



Action Plan for Equality and Diversity 2025 - 2026

This document outlines our strategic actions and commitments to promoting equality and diversity throughout the academic year 2025-2026. It details the planned activities, responsibilities, and timelines aimed at creating an inclusive environment where every member of our school community can thrive, regardless of background or protected characteristics.

To ensure that any gap in attainment between different groups is minimised and challenged.			
Activity	Actions	Who	Timeline
Continue to embed the DEIB Leader to critically assess whole school systems and efforts to ensure that we remain compliant with local and national legislative frameworks.	Liaise with SLT and relevant leaders to assess whole school systems including assessment, reporting and student voice.	HT	September 2025 - July 2026
To monitor the end of term data to evaluate progress and progression of learning across the curriculum and to audit attainment according to protected characteristics/	Monitor end of term data Overview to governors. Learning walks and work scrutiny	DHT DEIB Lead	Termly.
Review the curriculum offer through the lens of overcoming potential barriers to engagement for our students within protected characteristic groups.	Critically reflect on curriculum content & resources, supporting teachers through a coaching model. Ensure links to British values and protected characteristics are interwoven in a cross curricular manner.	DHT DEIB Lead	September 2025 – May 2026
<p>Success Criteria: A curriculum that meets the needs of the diverse range of needs. Data will show that there is no gap between those with protected characteristics and their peers. There will be clear reference to British Values across the curriculum, and for those students who are able, will be specifically taught about protected characteristics.</p>			

To promote spiritual, moral, social and cultural development through all appropriate curricular activities, with particular reference to equality and diversity.

Activity	Actions	Who	Timeline
Ensure staff have a clear understanding of the individual/protected characteristics of the young people they support.	<p>Ensure training on protected characteristics/equality and diversity and British values is maintained.</p> <p>Respond to the needs of the students to match training needs through engagement with external professionals and robust, evidence based training and practice.</p>	<p>DHT</p> <p>DHT</p>	April 2026
To educate students on the significance of the protected characteristics and their links to British values to develop knowledge and understanding	Critically assess presence of British values/ protected characteristics, ensuring it is interwoven across the curriculum.	DHT	September 2025- July 2026
	Introduce the use of the term ‘Protected Characteristics’ to Key stage 3 upwards where appropriate.	DHT	
	Redefine school values to reflect our trajectory and intent to be a relational centre of excellence.	HT	
	Reflect on the intent and implementation of assemblies as a key part of how we ensure our values are an embedded element of our school culture.	SLT	

	Continue to embed use of Picture News as an accessible method to explore Fundamental British Values.	Teachers	
To develop a sense of belonging	All classrooms to display our new, collaboratively developed values to promote equality and a sense of belonging.	Teachers	February 2026
	Develop the student council voice as a means of high impact collaboration.	DHT	Meetings held half termly
	Develop relationship schools' approach and ensure this is embedded in all relevant policies.	DHT	July 2026
<p>Success criteria Pupils will have a sense of belonging and have an awareness of different cultures, religions and beliefs. Staff and students will be aware of the protected characteristics and the British values and understand how important it is to be accepting and accepted. If appropriate students will be able to understand the meaning of protected characteristics and British values. Through questionnaires with pupils, staff and key stakeholders it will be clear that there is a sense of belonging.</p>			