DIVERSITY AND INCLUSION IMPROVEMENT PLAN						
DRIVER	ACTIONS	WHO	WHEN	COST	KEY IMPACT MEASURES	Termly Impact Report to SLT
Lead	- PD team to lead delivery of diversity and inclusion, protected characteristics, equality and anti-discrimination strategies within the PD programme	JKE RPA HOY	Cont.		**Strengthened leadership of diversity and inclusion, evidenced by:**	
	- HOF and SLs to lead coverage of diversity and inclusion, protected characteristics, equality and anti-discrimination strategies within faculty and subject areas	HOF SLs	Cont.		- HOY, HOF and SLs implementing diversity and inclusion plan and ensuring that the delivery of the protected characteristics is sensitive, age-appropriate, accessible and appropriate to religious backgrounds of all students	
	- Student leaders (ie. Diversity and Inclusion ambassadors, Diana Award Anti-Bullying ambassadors) to help shape diversity and inclusion, equality and anti-discrimination initiatives	JKE	Cont.		- Awareness of leaders and their teams of the protected characteristics and the Equality Act 2010 and their responsibilities in these areas	
Align	- Align with Ofsted guidance *Inspecting teaching of the protected characteristics in schools* and DfE's statutory guidance on relationships education, relationships and sex education and health education	JKE	Sept 2021		**Whole school alignment is in place, evidenced by:** - Alignment with Ofsted and DfE guidance	
	- Align with QoE Priority 1 – Curriculum Intent ,QofE Priority 5 – high quality of education for SEND learners and QofE Priority 6 – whole school reading strategy	JKE DAN EHA	Sept 2021		- Alignment with QofE, BA and PD priorities	
	- Align with BA Priority 2 – Character education, PD Priority 1 – PD curriculum and PD Priority 2 – PD CPD	JKE RPA	Sept 2021		- All leaders able to confidently articulate the importance of diversity and inclusion within their areas and strategies to ensure ethos of equality and respect	
	- Align with Protected Characteristics Improvement Plan	JKE	Sept 21			
Implement	- Review PD and protected characteristic audits and ensure they are up to date for every subject/ faculty area	JKE HOF SLs	Sept 2021		**Consistent implementation of diversity and inclusion strategies, evidenced by:**	

Action	Who	When	Cost	Success Criteria
- Construct and implement protected characteristics policy	JKE	Sept 2021		- PD audits reviewed and final versions in place
- Plan programme to ensure gaps in coverage of RSE and protected characteristics ie. sexual orientation, gender identity and gender reassignment, are filled during 2021-2022 academic year including dropdown provision	JKE	Sept 2021	Cost of drop downs	- Programme of drop downs in place and gaps filled
- Ensure sensitive, age-appropriate, appropriate to all religious backgrounds and accessible delivery of protected characteristics through new PD programme in form time	JKE RPA HOY	Cont.		- Sensitive, age-appropriate, appropriate to all religious backgrounds and accessible delivery of protected characteristics, RSE and sexual harassment within PD programme
- Ensure CPD provided to support high quality delivery of protected characteristics through PD programme and to ensure that the delivery is sensitive, age-appropriate, appropriate to all religious backgrounds and accessible	JKE	Cont.	Cost of CPD	
- Review PD resources which cover the protected characteristics to ensure that they are sensitive, age-appropriate, appropriate to religious backgrounds and accessible	RPA	Cont.		- CPD in place and delivered with increased staff confidence regarding the protected characteristics
- Benchmark coverage of protected characteristics	JKE	Cont.		
- Plan and ensure specialist and age-appropriate delivery of protected characteristics of sexual orientation and gender reassignment utilising external support (ie. Step 2, Gender Role Models) as part of the PD programme and drop downs.	JKE	Cont.		- External support provided for delivery of protected characteristics of sexual orientation and gender reassignment
- Plan and ensure age appropriate delivery of topic of sexual harassment through PD programme utilising specialist external support (ie. Step 2)	JKE	Cont.		
- Plan and ensure coverage of Age and Disability within the PD programme ie. assemblies	JKE RPA	Cont.		- Dropdowns delivered
- Work with Inclusion team to ensure that PD resources covering the protected characteristics and RSE are accessible for SEND students and the Nurture Group	JKE RPA	Cont.		- Meetings with student leaders (Diversity ambassadors) take place and feedback gained with student input into initiatives
- Ensure delivery of the protected characteristics within the PD programme is accessible for Nurture Group students	JKE RPA	Cont.		
- Work with student Diversity and Inclusion ambassadors to plan initiatives such as Black History Month and to gain student input and feedback		Cont.		
- Deliver assemblies or PD content to mark focus months and weeks ie. Black History Month, Holocaust Memorial, Srebrenica commemoration, LGBT History Month, Gypsy, Roma and Traveller History Month, Pride Month and ensure student and staff awareness to facilitate collaboration	JKE RPA	Cont.		- Assemblies on diversity and inclusion delivered
- Use CPOMS logs, other relevant data (ie. behaviour records) and student/ staff feedback to identify and track any areas of disadvantage related to the protected characteristics and take any positive action needed to deal with particular disadvantages of a group because of a protected characteristic	JKE	Cont.		- CPOMS logs and other forms of data and information showing reduction in instances of bullying
- Ensure 20 students and 2 members of staff are trained as Anti-Bullying ambassadors through the Diana Award scheme and launch this anti-bullying initiative with students	JKE	Sept 2021		

	Action	Lead	Date		Evidence	
	- Create biographies of individuals from backgrounds exemplifying the protected characteristics, share across subject areas and develop posters for display in classrooms and subject areas	JKE HOF SLs	Jan 2022		related to the protected characteristics - CPOMS logs and other forms of data and information indicate successful implementation of any necessary positive action taken to address disadvantage linked to the protected characteristics - Reviewed PD audits and curriculum coverage which is diverse and inclusive across subject areas	
	- Ensure reading lists (subject/ whole school) and displays around school and in The Hub represent the protected characteristics	JKE EHA RBI SCL	Jan 2022			
	- Review coverage of protected characteristics within subject/ faculty areas	HOF	Jul 2022			
Review	- QA PD programme to ensure high quality delivery of protected characteristics and include monitoring of delivery of protected characteristics is within faculty QA processes	JKE RPA	Cont.		**The impact of curriculum implementation is measured, and next steps identified, evidenced by:** - PD 360 QA - Records of faculty QA process - Staff feedback - Student feedback - Parental feedback - CPOMS logs and behaviour records - Impact report	
	- Gain staff feedback on delivery of protected characteristics	JKE	Jul 2022			
	- Gain student feedback on delivery of protected characteristics via Inclusion and Diversity ambassadors	JKE	Jul 2022			
	- Analyse CPOMS logs, other relevant data (ie. behaviour records) and student/ staff feedback to gauge impact of any positive action taken to deal with particular disadvantages of a group because of a protected characteristic	JKE	Jul 2022			
	- Gain parental feedback on diversity and inclusion including the delivery of protected characteristics	JKE	Jul 2022			
	- Write impact report to evaluate impact of diversity and inclusion strategies	JKE	Jul 2022			
Secure	- Identify next steps from impact report and other forms of monitoring and feedback	JKE	Jul 22		**Plans to further embed work on student leadership and student voice are secure, evidenced by:** - 2022-2023 improvement planning	
	- Act on impact review feedback and adapt approach for 2022-2023	JKE	Jul 22			