



Stanground Academy Equality, Diversity, and Inclusion Policy

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1. Introduction

Inclusion and equality are core values of Stanground Academy. We value every single person within our community and are committed to the principle that all pupils and staff should be treated with dignity and respect.

We recognise that our community is made up of a broad range of individuals and groups with a wide variety of backgrounds, experiences, lifestyles, languages and cultures and we believe that actively promoting diversity and providing equality of opportunity enriches the lives and experiences of all pupils at the Academy.

We recognise the vital role which teachers and those in the teaching community play in shaping the experiences and improving the educational outcomes of all pupils and acknowledge the importance of an approach which explicitly seeks to address and tackle incidents of direct and indirect discrimination as and when they occur.

We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1.

2. Ethos and Values

Our Academy intent is:

To promote a world class education that will challenge, inspire, and enable every student to flourish beyond their expectations. All students will graduate from Stanground Academy, confident in their ability, kind in their approach and equipped with the skills to be a successful active citizen of the future.

To fulfil this intent, we are committed to:

- treating everybody with equal value
- eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- advancing equality of opportunity between those who share a protected characteristic and those who do not
- tackling prejudice and promoting understanding and fostering good relations
- ensuring that the views of those with protected characteristics are sought and taken into account when making important decisions about our work
- taking steps to remove or minimise the disadvantages faced by and meet the needs of those who share one or more protected characteristics.
- This statement applies to all pupils and staff and we will ensure that nobody is discriminated against on the basis of any protected characteristic. This includes direct and indirect discrimination as well as discrimination due to association or perception.

3. Legislation

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Keeping Children Safe in Education (Department for Education, 2024)
- Commission on Race and Ethnic Disparities (2021) 'Education and training'
- Mental health and wellbeing provision in schools' (Department for Education, 2018)
- Equality Act (Government Equalities Office, 2010)
- The Equality Act 2010 Advice for schools (Department for Education, 2013)

The Equality Act (2010) makes it unlawful for the Academy to discriminate against, harass or victimise a pupil or potential pupil:

- a) in relation to admissions.
- b) in the way it provides education for pupils.
- c) in the way it affords access to a benefit, facility or service.
- d) by excluding a pupil or by subjecting them to any other detriment

This policy operates in conjunction with the following Academy policies:

- Pupil Behaviour & Inclusion Policy (2025)
- Anti-bullying Policy (2024)
- Trust Public Sector Equality Duty

Our commitment to equality, diversity and inclusion is also reflected in other school policies and procedures, especially those related to (but not limited to):

- Accessibility
- Attendance
- Home-school agreements
- Recruitment
- Relationships and Sex Education
- Special Educational Needs
- Uniform

4. Equality Objectives and Action Plan

To fulfil its Public Sector Equality Duty, the Academy collects equality information on pupils and staff and utilises this information, alongside data from surveys with staff, pupils and parents and carers to identify areas of strength and areas for development with regards to equality.

This information feeds into the Equalities Objectives and Action Plan which is shared with all stakeholders via the Academy website. We keep the objectives under review and the Senior Leadership meet at least once per term to discuss our progress towards these objectives.

A copy of the current Equality Objectives and Action Plan are attached as Appendix 3.

5. Responsibilities:

All staff members will:

- Participate in CPD and training relevant to equality and diversity.
- Be mindful of the Academy's commitment to equality in all aspects of their role within and outside of the classroom.
- Ensure that they take all reports of discriminatory behaviour seriously and that claims are never dismissed.
- Be vigilant to all forms of discriminatory behaviour so that it does not go undetected and report any concerns.
- Encourage pupils to speak to a staff member if they have any worries, concerns or questions about equality.
- Seek help from a member of the SLT if they are unsure how to handle a situation.
- Understand that pupils with protected characteristics all have an identity which is unique to them

The staff member with responsibility for Diversity and Inclusion will:

- Lead on the implementation of the Academy's Equality policy and developing an Action Plan.

- Listen to the views of all key stakeholders, and work with other senior leaders to implement a whole-school approach to equality.
- Provide staff members with opportunities to take up training and CPD that addresses equality.
- Work with the leader in charge of Personal Development to ensure that assemblies and PD resources support pupils in their understanding of equality, diversity and inclusion.
- Ensure that all pupils and staff are provided with the same opportunities and develop strategies to address any disparities.
- Advise the Senior Leadership on approaches towards diversity and inclusion.

The Principal/DSL will:

- Ensure that this policy and related policies are readily available to all members of the school community.
- Keep a record of any incidents of discriminatory behaviour and take appropriate action.
- Consider whether to report discriminatory incidents as hate crimes to the police on a case-by-case basis.
- Assess the school's recruitment procedures and address whether there are any issues with regard to equal opportunities and enhancing diversity across the school's staff members where possible.
- Make referrals to the Channel Panel, Police and/or Children's Social Care as deemed necessary.
- Monitor demographic data to ensure the school has a clear picture of the groups represented in the school community.

The Senior Leadership Team will:

- Ensure all staff know where they can access support and guidance relating to any concerns or queries they have relating to equality and how to support their pupils.
- Model good practice by engaging in relevant CPD and training opportunities to improve their own understanding of diversity and inclusion.
- Listen to the views of all pupils, staff members and parents and report these to the DSL.
- Ensure that all staff members understand and enforce the school's view that discriminatory behaviour of any kind is unacceptable.
- Ensure that staff members are trained in how best to challenge incidents of discrimination.
- Ensure that activities and opportunities, both curricular and extra-curricular, are inclusive.
- Provide adequate time for Curriculum Leads and teaching staff to review and refine their curriculum to ensure it is inclusive.

The Safeguarding Team will:

- Provide emotional support to any victims of discriminatory behaviour.

- Make referrals to external agencies or the police where this is appropriate.
- Participate in relevant CPD and training relevant to equality.

Curriculum Leads will:

- Lead their faculties in seeking out opportunities to make their curriculum representative and inclusive.
- Ensure teachers create an environment where all pupils can contribute fully and feel valued.
- Ensure teaching within their curriculum areas takes account of pupils' diverse needs.

The Academy Advisory Council/Trustees will:

- Engage in any necessary training to support understanding of racial equality in schools
- Review the policy annually.

Pupils will:

- Act in accordance with the Behaviour Policy and Values.
- Act in a socially responsible manner, showing respect and kindness to all their peers.
- Learn to embrace diversity in society and understand the importance of how difference benefits us all.
- Participate in Personal Development curriculum in timetabled lessons.
- Report any incidents of discriminatory behaviour they experience or witness to a member of staff.
- Know who they can ask if they have any concerns or questions regarding racist behaviour and racial equality.
- Understand the implications of participating in racist behaviour, including how this impacts the victims and what the consequences of this will be for the perpetrator.

6. Curriculum

There is much scope within the curriculum to engage with issues of diversity and it is paramount that each curriculum area takes responsibility for actively seeking out opportunities to expand our taught curriculum to be more inclusive and intersectional, including the voices and contributions of marginalised people. National research and Academy student voice work has highlighted that lack of representation in the curriculum can be 'disempowering and discouraging'. This has a negative impact on student well-being which can stop them from achieving their full potential.ⁱ

There are a wide range of strategies which teachers can adopt in their classroom which can support the Academy's approach to dealing with and addressing discrimination and celebrating diversity with all students. For example:

- reviewing schemes of learning to develop global dimensions which value contributions of all people to world culture;
- critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated;

- choosing books and other resources which reflect the rich diversity of the society we live in
- providing positive images and role models in resources, displays and promotional material which reflect the experiences and backgrounds of all students in our society;
- exploring with pupils at an appropriate level, issues of equality in a range of personal, community and global contexts and inviting them to consider ways in which our Academy community might promote justice and challenging injustice;
- having high expectations of children of all backgrounds and making known to them our confidence in their ability to achieve and ensuring that each child's individual learning and social needs are met and;
- engaging with other schools and departments, both within and beyond the Trust, who are further ahead in their journey of diversifying the curriculum to see examples of good practice

7. Personal Development (PD) and Pastoral Interventions

All pupils at Stanground Academy have a right to learn in an equitable environment where all cultures, identities and languages are recognised and valued. The PD curriculum, pastoral activities and the assembly programme will provide pupils with specific opportunities to learn about equality and to celebrate the richness of cultural difference in an age-appropriate manner through each key stage.

These sessions aim to:

- Empower pupils to develop an understanding of their own values, beliefs and cultures and those of others.
- Help pupils to understand and realise their own rights and the rights of others within the school, within the community and globally.
- Help pupils to understand the harmful consequences of discrimination and encourages them to actively challenge it wherever it occurs.
- Contribute to the development of an inclusive learning environment.

These sessions will be overseen by the teacher with responsibility for PD and appropriate training will be provided to staff prior to delivery. (See Section 9)

8. Community engagement

In accordance with our commitment self-reflection relating to equality we are committed to listening to the voices of stakeholders within the Academy including pupils, parents, staff, and the wider community.

Opportunities to listen to members of the Academy community will be provided through, but not limited to the following mediums:

- Anti-racism Ambassadors – a student group which meets at least half-termly to discuss issues pertaining to race, racial equality, inclusion and justice
- Sixth Form Leadership
- Anti-Bullying Surveys and other forms of student voice – sent out via Forms and completed during dedicated PD time to maximise engagement
- Staff engagement through digital and face to face opportunities

- Parental engagement through online surveys and face to face opportunities

9. Staff training and awareness

The Academy recognises the need for education and training to eradicate discrimination effectively. Being able to identify prejudices and unconscious bias is a necessary precondition to the Academy being able to respond to, challenge and prevent discrimination and promote equality.

The issues pertaining to equality and inclusion are the responsibility of all teachers and therefore we are committed to the ongoing professional development of our teaching and support staff with regards to diversity and inclusion so that they have the language, skills and confidence to utilise that knowledge in teacher practice.

10. Behaviour

Stanground Academy expects the highest standards of behaviour. We expect staff and students to work hard to create and maintain the positive climate required to fulfil our mission and remain true to our values.

Stanground Academy is committed to challenging and does not tolerate any forms of bullying or discrimination. Any student found to be carrying out any of these actions will be subject to the Academy's disciplinary procedures as outlined in the Academy's behaviour policy which can be found on the Academy website.

Discriminatory behaviour in any form will not be tolerated by the Academy and any incidents will be dealt with on a case-by-case basis.

Discriminatory behaviour can include, but is not limited to:

- Physical assault because of an individual or group's protected characteristics
- Use of derogatory names, insults and jokes related to an individual or group's protected characteristics including those which are framed as 'banter' or as a 'joke'.
- Racist graffiti
- Provocative behaviour, e.g. displaying racist emblems or sexist symbols
- Bringing discriminatory (e.g. racist, sexist, homophobic, transphobic, bi-phobic) material or propaganda into the school
- Verbal abuse and threats, or online abuse and threats, relating to an individual or group's protected characteristic.
- Encouraging others to behave in a racist manner or recruiting others to racist organisations and groups
- Making discriminatory comments during discussions (e.g. ableist, sexist, xenophobic or racist comments, even when the intent was not cause harm)
- Statements of cultural bias or racial microaggressions
- Ridiculing a cultural difference, e.g. food, music, religion, dress or traditions
- Refusing to co-operate with others because of their protected characteristics

Ongoing CPD will ensure that staff will be trained to look out for any of the above behaviour and will report incidents via CPOMS.

In accordance with the Academy's Anti-bullying Policy, pupils and staff will be aware that bullying of any form, including cyberbullying, will not be tolerated and leaders will decide the type of sanction a perpetrator of discriminatory bullying will receive.

Additionally, the perpetrator (and their family if necessary) will engage in restorative work with an appropriate member of staff to explore their thinking and to determine why they have acted in a discriminatory manner. The perpetrator will be given support to reflect on their conduct and given support to modify their behaviour.

Allegations of discriminatory behaviour made against staff members will be handled on a case-by-case basis using relevant policies as a basis. The Academy will exercise its right to discipline pupils for any incidents of discriminatory behaviour taking place outside the school gates in accordance with section 90(2)(a) of the Education and Inspections Act 2006, where it is reasonable for the school to impose.

Allegations of discrimination relating to a member of staff will be dealt with in accordance with the Whistleblowing Policy which can be found on the Academy website.

11. Reporting and responding to incidents of discrimination

To tackle incidents of discrimination effectively the Academy has a clear set of procedures which will be followed by all members of staff. A summary diagram of these procedures is included in the appendices. (Appendix 2)

The need for education extends to dealing with the perpetrators of discriminatory incidents. We recognise that incidents of discrimination can be intentional or unintentional, however we have an obligation to respond to both forms. Where incidents are caused by a lack of understanding students will be directed to reading / an empathy task / reflecting on the harm caused / exploring where their own prejudices come from. This may involve working with nominated staff members to complete a workshop designed to address the specific nature of the incident.

Where the incident stems from a desire to cause harm / distress / or is a repeated incident of discrimination the student(s) involved will be sanctioned in line with the Academy's bullying and behaviour policies recognising the definition of bullying as 'repeated behaviour which is intended to hurt someone either emotionally or physically.'

The Academy recognises that the aim of managing any incident of discrimination is to find a solution which is corrective and brings about a genuine change in behaviour and the Academy may offer a reconciliation meeting between the perpetrator and victim, mediated by a member of staff.

Complaints or concerns with the reporting or recording of discriminatory incidents should be directed to the Principal or Vice Principal.

12. Support

Students who have experienced discrimination will be supported by offering various forms of support, including but not limited to:

- Offering an immediate opportunity to discuss the experience with a Senior Leader, Pastoral Leader or adult of their choice
- Offering ongoing support through regular informal meetings

- Encouraging other close friends to look out and provide support
- Recognition and Reconciliation meetings (if desired by those affected)
- Communication sent out to staff to allow for ongoing support across the school day

13. Monitoring and review

- The Equality Policy will be monitored by the designated Vice-Principal, DSL and the Assistant Principal with responsibility for Diversity and Inclusion.
- Consultation of key stakeholders (staff, pupils and parents) will form part of an on-going review of this policy.
- The policy will be reviewed annually.

Appendix 1: Glossary

Ableism	Prejudice (in the form of policies, behaviours, rules, etc.) that results in unfair or harmful treatment of disabled people.
Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone’s ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone’s internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.

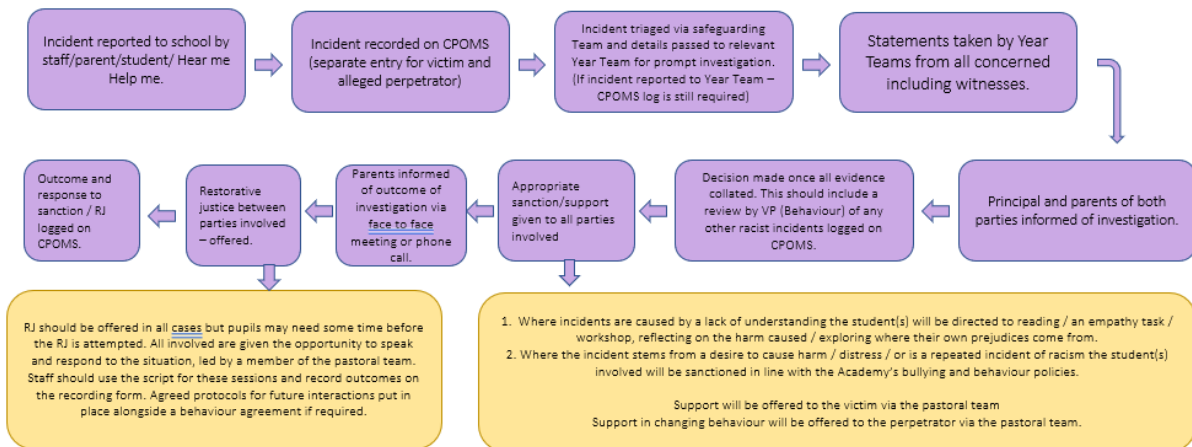
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person’s dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Neurodiversity	The idea that people experience and interact with the world around them in many different ways. Some forms of neurodivergence meet the definition of disability as they can have a “substantial and long-term adverse effect” on one’s “ability to carry out normal day-to-day activities”.
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.

	We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity.
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p>

Appendix 2 – Reporting Procedures

Stanground Academy procedure for dealing with alleged incidents of discrimination involving pupils

Our definition for an incident of discrimination follows the terminology used by the Crown Prosecution Service and police: 'Any incident which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's [protected characteristic] or perception of a person's protected characteristic.'



Appendix 3: Equality Objectives and Action Plan

Objective	Rationale	Actions	Person(s) responsible	Timescale
1. To ensure the Academy's commitment to equality is evident in its strategic development planning, key documentation and self-review.	<p>Whilst Stanground Academy's commitment to equality is evident, it needs to be more visible. The Academy has appointed a Diversity and Inclusion Lead and there is a strong anti-bullying and anti-racism policy, however other key documentation including vision and values statements and curriculum materials do not yet clearly and explicitly reference and address equality.</p> <p>The Academy has demonstrated its commitment to equality by embarking upon the Equaliteach Bronze Award, however greater visibility of this commitment is required through a more strategic approach.</p>	1.1. The Academy's vision statement and values statement will contain an explicit mention of equality.	MVL	July 2024
		1.2 The Academy will have a robust equality, diversity and inclusion policy, which is accessible to all in the school community.	RBU / SLT	July 2024
		1.3 The Academy will publish a set of SMART objectives based on monitoring data.	RBU / SLT	July 2024
		1.4 Complete Equality Impact Assessments on all key policy documents.	SLT / policy writers	September 2024
		1.5. Complete Equality Impact Assessment on uniform policy and update if necessary.	MVL / AJO	September 2024
		1.6 Seniors leaders to engage in equality and diversity training and disseminate to all staff via relevant CPD.	RBU	May 2025
2. Close gaps in attainment and progress between groups of students, especially disadvantaged students, SEND students and those	<p>It is vital that we identify barriers to learning for all pupils. Currently the school identify and intervene to close gaps between boys/girls, PP/Non-PP, SEND and non-SEND pupils and EAL/Non-EAL.</p> <p>We do not currently collect data to identify how pupils from different ethnic backgrounds are</p>	2.1 Put in place systems to analyse attainment of pupils from different groups and identify additional attainment gaps.	DBU / RBU Raising Standards Team	September 2024
		2.2 Continue to put interventions in place to close any identified attainment gaps.	Raising Standards Team / CLs DBU	On-going

from ethnic minority groups.	progressing and in order to determine if there are barriers to learning for different groups of pupils we need to begin to collect this data and act upon the findings to ensure that we work to close all gaps in attainment and achievement.	2.3. Put measures in place to intervene with pupils earlier in order to maximise efficacy of support mechanisms.	Raising Standards Teams / CLs DBU	On-going
		2.4 Provide training and support to teaching and support staff to work with pupils to close attainment gaps.	Raising Standards Team / QoE Team / SEND Leads	On-going
3. To increase staff confidence in tackling incidents of discrimination especially with regards to racism, homophobia, biphobia and transphobia.	<p>Student voice (via student surveys and anti-racism ambassador meetings) and staff opinion via the Diversity and Inclusion working Party suggest that incidents of discrimination, in particular racism and homophobia, biphobia & transphobia are not always reported by pupils due to a lack of confidence in how these issues will be dealt with.</p> <p>Although Ofsted Parent Surveys indicate that the majority of parents feel that when issues are raised, they are well dealt with, there is still a discrepancy between the number of reported incidents and the number of incidents pupils anecdotally share.</p> <p>By ensuring staff are well trained in identifying discrimination and reporting systems we can remove one barrier to students reporting incidents.</p>	3.1 Generate and circulate a staff questionnaire to audit current perceptions of the issues and levels of confidence in tackling discrimination.	RBU	June 2024
		3.2 Deliver staff training to plug knowledge and confidence gaps identified by staff questionnaire and other pertinent data.	RBU / LHE	July 2024
		3.3 Ensure that Equality related issues form part of regular CPD training throughout the year.	LHE / AWE	July 2025
		3.4 Gather student, staff and parent voice on how well the Academy is tackling incidents of discrimination at regular intervals throughout the year.	RBU	On-going
4. Reduce incidents of discriminatory language used by students across the school. Discriminatory	Data collected by the Safeguarding Teams via CPOMS shows that incidents of discrimination do occur and that incidents of racist discrimination are more frequent than discrimination against pupils with other protected characteristics.	4.1 Continue to develop consistency of approach to incidents of discrimination from all staff through clear communication of sanctions and reporting.	AJO	On-going

language includes, but is not limited to, racist, homophobic, biphobic, transphobic misogynistic and ableist terms.	<p>Data from student voice suggests that the casual use of this language happens in person and online but is underreported. We want to instil in students the message of being upstanders not bystanders and for staff to be confident in the procedure in dealing with any incidents of this nature.</p> <p>There has been some good work between the Diversity and Inclusion Lead and pastoral teams on educating perpetrators following incidents of racist and homophobic language, but we want to educate the perpetrators as part of the process of understanding difference in order to achieve long-term change and ensure pupils are equipped to participate fully as adults in a diverse country.</p>	4.2 Communicate specific expectations around use of discriminatory language to all pupils in the academy.	AJO	September 2024
		4.3 Continue to develop a bank of resources for use by pastoral teams to educate pupils following incidents of discrimination.	RBU	On-going
		4.4. Develop PSHE and Lifeskills lessons to proactively educate pupils around the impact of discriminatory language.	RGI / LDA	On-going review May 2025
5. To improve inclusivity and cohesion between all student groups, through education, understanding and celebration of different cultures, religions, ethnicities, sexualities and abilities.	<p>We want to be proactive and not reactive in our DEI work. We are an increasingly diverse community and with unprecedented numbers of pupils joining the Academy we want all pupils to embrace our commitment to understanding, appreciating and celebrating difference.</p>	1. Work with Head Students and student leadership to develop Culture Day further	RBU	On-going
		2. Develop the PSHE Curriculum to develop understanding and celebration of difference.	RGI / LWA	On-going review May 2025
		3. Work with pastoral leads to continue to deliver assemblies and tutorial materials to develop understanding of difference	RBU / SLO	On-going
		4. Work with external agencies to tackle issues of discrimination.	RBU / SLO	On-going – review in May 2025
		5. Give pupils greater ownership over the Antiracism Ambassadors, developing student leaders within this group.	RBU	September 2024

<p>6. To develop a curriculum which is inclusive of all protected characteristics.</p>	<p>When young people don't see themselves represented it can be harder to engage and this can be a barrier to learning. A diverse curriculum is one which better serves all young people and allows all young people to flourish and fulfil their potential.</p>	<p>6.1 Curriculum Leads to carry out an audit of current practice to identify areas of good practice and areas for development.</p>	<p>CLs / RBU</p>	<p>April 2024</p>
	<p>Student voice and a curriculum audit carried out by CLs suggests that whilst there are pockets of good practice, diversity is not yet fully embedded across or within our curriculum areas yet.</p>	<p>6.2 Curriculum Areas to ensure that identified gaps in representation and diversity as identified by the Curriculum Audit will be closed through planning of new material as and when required.</p>	<p>CLs/ T&L Leads and subject teachers.</p>	<p>On-going but reviewed in May 2025.</p>
	<p>We want to ensure that our curriculum fulfils our vision of providing a world class education that will challenge, inspire, and enable every child to flourish and making a more inclusive, diverse and accessible curriculum will help to meet this goal.</p>	<p>6.3 To continue to provide staff training on inclusive classroom practice including adaptive delivery strategies.</p>	<p>LHE</p>	<p>On-going</p>
		<p>6.4. Conduct student voice work around diversity and inclusion work within the curriculum.</p>	<p>T&L Leads RBU</p>	<p>July 2024</p>
		<p>6.5 Each department to appoint a diversity champion to share good practice and maintain momentum with regards to improving curriculum inclusion.</p>	<p>CLs</p>	<p>July 2024</p>

References

ⁱ [Representation in the curriculum](#), Anna Freud National Centre for Children and Families