect diverse people.

Objective 1

To ensure all young people have access to an ambitious, fully inclusive, equal and diverse curriculum allowing them to feel represented, empowered and valued.

Why is this an objective?

Our vision is to educate and empower citizens of the future to be able to thrive and flourish in the adult world. We are helping to form active citizens who are creative, compassionate, empathetic, ambitious and resilient. Active citizens who think differently, are kind to themselves and others, learn from their mistakes and have hope for the future.

Our curriculum develops our young people holistically ensuring they think critically and about the world around them and question social injustices more deeply. We intend to build their self esteem and self image to ensure they navigate social media, current affairs and the wider world to confidently make effective and informed decisions.

We will achieve this by:

- Ensuring all policies are representative of our diverse community.
- Providing equality and diversity professional development opportunities
- Continuing to develop our *Week of Culture*.
- Ensuring our curriculum prepares students for life in a diverse society.
- Creating personal development opportunities through the ICE (PSHE) and form time curriculum, assemblies and extra curricular activities to educate all members of the community about equality, diversity and inclusion.
- Plan and deliver a calendar of events including, but not limited to, Black History Month, International Womens' Day and Pride Month to develop a culture of acceptance and celebration of diverse characteristics.
- Ensuring all staff are equipped to challenge discriminatory and prejudicial behaviour, educating those who have behaved in an inappropriate way.
- Actively challenge social injustices and become an anti-racist school.

Objective 2

To promote mental health and wellbeing for all members of the school community, regardless of their starting point and/or protected characteristics.

Why is this an objective?

DSTC has experienced an increase in Social Emotional and Mental Health (SEMH) concerns in line with the local and national context. SEMH is the most significant need and often leads to Emotional Based School Avoidance (EBSA) and Anxiety Based School Avoidance (ABSA).

Research shows students and staff from marginalised groups often have higher rates of mental health concerns. As a community we want all staff and students, whichever their protected characteristic, to know they will not be judged and have access to meaningful support through well written policies and non-discriminatory practices.

We will achieve this through:

- Developing a fully trained Mental Health First Aider.
- Pastoral Leaders in each Key Stage who build effective relationships with students, parents/carers, other stakeholders and external agencies.
- The Staff Wellbeing Policy
- The Menopause Policy
- The Flexible Working Policy
- Weekly Principal Drop-ins
- Regular drop-in sessions with the School Business Manager to support all staff with any areas of policy and procedure which may affect their mental health and wellbeing.
- Introduction of a staff wellbeing day.
- Access to the Education Support helpline.
- Form rooms in the same room as the teachers' classroom minimising movement around the school allowing them to be prepared for period 1.
- Access to a trained school counsellor to provide additional support..
- Continuing to build on positive relationships with external agencies to ensure the appropriate referrals are made for our vulnerable students.
- Teacher briefings for In Year Admissions and Children in Care to ensure staff are aware of potential triggers and how to minimise the possibility of this occurring.
- Ongoing development of our Eco Project as a wellbeing space for the school and local community.

Objective 3

To educate and empower citizens of the future through a values culture which promotes a socially just environment for all members of the community to flourish.

Why is this an objective?

Our school vision and values must be seen, heard and felt in every aspect of our work to ensure we are fully committed to an equal, diverse and inclusive environment.

As a non-selective school in a selective area we must actively promote high expectations, rigorous standards and challenging ambitions. To achieve this staff and students need to be guided by a set of shared values.

We will achieve this by living our values which are:

- I am creative; we think differently
- I am resilient; we are determined
- I am kind; we are compassionate
- I am curious; we ask questions
- I am brave; we are courageous
- I have a voice; we speak up

Objective 4

To be an inclusive workplace attracting a diverse range of candidates, creating an environment in which:

- colleagues are treated with respect
- students can interact with adults who are positive role models
- individual's unique backgrounds and perspectives within our diverse environment are valued and respected

Why is this an objective?

At DSTC we wish to build an inclusive environment, where colleagues are able to be themselves at work and feel supported, empowered, valued, respected, fairly treated and able to achieve their full potential:

We will achieve this by:

- Regularly reviewing our recruitment strategies to appeal to a wide and diverse range of candidates.
- Ensuring all members of the leadership team are safer recruitment trained.
- Delivering unconscious bias training to all staff via our iHASCO training suite.
- Being an inclusive employer we will not tolerate discrimination.
- Using fully inclusive HR policies for all staff.
- Regularly reviewing our HR policies to ensure they met all statutory guidance.
- Ensuring our staff understand the importance of diversity, equality and inclusion with all staff completing mandatory training and development courses to help build their knowledge and understanding of these critical areas of school life.