



Diversity, Equity & Inclusion Policy

Last Ratified by Governors: April, 2023

Review Cycle: Annual

This Review Date: April 2024

Reviewer: Mrs L Sullivan

Approved by Governors:

Signed:.....

Purpose of this document

This document provides a detailed explanation of the Public Sector Equalities Duty; our Diversity, Equity and Inclusion objectives, and how this relates to our school vision, context and strategic plan. It then

Background Information

The school is committed to inclusion and believes that all children should have the opportunity to succeed in life.

We aim to:

- Develop a culture of equity inclusion and diversity.
- Encourage all members of the school community to feel proud of their identity and participate fully in school life.
- Ensure equity, diversity and inclusion permeates the work of our school, by creating policy and practice to deliver service and employment, and functions such as setting budgets and making appointments.
- Support students, raise standards and ensure inclusivity by monitoring students by race, ethnicity, pupil premium status, gender and disability. We will use this data to tackle discrimination, promote equity and respect for all and challenge bullying and stereotypes. We believe that diversity is a strength to be respected and celebrated by all members of our school community.
- Work with and listen to staff, students, parents and carers to inform Selly Park's Equity, Diversity & Inclusion Action Plan (EDI Action Plan). This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

In accordance with its legal responsibility, Selly Park Girls' School will ensure that there is no discrimination against any pupil for any reason.

Recruitment of staff is in collaboration with the local authority, its relevant policies and schemes. At Selly Park Girls School, we are committed to ensuring equity of education and opportunity for all students, staff, parents and carers receiving services from our school, irrespective of race, sexual orientation, gender, disability, faith or religion or socio-economic background.

The EDI Action Plan sets out how students with the following protected characteristics will be protected in our school from harassment and discrimination: -

- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

Selly Park is committed to being a good employer. The EDI Action Plan outlines how we meet our duties in terms of recruitment and selection practices and our commitment to be a fully inclusive

community working to overcome discrimination related to the other protected characteristics in addition to those above:

- Age
- Being married or in a civil partnership

The EDI Action Plan covers all aspects of vulnerability, including those with Special Educational Needs, those associated with socio-economic factors (e.g. students from low income families), Children who are Looked After and those with Child Protection plans.

Everyone at Selly Park will take responsibility for challenging stereotypes and all forms of discrimination.

Selly Park will advance equal opportunity and will investigate all complaints of discrimination.

Roles and responsibilities:

The Diversity, Equity and Inclusion policy outlines the roles and responsibilities of everyone involved and connected to Selly Park Girls' School. Promoting equity and inclusion and celebrating diversity whilst raising the achievement of all pupils is the responsibility of all stakeholders.

The Governing Body

It is the responsibility of the Governing body to:

- ensure that the school complies with equity legislation;
- ensure the equity information is updated annually and that equity objectives are published and communicated through the school;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- ensure the school's admissions policy is fair and equitable in its treatment of all groups;
- ensure the school has equitable staff recruitment procedures
- ensure the school follows equitable procedures in the professional development of all staff;
- deal with serious breaches of the policy.

The Headteacher:

It is the Headteacher's responsibility to: implement the policy and its strategies and procedures;

- ensure that all staff, including volunteers and trainee teachers, receive appropriate and relevant continuous professional development to ensure they fully understand their roles and responsibilities in relation to this policy;
- ensure appropriate funding and resources are allocated and used appropriately to support pupils not making expected progress;
- anticipating and enabling reasonable adjustments to be made in relation to any of the protected characteristics in regard to pupils, staff, parents/carers and visitors to the school;
- actively challenge and take appropriate action in any cases of discriminatory practice and record actions;
- deal with any reported incidents of harassment or bullying in line with school guidance and record actions;
- ensure that all visitors (including supply teachers, volunteers and trainee teachers) and contractors are aware of, and comply with, the school's equity and diversity policy;
- assess and monitor the impact of this policy and report outcomes to the Governing Body.

Senior Leadership Team:

The Leadership Team will be responsible for reviewing and monitoring curriculum policies and ensuring that equity is promoted in all aspects of our provision.

All Staff (including volunteers, supply teachers and trainee teachers) It is the responsibility of all staff to:

- be vigilant in all areas of the school, look out for any type of harassment and bullying, including online, and challenge and/or report any discrimination or disrespectful behaviour to the relevant leader;
- deal effectively with all incidents from overt name-calling, including online, to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotypes within the curriculum and in the school's culture;
- promote equity, and good relations and not discriminate on the grounds of any protected characteristics;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- ensure marking of pupil's work is fair and accurate through minimising unconscious bias – for example, in relation to ethnicity, socio-economic status, physical/mental disability, gender identity.
- keep up to date with equity legislation, development and issues by attending relevant training and accessing information from appropriate sources;

Parents/carers It is the responsibility of parents/carers to:

- support our school in its implementation of this policy, particularly in relation to their child's conduct online;
- follow the school policy through their own behaviour;
- ensure their children attend and engage in the learning;
- participate in parental surveys and join our 'Parent Forum' to provide feedback on current provision and policies moving forward;
- report to staff about any prejudice related incidents that occur.

Transition:

A coordinated approach to transition in our school has been developed and refined, to ensure that children with special or additional needs are identified prior to transition and that the school is aware of any special provision, or reasonable adjustments, an individual may require.

Parents who may be considering applying for their child to attend the school are also welcome to contact the school themselves to discuss any particular issues or concerns, The Open Evening and Induction Evening both provide further opportunities for parents to inform the school about any needs their child might have.

Where pupils join the school at other times of the year, initial interviews with the parents or carers enable them to notify the school about any special needs. Further opportunities for communication are provided through the school planner system and by Parents' Evenings, so that any issues that develop during a pupil's school career can also be dealt with.

- The school has a well-established pastoral system through which pupils can raise any concerns.
- The school engages a wide range of external agencies to allow us to raise and gain appropriate support with any concerns they may have.
- The school has regular school council and year council meetings at which issues of concern to pupils can be raised.

- Pupils and parental surveys are used to monitor satisfaction.

LGBTQ Discrimination

The school will not discriminate directly or indirectly against anyone because their actual or perceived sexual orientation or how they identify.

The school will not permit the harassment or victimisation of anyone because their actual or perceived sexual orientation or how they identify.

The school will advance equity of opportunity for all students regardless of their sexual orientation or how they identify.

This is included in our equal opportunities and behaviour policies and the curriculum.

The school is committed to providing a safe environment for all pupils and will apply the schools anti-bullying policy to deal with all instances of homophobic or transphobic bullying or abuse. Homophobia is a dislike or fear of someone who is, or is perceived to be lesbian, gay or bisexual. Transphobia is a dislike or fear of somebody whose gender does not correspond with the sex they were assigned at birth. Reaction can vary in intensity from passive resentment to active victimisation.

The school will follow the Department for Education's (DfE) Sex and Relationship Education Guidance, which makes clear that teachers should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support where necessary.

Racial Discrimination

The school will advance equal opportunity and good race relations, and will not discriminate against anyone on the basis of:

- Race
- Colour
- Nationality or citizenship
- Ethnic or national origin.

The school will not permit any form of racial discrimination, racial harassment or inciting of racial hatred. Incidents of this nature may be offences under criminal law and will be treated as such.

Religious Discrimination

The school recognises and respects and values the various traditions, customs and rules of different religious groups and will not discriminate against any pupil on the grounds of their religion. **The school will actively promote respect and acceptance in line with the Fundamental British Values.**

Disability Discrimination.

The school will not permit any form of discrimination against disabled pupils. This includes the use of any derogatory term to indicate the disabled persons supposed mental capacity. No assumptions will be made about the general abilities of people who are disabled. The school will bear in mind that a child with special education needs (SEN) is not necessarily disabled and that a disabled child does not

necessarily have SEN. The school will make every effort to ensure that its premises are accessible to people with all kinds of disabilities. The school will produce an accessibility plan detailing the planned improvements that will be made for:

- Increasing the access of disabled pupils to the school curriculum
- Improving the access of disabled pupils to the physical environment of the school
- Improving the delivery of information to disabled pupils.
- Our accessibility plan can be found via our website

Gender Equity Policy

The school's role and how we will meet the General Duty & Specific Duty

The school recognises that it has a key role to play in actively promoting equity of opportunity for all people, irrespective of gender not only in its core function of educating pupils, but also in the employment opportunities it provides, and in the increasingly diverse range of services it provides to the wider community.

In order to be able to increase the attainment of all pupils, it will be necessary to provide all pupils with the opportunity to reach their full potential. To secure a truly representative and valued workforce, it will be necessary to encourage and support all people to seek employment with the school. In order to make sure that all the services and facilities provided by the school are welcoming to all people, the school will need to ensure that the organisations we work with and procure services from also advance equity of opportunity where applicable.

The school's Gender Equity Policy indicates the commitment of the school to promote gender equity in every area of school life and in all management practices and policy development.

The production of this gender disability equity scheme provides us with the framework for integrating gender equity into all aspects of school life and demonstrates how we are seeking to meet the general duty of promoting gender equity in the school.

Selly Park Girls' School is determined to ensure gender equity in its establishment to advance gender equity in its role in the community leading by example in all it does. Our Gender Equity Policy complements our Equal Opportunities Policy, Race Equity Policy and Disability Equity Scheme, Sexual orientation Policy, Anti-bullying Policy, Child protection Policy.

Our Gender Equity Vision

We will:

- Advance gender equity so that individuals working or being educated in the school can enjoy their full human, social and political rights free from discrimination.
- Challenge and eradicate sex discrimination.
- Provide responsive, inclusive and accessible curriculum, facilities, practices and services for all.
- Embrace the school's diversity as a source of strength and opportunity.
- Help to increase active participation in public, civic and community life for all groups of children.
- Give significance to the concepts of equity, inclusion and diversity both in school policy and school development.
- Encourage good practice wherever possible in the work of other agencies, etc, with which the school associates.

- Gain a thorough understanding of the different concerns, experiences, capacities and needs of individuals to shape the way we analyse, plan, implement and evaluate our work.
- We will, in our employment practices, service delivery and partnerships, identify and respond to all forms of gender stereotyping, discrimination and sexism.
- Monitor our policies, functions, services and practices to ensure that they are fair.
- Carry out equity impact assessments where appropriate to assess the effects of what we plan for pupils and staff.
- Develop and implement realistic and relevant gender equity actions and monitor progress regularly.
- Be fair to all employees irrespective of their gender and provide equal training, development and promotion opportunities.
- Be fair to all parents, carers and visitors to the school irrespective of their gender.
- Develop and train employees to ensure everyone understands what the gender equity duty is and its meaning for their work and their roles and responsibilities.

Procurement, Lettings etc.

As far as the school has control over outside agencies and parties it will try to ensure that gender equity is built into any contractual arrangements with the school.

Visitors

All visitors will be treated fairly with regard to all protected characteristics. Accessibility requirements are requested when visitors are arranged/ sign in, to ensure appropriate arrangements are in place.

Using information

Information will be gathered to assess the impact of the schools' policies, plans and actions. It will inform the reviews of the scheme and provide the basis for the development of subsequent Gender Equity policies.

Impact Assessment/Success Criteria

- Expressions of confidence in the school's abilities to deal with gender related issues.
- Staff and pupils' confidence in opportunities to voice opinions or concerns.
- Staff and pupil's awareness of employment issues related to gender.
- Results from satisfaction surveys.
- Feedback from groups.
- Curriculum audits
- Achievement of pupils.
- Equaliteach award framework and audit

Review and Revision (and publication)

Review will be ongoing with annual revision as necessary including publication of:

- Steps taken over the previous year
- Information gathered over the year and what the information indicates
- What further actions will be taken as a result of the information gathered

Key Legislation which links to this policy:

Equity Act 2010

On 1 October 2010, the Equity Act 2010 replaced all existing equity legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and provides changes particular to Schools.

The Act protects staff, students and others from discrimination and harassment based on 'protected characteristics':

- Disability
- Gender
- Race
- Age (staff only)
- Religion and belief
- Sexual orientation
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity

This relates to:

- Prospective students
- Students at the school
- In some limited circumstances, former students

Public Sector Equity Duties

Public sector equity duties are legal requirements on public bodies to have 'due regard' to the need to eliminate discrimination, advance equity of opportunity and promote good relations between people with different protected characteristics when they are exercising their public functions.

The purpose of the Equity Duties is not to be process driven and bureaucratic but rather an outcome-based method of ensuring that schools are best meeting the needs of all their students.

The Equity Act 2010 introduced a *single* equity duty on public bodies. The single equity duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies will be required to have due regard to the need to:

- Eliminate conduct that is prohibited by the Act,

- Advance equity of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

New Protection in Schools

Protection against discrimination is now extended to students who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Linked Policies:

<https://sellyparkgirls.org/policies>

- Accessibility Plan
- SEND policy
- Behaviour policy
- Admissions Policy
- Attendance policy
- Curriculum policy
- Recruitment policy
- Sex and Relationship Education Policy
- PSHE policy
- Safeguarding Policy

Diversity, Equity & Inclusion Action Plan

Action Plan April, 2022-March, 2024.

Protected Characteristic	Aim	Objective	Target Groups Whole school SEN Staff	Action	Who's responsible?	When?	Impact Statement Spring 2024
All	<p>A commitment to ensuring that we are a fully inclusive community.</p> <p>To confirm that we are following the Public Sector Equity Duty – PSED and eliminating discrimination and other conduct prohibited by the Equity Act 2010.</p>	<p>To ensure that all senior staff who are involved in vacancy selection and interviews are Safer Recruitment trained, ensuring accurate record keeping.</p> <p>To ensure equity and diversity is considered across every aspect of school life.</p> <p>Increase the participation of key groups in school activities and student leadership roles.</p>	<p>Staff SEND Pupil premium Gender Identity Age</p>	<p>To ensure that staff likely to be involved in the selection of future applicants are Safer Recruitment trained through the NSPCC Training.</p> <p>To audit the curriculum at regular intervals to ensure role models for each protected characteristic are celebrated, and that stereotypes which are entrenched in society are challenged, ensuring equity for all.</p> <p>Audit the reading curriculum and library stock to ensure literature exposes pupils to the theme of equity across all protected characteristics.</p> <p>Ensure staff are suitably trained regarding unconscious bias, and school values and expectations</p>	<p>Governors LDA GFO</p> <p>Protected Characteristic Grid – Add to HOD agenda</p> <p>CNE/SBU</p>	<p>Review-April 2024</p>	<p>Equity statements are included on all recruitment paperwork.</p> <p>A new staff induction programme now includes training on equity and diversity.</p> <p>An Equity working group amongst staff has been formed.</p> <p>A pupil Equity group has been formed.</p> <p>SPGS is working towards the Equaliteach award for ensure the curriculum is audited & also that practice which falls under PDBA and Leadership and Management is developed- the award assessment is June, 2024.</p>

Diversity, Equity & Inclusion Action Plan

				<p>around equity and the protected characteristics.</p> <p>Plan and deliver regular celebration events for pupils, and staff, using key stakeholder voice to inform the foci within school.</p>	<p>Briefing Training Spring Term 2 NCR</p> <p>BHM – Oct LGBT HM -Feb</p>		<p>SPGS has a calendar of celebration events for all religious festivals, Culture Day and a values day which focuses on British Values and the schools’ Character Virtues planned for May/June, 2024.</p>
All	<p>To ensure that attendance to school is excellent for all pupils regardless of protected characteristics.</p> <p>Narrow the gaps in attainment between pupil premium and non-pupil premium pupils.</p>	<p>Ensure there is no disparity between different ethnicities/ sexual/ gender identity/ SEND.</p>	<p>Pupils with:</p> <p>SEND needs Young Carers Pupil premium EAL pupils In-Year admissions</p>	<p>To ensure that weekly & termly attendance figures are monitored to spot gaps between different groups, and to ensure swift action is taken to address this.</p> <p>Training for pastoral staff on early help & TIASS informed practice.</p> <p>If gaps are evidence- address the root cause through effective pastoral support.</p> <p>Pupil voice from minority groups in school e.g. LGBTQ+ to ensure they feel equal and fully supported in school.</p> <p>Parent Voice of groups with lower attendance- to better understand the barriers and develop targeted support.</p>	<p>WAR- attendance NCR- support Meeting Monday 6th to review data</p> <p>GPR to add to WB Questionnaire for</p>	<p>Review-April 2023</p>	<p>The PP gap improved to a gap of 1.37% and 2.58% better than national average in 2023 for PP pupils.</p> <p>The SEND vs. NON-SEND attendance gap is 2.32%</p>

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					parents in Spring term		
Gender and Disability	To ensure pupils and staff have equal treatment and opportunities in every aspect of school life, to challenge biases and stereotypes that exist within society.	To develop a framework for integrating gender equity into all aspects of the curriculum. To have a reasonable adjustment agreement in place for all staff with disabilities, and for all pupils.	ALL staff	To review the protected characteristics of our staff and focus on equity. To identify if any protected characteristics or demographics are underrepresented in our workforce.	Governors LDA-staff GFO-staff LSU-pupils PMO-Curriculum	Review-April 2024	There have not been any claims of discrimination from staff during this window of time.
Race Ethnic Origin Sexual orientation	Foster good relationships between people who share a particular protected characteristic and people who do not share it. Further reduce the number of racism related incidents.	To promote cultural events that reflect the communities of pupils at Selly Park Girls' School through whole school celebrations. To increase awareness between religious groups.	Staff Pupils	To map a calendar of events that showcase and celebrate protected characteristics such as religious and cultural events, black history month celebrations. Celebration of diversity embedded through the curriculum. Celebrate key events in school, and use pupil and parent voice to inform decisions and raise	NCR/LHM – Assembly Rota Spring Term Grids EID Christmas Hannukah Diwali World culture Day	September 2022	Unkindness and discriminatory incidents related to protected characteristics have remained very low between Jan 2022- Jan 2024, with only 5 in total. Pupil voice regarding key celebration events is positive, showing that pupils feel that their cultural heritage is celebrated and ideas for how this can be

Diversity, Equity & Inclusion Action Plan

		<p>Teach pupils the meaning of racist language and why it is harmful.</p> <p>Embed anti-racism and equity and diversity across the curriculum.</p>		<p>awareness of different religions and beliefs.</p> <p>Gather pupil and parent voice regarding key celebrations, and what they feel is important/ missing/ less understood.</p>	Values Day		<p>developed is a regular item at school council. The Parent Group have also reviewed the calendar of events and have had input into the types of activities we do to celebrate religious and cultural events.</p>
Sexual orientation and gender	<p>To create a safe environment for those pupils and staff that identify to be a member of the LGBTQ community and those that support the group.</p> <p>Identify LGBTQ+ champions amongst staff, trained on how to deal with/ support pupils with their identity.</p>	<p>To celebrate LGBTQ+ role models in school.</p> <p>To further establish a Rainbow group that supports pupils who are exploring their own gender ideals and sexual orientation.</p>	Pupils Staff	<p>To establish a 12- month programme that includes planned resources, guest speakers, events which model acceptance and equity regarding sexuality and gender identity and a support network.</p>	NCR subscribe to the proud trust	Review-April 2024	<p>Pride month is celebrated in school.</p> <p>LGBTQ+ is woven into our assembly and form time programme under the 'Equity act.'</p> <p>The staff body actively promote British Values, have training on these values and these values are mapped through our curriculum and assembly programme.</p> <p>Rainbow award status gained Jan'24.</p> <p>Equity staff working group formed.</p>

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	To reduce prejudice related items.						Equity pupil group formed. Pastoral staff trained of LGBTQ+ and how to handle pupil concerns.
All protected characteristics	<p>To promote all protected characteristics and the right to individual liberty and equity.</p> <p>To improve knowledge, skills and attitudes and enable pupils to appreciate and value difference in diversity.</p>	<p>To link our school character values and Rights Respecting objectives through the curriculum.</p> <p>To embed the Global Citizens passport as a meaningful record of engagement.</p> <p>Assemblies will be mapped on the grid.</p>	Pupils Staff	To establish a 12-month calendared form programme that includes planned resources that maps the British Values and SMSC framework.	NCR PMO & LSU	September 2023	<p>SPGS Character Passport is developing into a measurable record of what pupils have been taught and experienced. Pupil Voice</p> <p>The Selly 7 calendar demonstrates how additional opportunities to be involved in events that link to British and Character Virtues, as well as Rights Respecting events and cultural capital opportunities.</p> <p>Birmingham Grid analysis shows that protected characteristics are mapped through the curriculum with most recent analysis showing that across the curriculum we have the following number of planned lesson activities</p>

Diversity, Equity & Inclusion Action Plan

							for Age (12), Disability (10), Gender (6), Marriage/civil Partnership (5), Pregnancy (3), Race (15), Religion and belief (16), Sex/Sexual orientation (25).
All protected characteristics	To train and establish a team of Anti-bullying Ambassadors on how to respond effectively to prejudice, and all forms of bullying. To ensure that SEND pupils are represented.	To ensure that all pupils feel confident in responding effectively to bullying and how to refer incidents to staff.	Pupils	Train staff on how to deal effectively with prejudice related bullying. To establish a 12-month calendared programme of events relating to anti-bullying. Anti-bullying events and raise the profile of ambassadors through displays, assemblies, events and profile within the school community.	LSU/LHM	Review-April 2024	14% of the school's population have SEND needs, therefore we aim to have 14% of each pupil group recruited from the SEND community at school. Anti-Bullying events/ assemblies are planned and pupils have a key part if promoting anti-bullying in school.
SEND & Disadvantaged pupils.	To reduce the number of suspensions and internal reflection room of pupil premium and SEND pupils.	To create a range of behaviour interventions that are offered to targeted demographics in an effort to promote positive	Pupils Staff	Further enhance the rewards package to incentivise positive behaviours. Create intervention programmes in partnership with RSPCA, Aerokick, BCU Counselling and school social	LHM/ LSU	Review-April 2024	By July'2023 suspensions for pupils with SENDK had reduced from 33% in July, 22 to 28% of all suspensions in July'23. Suspensions for PP pupils remain a focus.

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		<p>behaviour in and out of school.</p> <p>Training for staff on how to support pupils most effectively through behaviour regulation, TIASS informed practice, and effective pedagogy.</p>		<p>workers reading and social interaction groups, as well as a mentoring programme for key pupils.</p> <p>Staff training on emotional coaching and containment to ensure a trauma informed approach.</p>			<p>Intervention programme now includes:</p> <p>Expert Behaviour Mentoring RSPCA Animal Therapy Forest School Equine Therapy BCU Counselling Bounce Statistics mentoring Emotional Regulation ELSA sessions SALT therapy</p>
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Diversity, Equity & Inclusion Action Plan

School Action Plan April 2024- April 2026:

Area of School Improvement 2024-2025	Objective	Key actions	Who's responsible?	Success Criteria and Review Date.
Leadership & Management	Equity is a core feature of staff recruitment and HR processes.	To ensure that staff likely to be involved in the selection of future applicants are Safer Recruitment trained through the NSPCC Training. Equity statements are included on all recruitment paperwork.	LDA/GFO	April, 2024
	Equity is a core feature of the home-school agreement	Home School Agreement is reviewed annually involving key stake holders and shared with all at the start of each academic year, and within new admissions welcome packs.	LSU/LHM	September, 2024
	The DEI policy is accessible to all in the school community.	Videos are created and shared via the school website which can be viewed with sub-titles in a range of different languages.	LSU	July, 2024
	Accommodations are made to allow pupils to follow and celebrate their religion within school.	Pupils are granted a day of religious absence for religious festivals, and this is coded as 'authorised' absence. We also hold celebration events in school around special festivals- and stakeholders are consulted on activities within school.	LSU/NCR	April, 2024

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		A reflection area is available daily at each lunch session for pupils who wish to pray or have quiet reflection time.		
	Equity is part of staff induction processes.	The Staff Induction day includes a session on schools' DEI policy, duty and strategy to ensure we are a fully inclusive community.	LSU/GFO	April, 2024.
	Equity issues are raised regularly in staff training and briefings.	Equality briefing calendared for each term. DEI action plan shared with staff and key aspect of SIP.	LSU	April, 2024 (Termly briefing.)
	Progress & attainment data is analysed by different religions, EAL, socioeconomic status.	Data analysis is scrutinised at fortnightly data meetings, and key groups are reviewed. Action plans are created if a group is underperforming and incorporated into the SIP priorities.	PMO/MSW	April, 2024.
	Stake holder voice which asks about feelings of being valued and included have positive outcomes.	Regular stakeholder voice is gathered and reviewed at leadership meetings with key actions developed to address any emerging issues.	LSU/GPR	Termly starting April, 2024.
	National events which are important to key stakeholders are celebrated in school e.g. Culture Day, Black History Month, and religious festivals.	A calendar of assemblies and events in school. A Values Day for June 2024 and June 2025. Calendar is reviewed annually by school council and parent group.	LSU/NCR/LHM. NIL	April, 2024.
	Multi-faith spaces are available for staff and pupils who wish to use them.	Senior staff supervise pupils who wish to pray in each lunch-time.	LSU/HST	September, 2024.

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		A multi-use space is being redesigned to improve this space in school for pupils.		
	There is a pro-active approach to supporting multi-lingualism in school, teachers work collaboratively to support pupils with EAL needs.	An EAL support curriculum is mapped with curricular tailored to each level of need. Teachers use pupil language plans to plan support effectively.	NCR/HDA	July, 2024
	Regular consultation with key stakeholders on Equity issues drives improvement in this area-action plans will be implemented to address barriers/issues that arise from any consultation.	Calendar of stakeholder voice questions termly. DEI working group to review feedback and create necessary action plans.	GPR NCR LHM LSU NDE	Calendar in place by July, 2024.
	Pupils with SEND needs and their families are consulted as to reasonable adjustments and auxiliary aids which are provided and how their needs can be best met in school.	Termly reviews of the SEND register and mapped provision. SEND team available at each parents evening. Pupil passports include SMART targets for each pupil. Pupil passport's are emailed home each academic year with an invite for parental input into provision. Wave 2&3 pupils have termly updates for parents on mapped provision, and a chance to have input into their child's passport. Calendar of SEND coffee mornings for parents published via website.	LSU/KPH	May, 2024

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	Admissions data is analysed by different groups and there are action plans in place to reduce any inequalities in admissions based on identified issues.	A regular slot is calendared at senior team meetings to discuss admissions data and set appropriate actions-annually reviewed for Year 7 and In-year admissions. Admissions data is reported to governors with robust action planning.	MSW LSU/PMO NCR	June, 2024
	Before introducing new policies the school carefully assesses the impact on equalities and records the analysis and judgements it makes.	The DEI group review new policies against an equality framework. Senior team action feedback before policies are ratified by school governors.	LSU NCR LHM NDE	July, 2024

Area of School Improvement 2024-2025	Objective	Key Actions	Who's responsible?	When?
Quality of Education	Curriculum planning is inclusive of people of different ethnicities & religions	Audit of the curriculum including stakeholder voice.	LSU/NDE/PMO	February, 2024- audit
	Teachers use examples which showcase people from a wide variety of different ethnic backgrounds, religions, and genders. Resources and examples do not reinforce stereotypes.	CPD for Heads of Department, Quality of Education (QofED) Team and SLT on the key findings and actions needed as a result.		March, 2024- stakeholder voice
	Inclusive language is always used when discussing issues around race and ethnicity.	Review of action plan termly.		April, 2024- action plan and CPD for leaders

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	Teachers are aware and respectful of religious differences amongst pupils.	QofEd DEI objectives in Deep Dive quality assurance process.		May'24-April'25 cycle of Deep Dive review meetings.
	Opportunities for pupils to share things about their families/have different families are celebrated around school.			Re-audit of Curriculum March, 2025.
	Teachers use resources and examples which include disabled people with a range of impairments and which do not reinforce stereotypes.			
	Teachers use appropriate language when discussing issues around disability.			

Area of School Improvement 2024-2025	Objective	Key Actions	Who's responsible?	When?
Personal Development & Behaviour	Pupils have access to books and resources which explore the concept of prejudice, discrimination, human rights and injustice.	Library audit	NCR-CNE/SBU	May, 2024
	A new 'values' policy will be created which details how our character values and the Fundamental British values are promoted within school and how this is communicated to staff.	Stakeholder voice on Values. DEI working party create policy. Policy launch and CPD.	LHM/LSU	April, 2024.
	Staff have up to date training on values education, including Fundamental British Values, and there is a robust action plan in place.	Briefings calendared between April'24-March'25.	LHM/LSU	April'24
	There are many opportunities for pupils to be active citizens.	Selly 7 Calendar is developed to ensure 'active citizenship and	LSU/NCR/LDU	February'24.

Diversity, Equity & Inclusion Action Plan

		values' is at the heart of the school.		
	PSHE & RSE is delivered by trained teachers. All pupils are taught about critical thinking and the dangers of believing falsehoods.	CPD is calendared regularly on inset days. PSHE and assemblies include this content.	LSU/LTO	Jan'24 onwards.
	Attendance data is broken down and analysed by different groups-ethnicity, religion, SEND and socio-economic	Key updates are discussed by SLT each half-term. Actions to address inequalities are taken and impact measured.	NCR	Jan'24 onwards.
	Rewards, sanctions and exclusions data is collected broken down by different groups.	Key updates are discussed by SLT each half-term. Actions to address inequalities are taken and impact measured.	LHM	Jan'24 onwards
	The school has robust anti-bullying policy with specific focus on identity-based bullying and recording processes.	Review anti-bullying policy and re-launch. CPD for staff.	LHM	March'24
	How to raise a concern/ make a complaint is accessible to all parents.	Video with sib-titles created. Signposting to stakeholders.	NCR	July'24.