

Meadowhead School and Sixth Form - Equality Objectives 2026-29

These objectives are reviewed on an annual basis and updates provided to the Pupils Committee.

Objective 1: To further reduce incidents of harmful and discriminatory behaviour between students

Why we have chosen this objective:

We have an increasingly diverse student population in terms of race (around 30% of students who are not white British up from 12% in 2017), home language (EAL students now 11% from 4% in 2017) and faith (e.g. the population of non-Christian faiths has risen from 5% in 2017 to 10% now). The school's catchment has been one of the most economically diverse in South Yorkshire for a number of decades – serving areas of both significant affluence and deprivation. In a school with such diversity, proactive action to tackle for discriminatory behaviour must always be a key priority.

While external audiences often highlight the school's Never Okay work as a strength, we are not complacent and remain determined to reduce incidents of harmful or discriminatory behaviour to even closer to zero. This would help ensure every child felt comfortable, confident and able to learn.

To achieve this objective we plan to:

- Expand the range and use of early intervention packs for students that have been involved in a discriminatory incident
- Embed the system of Meadowhead Against Racism staff ambassadors to improve their effectiveness in supporting year teams with incidents.
- Review PSHE lessons to meet the new RSHE guidance (September 2026). Additions to this guidance address a number of relevant areas that would support this objective (e.g. on misogyny).
- Complete a curriculum review or audit that explores topics related to sexuality and diverse relationships
- Expand Pride Month activities to further reduce incidents of homophobia and transphobia
- Implement new gender-questioning guidance from government in a manner that maintains single-sex spaces but also protects the dignity of gender-questioning children

Progress we have already made towards this objective (April 2026):

- Maintained a clear and very visible Never Okay campaign that explicitly tackles harmful and discriminatory behaviour through Ethics lessons, assemblies, form time and in interactions across school.
- Secured a commitment from every student to the school's Never Okay Charter – signed each November and published in classrooms
- Implemented a substantial programme, under the "Never Okay" banner, to tackle sexism and harassment
- Designed a curriculum of ten early intervention packs to support a student to learn more and reflect on an incident where they have been sanctioned for harmful or discriminatory behaviour.
- Reformed behaviour categorization on Classcharts and CPOMs at the start of 2025-26 to make the tracking of different forms of discriminatory behaviour more straightforward
- Appointed Meadowhead staff ambassadors to support with incidents of racism including reporting, reflections and restorative approaches
- Provided CPD for staff on tackling both racism and sexism – including the use of microscripts to help avoid downplaying any unkindness.
- Provided direct guidance for students and staff around discussing conflicts such as Israel-Palestine to avoid discriminatory language

Progress since 2026

To be updated annually

Objective 2: To improve academic outcomes and the wider student experience for students identified as having a special educational need

Why we have chosen this objective:

In line with many secondary schools locally and nationally, the school has seen a significant increase in its population of students that are classified as high needs or have an EHCP. 15 in 2021/22 compared to 55 in 2025/26. This has placed significant pressures on both specialist staff in the teams based on the Bridge as well as classroom teachers to maintain an inclusive education at our school. There is also a relatively significant gap between the academic performance of students with identified SEN when compared to their peers who did not have one. Other school data, such as attendance and extra-curricular participation, also show disparities that the school should take action to close.

To achieve this objective, we plan to:

- Develop and embed literacy programs for students with the lowest reading ages
- Promote adaptive teaching that put inclusion at the heart of the classroom through our Inclusion First Approach – Place First, Praise First, Prompt First
- Take targeted action to improve attendance at extra-curricular clubs – removing barriers for individual students and expanding provision where needed

Progress we have already made towards this objective (March 2026):

- Introduce a new system of On Call Regulation to significantly reduce the number of students who receive support outside of the classroom and ensure more students access quality first teaching from subject experts on a consistent basis
- Completed significant reforms to the exams access process and procedure – improving efficacy, clarity and fairness
- Enhanced staffing for literacy, both teaching and intervention with the introduction of a Phonics program for year 7
- Close partnership working with the ASCETs team to support students with Autism who struggle to attend school
- Enhanced year 6 transition for SEN students and parents in partnership with the ASCETs Team and Parenting Hub
- Specialist provision and mentoring for students with ADHD or an ADHD profile

Progress since 2026

To be updated annually

Objective 3: To use the curriculum and the co-curriculum as an opportunity to increase understanding and empathy between students of different faiths and ethnic backgrounds

Why we have chosen this objective:

As discussed under objective 1, the school's increasingly diverse student population means that activity to foster understanding and empathy between students should remain a priority.

During recent years, national and international events as well as the heated debate and discussions of the policies of successive UK governments have created a tense climate. As such, work to maintain a cohesive and collegiate community of young people is a paramount.

To achieve this objective we plan to:

- Share best practise from faculties who have already engaged significantly in the process of curriculum change and diversification
- Build on the success of the first Cultures Day in July 2025 to increase its impact in subsequent years. For example, there are plans for an artistic and creative competition to run alongside the event in July 2026.
- Expand the range of religious festivals that are marked in form time – using the input of students or local religious leaders wherever possible
- Continue to strengthen the school's religious studies curriculum and the prominence of the religious studies GCSE
- Ensure religious festivals such as Ramadan are marked clearly on the school calendar to ensure their impact can be carefully considered
- Continue to educate students about key world events – including providing reliable sources of news and guidance/frameworks about how to discuss sensitive topics

Progress we have already made towards this objective (as of March 2026):

- The Meadoweard Against Racism student group has had significant impact since its formation during 2021. It has shaped the policy and practice of the school in a substantial and significant way, and it remains the forum where new ideas and initiatives are discussed.
- After a whole school consultation, the governing body adopted "Halo Code" changes to the school's dress code which meant it was more specifically inclusive of protective and religious headwear; as well as hairstyles for afro-textured hair. The school has also added an abaya with a logo to the uniform items available to purchase from its suppliers.
- The group also arranged the school's first Cultures Day in July 2025 which featured student presentations in form time, student-led lunchtime stalls, and the wearing of cultural dress and accessories with national symbols and flags. This event saw a substantial amount of peer education as students shared images, art, music and information about countries important to them and their families – including the UK.
- The "In the News" element of form time allows students a regular slot each week to discuss often sensitive and challenging political topics in a safe and informed way.
- The form time curriculum has also marked a number of religious festivals in recent years including Easter, Hannukah and Ramadan which have often featured input from either students or local religious leaders. These sessions have complimented the school's religious studies curriculum taught by the faculty of Ethics. Guided by student feedback the school has also enhanced provision for prayers during Ramadan.
- There has been significant curriculum work in key faculties that has contributed to this objective. Shaped by disciplinary thinking and research, subjects such as English, History, Geography and Art have carefully made changes that maintain rigour and challenge but also recognise the heritage and diversity of the school's population. For example, in Y9 English students study Adichie's *Purple Hibiscus*; a rich and demanding text that explores the experiences of a Nigerian family. Teachers in history and geography have collaborated on a project that has used local sources to contribute to the teaching of the slave trade. Significant units include "How is West Africa Changing?" in Y8 Geography and both "What do the sources reveal about Sheffield and the Slave Trade?" and "How did the British Empire impact the world?" in Y8 History. Across the school, a

precise approach to texts that include the n-word has been agreed that balances truthful understanding of the past (uncensored in print) with an acknowledgement of the word's potential harm (not read aloud).

- The faculty of history's Y9 holocaust unit plays a substantial contribution to the understanding of genocide and antisemitism. This is supported by International Holocaust Memorial Day that is marked each January as well as the annual visits of *The Voices of the Holocaust* theatre company who perform *Kindness* which is play based on the testimony of survivor Susan Pollack.

Progress since 2026

To be updated annually