



Equality, Diversity, and Inclusion Action Plan

Excellence, access, inclusion and equality of opportunity are core values which underpin all of our activities. Celebrating diversity and providing equality of opportunity enriches the lives and experiences of all pupils at the Academy. The Academy recognises that its 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 embrace those differences, so that all pupils and staff are free to express and celebrate their identities with pride. We proactively ensure that diversity and inclusion underpin all aspects of Academy life including our curriculum and pedagogy, pastoral support and organisational culture.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as **protected characteristics**).

For schools, this means that it is unlawful to discriminate against 'protected characteristics' identified as gender; race; age; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Under the Act, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance
- equality of opportunity between different groups
- Foster good relations between different groups

As a public organisation, we are required to:

- Have due regard to the PSED when making decisions, taking action or developing policy and practice.
- Publish information to show compliance with the Equality Duty. This is done via our Equal Opportunities Policy.
- Publish Equality Objectives which are specific and measurable.

Equality Objectives

We have set ourselves the following objectives for 2024/25. They will be reviewed throughout the academic year by the Diversity and Inclusion Lead and the Senior Leadership Team and updated annually.

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	February 2025
		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,	It is vital that we identify barriers to learning for all pupils. Currently the school identify and intervene to close gaps between boys/girls,	2.1 Put in place systems for all staff to be able to analyse attainment of pupils from different groups and identify additional attainment gaps.	DBU / RBU Raising Standards Team	September 2024

especially disadvantaged students, SEND, EAL students and those from ethnic minority groups.	PP/Non-PP, SEND and non-SEND pupils and EAL/Non-EAL. We do not currently collect data to identify how pupils from different ethnic backgrounds are 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.	2.2 Continue to put interventions in place to close any identified attainment gaps.	Raising Standards Team / CLs DBU	On-going
		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.	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. 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. By ensuring staff are well trained in identifying discrimination and reporting systems we can remove one barrier to students reporting incidents.	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	Dec 2024
		3.3 Ensure that Equality related issues form part of regular CPD training throughout the year.	AJO / 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.	LWA	On-going

4. Reduce incidents of discriminatory language used by students across the school. Discriminatory language includes, but is not limited to, racist, homophobic, biphobic, transphobic misogynistic and ableist terms.	<p>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.</p>	<p>4.1 Continue to develop consistency of approach to incidents of discrimination from all staff through clear communication of sanctions and reporting.</p>	AJO	On-going
	<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>4.2 Communicate specific expectations around use of discriminatory language to all pupils in the academy.</p>	AJO	September 2024
	<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>	<p>4.3 Continue to develop a bank of resources for use by pastoral teams to educate pupils following incidents of discrimination.</p>	RBU	On-going
		<p>4.4. Develop PSHE and Lifeskills lessons to proactively educate pupils around the impact of discriminatory language.</p>	LWA/LDA	On-going review May 2025
		<p>4.5 Student perception survey to be sent out and re-analysed to identify frequency of incidents of discriminatory language around the Academy.</p>	LWA	October 2024
5. To improve inclusivity and cohesion between all student groups, through education, understanding and	<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>	<p>1. Work with Head Students and student leadership to develop Culture Day further</p>	RBU	On-going
		<p>2. Develop the PSHE Curriculum to develop understanding and celebration of difference.</p>	RGI / LWA	On-going review May 2025

celebration of different cultures, religions, ethnicities, sexualities and abilities.		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
6. To develop a curriculum which is inclusive of all protected characteristics.	<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>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>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>	6.1 Curriculum Leads to carry out an audit of current practice to identify areas of good practice and areas for development.	CLs / RBU	April 2024
		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.	CLs/ T&L Leads and subject teachers.	On-going but reviewed in May 2025.
		6.3 To continue to provide staff training on inclusive classroom practice including adaptive delivery strategies.	LHE	On-going
		6.4. Conduct student voice work around diversity and inclusion work within the curriculum.	T&L Leads RBU	July 2024
		6.5 Each department to appoint a diversity champion to share good practice and maintain momentum with regards to improving curriculum inclusion.	CLs	July 2024

