

# L.E.A.P. Audit September 2021- Summary

L.E.A.P. is the Latymer Equalities Action Project, an initiative to improve Latymer's Equality, Diversity and Inclusion practices. It aims to make the school an inclusive and safe environment for all young people regardless of their background and identity, and to ensure good support is available if they experience harm. The project focusses on the characteristics protected by the Equalities Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) but may also reveal other issues outside of this remit.

The first step has been to undertake a benchmarking audit (comprising surveys, interviews and focus groups) of the current equalities landscape at the school, exploring what we are already doing, where we want to get to, and areas for potential improvement. This report sets out the findings of the audit, and outlines the strategy formed as a result. It sets out the direction of travel of L.E.A.P. for the next 3 years, but, as Equalities, Diversity and Inclusion best practice should do, will remain flexible and open to amendment based on further engagement with key stakeholders and the ever-changing experience of Latymer students.

In general, the school community seems largely happy with the equalities environment of Latymer. That is not to say that improvements could not be identified, but a vast number of survey responses described the school as diverse, with lots of opportunities and kind teachers. There was a recognition (particularly amongst long-standing staff members) that the school's attitude to equality, diversity and inclusion has improved over time. The words 'welcoming', 'inclusive', 'warm', 'academic', 'challenging but rewarding', and 'high expectations' were used multiple times by students, staff and parents/guardians. Many responded in a similar fashion to these students:

- *'Latymer is an excellent school. This is because the teachers are helpful to us and that even though covid 19 has disrupted stuff, it is still good so I would recommend this school to anyone'...*
- *'An inclusive equal grammar school which is very fun and smart. it is also a school which strives for equality and being as safe as possible.'*
- *'I feel very happy and safe here.'*
- *'Latymer is a place where I feel safe, secure and happy and I look forward to the coming years with the school'*
- *A safe, welcoming, diverse place where you can be who want to be'*

Nonetheless, there was a definite need for improvement in many areas. Like all institutions and our wider society, Latymer suffers from blind spots, discrimination and prejudice. A relatively common concern from students was that the school is not always pro-active in stopping inequalities, and can assume things are fine without checking that this is actually the case. Although the overriding feeling from the community was one of positivity and belonging, the school must not become complacent, or assume that no problems exist. As a microcosm of society it is inevitable that many systemic inequalities and discrimination have been replicated within the school. Topics which occurred multiple times and have been identified as action areas are:

1. Race
2. Religion and Belief
3. Sexual behaviour and healthy relationships
4. LGBTQ+

5. Disability and neurodiversity
6. Socio-economic inequality
7. Microaggressions
8. Mental health
9. Impact of Covid-19
10. Empowering students

A full analysis of the feedback collected about each area can be found in the main report document.

To truly be inclusive and celebrate diversity, Latymer will commit to following these overriding principles going forward:

- We will continue to engage with and empower students when making decisions about equality, diversity and inclusion.
- This work must be ongoing and become part of the normal culture and environment of Latymer, not seen as something separate to daily life at the school.
- Inclusion measures must be a mixture of individual 'headline' events and longer term holistic change

## Strategy

As a result of the L.E.A.P audit and consultation we have created this 3 year action plan. It will remain flexible and adaptable to respond to the changing nature of the equalities landscape, and to allow for ongoing feedback and improvement. It will be reviewed using feedback from an annual survey and the Equalities Forum (see below) and will be available to view on the school website. The first 5 action areas have been chosen as the focus for the first year.

### Year 1

Action Area Focus	Action	Person Responsible
All	<b>Calendar of Celebration</b> – the principle of this action is to celebrate, discuss and learn about diversity of identities both in the Latymer community and more widely. This will be done throughout the school year by the EDI Co-ordinator sending weekly information to HOLs, to be passed on to tutors, about national/international events happening the following week (e.g. religious festivals, Black History Month, Disability History Month etc). This information can then be discussed and shared in form time, sometimes with additional activities. HOLs and tutors may wish to supplement with their own activities/information, but the base level will be provided. Additional activities may take place throughout the year aligning with the calendar, e.g. a FemSoc assembly for International Women’s Day or LGBTQ+ Soc event for Pride Month.	EDI Co-ordinator HOLs Tutors Societies/student leaders
1, 2, 10	<b>Festival of Food</b> – an event allowing students to showcase their heritage through food. This will be a whole-school event and students will be encouraged to cook and bring in food from their heritage to sell at the fair. Money raised will go to a charity with an equalities mission.	EDI Co-ordinator Societies/student leaders

All	<b>Trips</b> – provide external trips to students explicitly focussed on equality and diversity. These may be cross-curricular and could be to e.g. The Migration Museum, The Museum of London, The Vagina Museum, walking tours, religious buildings etc. We will aim for two dedicated equalities trips in the first year, as well as spotlighting trips organised by other subjects which may be relevant.	EDI Co-ordinator
All	<b>Speakers/organisations</b> – invite external speakers/organisations explicitly focussed on equality and diversity to come to the school, either for assemblies or smaller workshops. We will aim for two speakers in the first year, as well as spotlighting speakers organised by other subjects which may be relevant.	EDI Co-ordinator
3	<b>Accreditation as a Yes Matters<sup>1</sup> school</b> - this pledge involves committing to several actions that will be supported and reviewed by the Yes Matters organisation, in order to tackle rape culture and sexual harassment in schools. This will include staff training, a PSHE app and ongoing consultation with experts.	Assistant Headteacher (Care, Guidance and Support)
4	<b>Gender-neutral uniform code</b> – ensure the uniform code is non-gender specific and that students of all gender identities feel comfortable choosing what to wear. Ensure code is included in new planners and publicised to all students, and that it is upheld consistently (particularly in the sixth-form).	Assistant Headteacher (Care, Guidance and Support) HOLs
4	<b>Gender-neutral bathroom</b> – provide at least one gender-neutral bathroom which is accessible to all students without the need for a key. Provide appropriate signage.	Site staff
4	<b>Gender-neutral language</b> – educate and encourage staff to use gender-neutral language when addressing groups of students e.g. ‘Year 7’ instead of ‘boys and girls’.	EDI Co-ordinator
4	<b>Named support staff for LGBTQ+ students</b> – ensure that there are named staff to support LGBTQ+ students and to whom they can meet with to discuss concerns and raise proposals to develop and improve their cause.	Deputy Headteacher (Teaching and Learning) Ms Catherall
4, 10	<b>Policy for Students questioning their gender identity</b> – currently there is not a school-wide policy for what procedure to follow if a student expresses they are questioning or exploring their gender, so individual HOLs decide on a case-by-case basis how to proceed. It may be helpful to produce (in collaboration with students with lived-experience of questioning their gender at Latymer) a series of guidelines to ensure good practice throughout.	EDI Co-ordinator HOLs Assistant Headteacher (Care, Guidance and Support)
2	<b>Prayer rooms</b> – ensure these are maintained to an appropriate standard after the end of bubbles. Greater staff and sixth form presence will aid this, as will not requiring one for each different year group.	HOLs
3, 10	<b>Male peer group ambassadors with School of Sexuality Education</b> – a trial version of this began in summer 2021, with a group of Year 10 male students being invited to attend a workshop about masculinity, gender and sexually harmful behaviour. The aim is that they will now be able to act as ambassadors and influencers in their year group, and potentially as mentors to younger students	HOLs, PSHE Co-ordinators

<sup>1</sup> [YES Matters \(yes-matters.co.uk\)](https://yes-matters.co.uk)

	too. If this proves successful it could be rolled out on a wider basis throughout the school.	
1, 6, 10	<b>Mentoring of local primary students</b> – this has been suggested and initiated by the BLM Working Group. This will involve non-academic mentoring to encourage primary school students to apply to Latymer.	BLM Working Group Primary/Secondary Liaison
1, 2	<b>Rebranding of school website/comms</b> – this will ensure the diversity of students and staff is represented accurately through photos on the school website and other communication.	Headteacher
8	<b>Mental health training</b> – engage an external expert organisation (e.g. Anna Freud Centre, Young Minds, Place2Be etc.) to deliver mental health training for teachers as part of Inset/CPD.	Deputy Headteacher (Teaching and Learning) Assistant Headteacher (Care, Guidance and Support)
5	<b>SEN Training</b> – more training for staff on SEN, particularly Autism. This could be delivered at INSET or Twilight sessions.	Deputy Headteacher (Teaching and Learning) SENCo
All, with focus on 10	<b>Student Societies</b> – encouragement and support will be given to students wishing to establish new societies for groups who have historically been under-represented, and more support given to existing societies to revive activities after Covid. For example, a group of Year 9 students will be supported in setting up The ESEA Heritage Society, to discuss and celebrate East and South-East Asian culture and history.	EDI Co-ordinator Assistant Headteacher (Care, Guidance and Support)
All	<b>Review of PSHE Curriculum and Resources</b> – an expert external organisation will review the PSHE curriculum to ensure it is relevant to our students' current experiences. It will ensure that healthy relationships and sexual behaviour are covered in sufficient detail in an age-appropriate way. Ongoing changes include bringing in a new external RSE provider, the School of Sexuality Education, an award winning charity who deliver 'age-appropriate, inclusive, trauma-informed relationships and sex education programmes' <sup>2</sup> .	PSHE Co-ordinators Assistant Headteacher (Care, Guidance and Support)
All	<b>Resource bank for teachers</b> – this will be on the school shared drive for HoLs, tutors and other staff to use. It will include videos, slides, TED talks etc, organised into different topics. The EDI Co-ordinator will begin it but others can also populate when they find good resources. Resources can be used in form time, assemblies and PSHE.	EDI Co-ordinator HoLs Form tutors PSHE Co-ordinators
All	<b>Behaviour Ladder</b> – the behaviour ladder and examples of different sanction levels will be made clearer to students with reminders in form time at the start of each academic year. The ladder is also being reviewed and revised to reflect the challenges posed by the contemporary digital world, and to offer clearer examples of unacceptable behaviour and sanctions. The changes will be made via consultation with students and staff and the	EDI Co-ordinator Assistant Headteacher (Care, Guidance and Support) HoLs Form tutors

<sup>2</sup> <https://schoolofsexed.org/what>

	updated policy will be printed in planners for the academic year 2022-23.	
All	<b>Whisper education</b> – Latymer has recently introduced this platform, which allows any student to anonymously report unacceptable behaviour. Students feel this is a good step but would like more discussion and training in form to explain what types of behaviour can be reported. The drop-down options suggest that it is only there for extremely serious incidents, but students would like to know that they are also allowed to report micro-aggressions.	HOLs Form tutors
All	<b>Reading lists and posters</b> – the school library already has a brilliant selection of diverse titles and often does make book displays highlighting particular events throughout the year such as Pride or Black History Month, but even more could be done to advertise this resource e.g. providing reading lists or diverse posters.	Librarians
All, with focus on 10	<b>Equalities Forum</b> – the EDI co-ordinator will meet termly with student leaders of equality societies and working groups. This forum will be a space for updates, feedback and student testing of new initiatives (such as behaviour ladder wording, uniform policy).	EDI Co-ordinator
All	<b>EDI noticeboard and updates</b> – updates on L.E.A.P. will be provided to the school community in the form of a noticeboard and a termly newsletter (frequency may be reviewed). The updates will publicise ongoing work, a timetable of activities and will have room for student or staff contributions. Staff will also be updated more frequently during their regular staff briefing.	EDI Co-ordinator
All	<b>Sharing of best practice among staff</b> – a lot of impressive equalities work is already going on in the school. In order to learn from this, staff are encouraged to share ideas/activities they are already doing with the EDI Co-ordinator, who may publicise this or ask the staff member to do so in the regular EDI staff updates.	All staff

### Year 2 and 3

These potential actions will be reviewed and revised after the first year of the programme, with Year 1 activities also continuing following an assessment of efficacy and resource.

Action Area Focus	Action	Person Responsible
All, with focus on 10	<b>Year group presentations</b> – HOLs will empower students to present in their year group assemblies, on topics that they have chosen themselves. Each HOL will designate specific assemblies for students to come forward and share their heritage. Students can define what this is – religion, race, country, gender etc.	HOLs, AHOLs
8, 9, 10	<b>Internal Buddy/non-academic Mentoring scheme</b> – this will offer training and support for students in older years to become non-academic mentors for those in younger years. The aim is to create a ‘family’ atmosphere, with mentors akin to an older sibling. Both sides will benefit from the relationship, with the younger party gaining connections, a role model, a guide to the school or a	EDI Co-ordinator

	listening ear, and the older party gaining communication skills, coaching experience, and confidence. It will help to foster positive relationships and a culture of inclusion across the school, with the mentors being competitively chosen and carefully trained.	
All	<b>A Student-Friendly Equality Statement</b> – this will supplement the existing equality statement. It will be an inclusivity charter or code of conduct, co-designed by students at workshops run by the EDI Co-ordinator. It has been kept for Year 2 as it will be more impactful once L.E.A.P activities have properly begun.	EDI Co-ordinator
All	<b>Website Equalities Hub</b> – currently the Equality Statement is on the website but there is no other information about equalities work. This could be a refresh of the external website or a section of Lile with the Student-Friendly statement/charter, as well as other information relating to equalities e.g. L.E.A.P. reports, surveys, a timetable of activities, updates, external resources, sanction ladders etc.	EDI Co-ordinator IT
6	<b>Outreach to local primary schools</b> - strengthen connections and outreach in local primary schools.	Primary-Secondary Liaison
3, 4	<b>Female Empowerment programme</b> – this will be workshops or a programme to empower female students, probably delivered in partnership with an expert external organisation e.g. Be Her Lead, Bloody Good Period, Girls Out Loud, Girls Empowerment Initiative, Voices of Colour, Women in Sport, Women’s Aid etc	EDI Co-ordinator
All	<b>Teacher Equality Champions</b> – this scheme will support a group of teachers at Latymer to become Equality Ambassadors/Champions. They will complete training in EDI, coaching and supportive listening and will then be highlighted for students as someone they can talk to if they have questions or concerns. They will provide an additional pastoral resource for students to use to discuss sensitive topics, in addition to the existing structures. They could also be used to help support students in the wake of e.g. sexual harassment or racist incident. Whilst not the same as a counsellor, they could provide some structured support in this way if the incident does not meet the threshold to receive support from external NHS services.	EDI Co-ordinator Assistant Headteacher (Care, Guidance and Support) Deputy Headteacher (Teaching and Learning)
All	<b>Signposting external organisations and resources</b> for students – a list will be made available on Lile or the school website, and publicised by pastoral staff in assemblies/on noticeboards. It will include both support groups and educational resources.	EDI Co-ordinator HOLs Form tutors
All, with focus on 10	<b>Empathy and Bystander Training</b> – workshops for students educating them on empathy, and how not to be passive bystanders. Empowering them to challenge unacceptable behaviour and be part of creating an inclusive culture in the school.	EDI Co-ordinator Assistant Headteacher (Care, Guidance and Support) Deputy Headteacher (Teaching and Learning)
3	<b>Mapping</b> – this will involve working with students to map the school site to discover where are high-risk areas for incidents of	EDI Co-ordinator Assistant Headteacher (Care,

	sexual harassment. Once mapped, actions will be taken to improve the safety of the site.	Guidance and Support)
8	<b>Mindfulness activities</b> – the school will provide mindfulness activities such as yoga and meditation to improve student wellbeing and decrease stress.	EDI Co-ordinator PE Department
All	<b>Parent workshops</b> – co-ordinate and deliver workshops for parents on topical issues.	EDI Co-ordinator
All, with focus on 10	<b>Review of residential activities</b> – the residential Cwm and Conway trips are ideal for teaching students soft skills such as empathy, communication and team work, which can contribute to a more cohesive and integrated school community. A review of the activities offered will ensure they are meeting the full potential.	PSHE Co-ordinators