






Protected Characteristics: Action Plan 2022-23

Leadership 	Alignment 	Implementation 	Review 	Secure 
<i>How will you establish yourself as a leader? How will you develop leadership in others, including students?</i>	<i>How will you get 'buy-in' and secure an understanding of your aims?</i>	<i>What are your key actions and how will you implement them?</i>	<i>How and when will you review the impact of implementation?</i>	<i>How will you ensure that the impact of your action plan is sustained?</i>
<p>Establish understanding of Silver Diversity Mark criteria</p> <p>Develop robust procedures for tracking attainment of specific groups of EDI students (ie. Ethnicity)</p> <p>Establish a shared approach to LGBTQ+ across the academy in Personal Development and the curriculum</p> <p>Establish shared understanding of LGBTQ+ and EDI with all stakeholders including parents/ carers and governors</p> <p>Further communication with parents/ carers around RSHE and EDI through the mechanism of a new RHSE consultation reflecting changes in delivery in Personal Development since initial consultation</p> <p>Establish clear understanding of cross-academy delivery of EDI and RSHE through mapping documents and supporting material on the website</p> <p>Reinforce understanding of the Protected Characteristics and their role in EDI and LGBTQ+</p> <p>Develop strategies regarding inclusive language with staff and students</p>	<p>Align with statutory requirements (ie. DfE RSHE)</p> <p>Align with Equality Act 2022 and Protected Characteristics</p> <p>Align with Personal Development curriculum and subject curriculum</p> <p>Align with Protected Characteristics plan</p>	<p>Sexual Orientation</p> <p>Hold another RSHE parental consultation to spread awareness of RSHE coverage and to share plans for delivery of RSHE content during 2023 with particular focus on LGBTQ+ Further develop coverage of LGBTQ+ in the context of the Protected Characteristics within the Personal Development programme</p> <p>Implement projects alongside external providers to support coverage of LGBTQ+ (Just Like Us – Pride Club and talks to students)</p> <p>Bid for Extended SCA funding for gender-neutral toilets and gender-neutral changing areas</p> <p>Gain student voice on LGBTQ+ content and coverage</p> <p>Deliver assemblies on LGBT History Month and Pride Month</p> <p>Map coverage of sexual orientation across PD and subject curriculum</p> <p>Monitor anti-bullying log (CPOMS incidents) for incidences of bullying linked to sexual orientation</p> <p>Gender Reassignment (as defined by the Equality Act 2010)</p> <p>Develop strategies to challenge discrimination based on transgender identity (transphobia) and gender reassignment in an age-appropriate and sensitive manner within Personal Development (ie. assemblies)</p> <p>Ensure inclusion of discrimination based on transgender identity</p>	<p>Shared understanding of Diversity Mark</p> <p>Strategy documents in place</p> <p>Shared understanding of EDI, RSHE and LGBTQ+</p> <p>RHSE consultation carried out</p> <p>Mapping in place</p> <p>Shared awareness of Protected Characteristics</p> <p>Inclusive language guidance shared and understood via CPD and assemblies</p> <p>EDI initiatives aligned with relevant strategies</p> <p>Analysis in place with strategies for future action</p> <p>Protected Characteristics Plan in place</p> <p>EDI map in place</p> <p>Inclusive displays</p> <p>Inclusive language guidance implemented with students and staff with impact upon student behaviour and attitudes</p> <p>Intervention in place and making an impact upon progress of identified students</p> <p>EDI coverage – governor's meetings, Twitter, newsletters</p> <p>Student-led assemblies undertaken</p> <p>Regular meetings of student ambassadors with impact upon student behaviour and attitudes</p> <p>RSHE consultation held and understanding and agreement from parents/ carers</p> <p>Workshops and events linked to external providers in place and student feedback positive</p> <p>Student voice indicating positive attitude towards LGBTQ+</p>	<p>Continual improvement in EDI students (ie. ethnicity) in progress and attainment according to APA Pro and other forms of data</p>



		<p>(transphobia) in LGBT+ History Month and Pride Month</p> <p>Work with external agencies and other specialists to ensure delivery of sensitive and age-appropriate</p> <p>Bid for Extended SCA funding for gender-neutral toilets and gender-neutral changing areas</p> <p>Adapt strategies in line with any changes in the national picture (ie. Equality Act)</p> <p>Map coverage of gender reassignment across PD and subject curriculum</p> <p>Monitor anti-bullying log (CPOMS incidents) for incidences of bullying linked to gender reassignment and intervene when necessary</p>	<p>Diversity Silver Mark achieved</p> <p>APA Pro and other data shows improvement for targeted EDI groups ie. ethnicity.</p> <p>Positive feedback from internal and external reviews/ QA</p> <p>Positive student feedback</p> <p>Positive staff feedback</p> <p>Positive feedback from other stakeholders</p> <p>Attainment data to gauge impact of EDI strategies</p>	
		<p>Race</p> <p>Student-led Black History Month assembly</p> <p>Inclusive language guidance on staff for race and racial slurs</p> <p>Inclusive language assembly featuring race and nationality</p> <p>Monitor anti-bullying log (CPOMS incidents) for incidences of bullying linked to race and intervene when necessary</p> <p>Coverage of race issues in EDI focus group</p> <p>Review subject curriculum content and explore additional opportunities for coverage of race</p> <p>Review Personal Development curriculum content and explore additional opportunities for coverage of race</p> <p>Expand role of Diversity Ambassadors in educating students about race</p> <p>Ensure ethnic diversity of student leaders</p>		



		<p>Ensure attainment of ethnic groups is tracked, monitored and evaluated with intervention put in place</p> <p>Map coverage of race across PD and subject curriculum</p> <p>Make links and connections with student wellbeing and safeguarding via assemblies etc</p> <p>Continue to ensure focus on Gypsy, Roma and Traveller communities via PD programme</p>		
		<p>Sex</p> <p>Assemblies on related topics ie. International Women's Day and sexual harassment with student input</p> <p>Inclusive language guidance for staff and inclusive language coverage in assemblies</p> <p>Develop work of sexual harassment student group and work on BDAT/ Citizens UK projects contributing to conferences</p> <p>Include new Y12 students in sexual harassment group</p> <p>Review coverage of sex discrimination in PD programme with input of RPA and Assistant HOY</p> <p>Ensure age-appropriate and sensitive coverage of key RSHE themes across PD programme (tutor sessions, assemblies, external input) as a whole including consent, sexual harassment, coercive control, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, menopause, forced marriage, honour-based violence and FGM</p> <p>Map coverage of sex across PD and subject curriculum</p> <p>Monitor CPOMS and other data on a termly basis with regard to sexual bullying and implement any necessary strategies in the light of this</p>		



		<p>Disability</p> <p>Inclusive language guidance for staff and inclusive language for students covered in assembly</p> <p>Ensure coverage of disability in the Personal Development curriculum and wider PD programme including ableist bullying</p> <p>Ensure visibility of disability within subject areas' curriculum content and in displays</p> <p>Raise awareness of Disability History Month (November to December) in assemblies</p> <p>Ensure awareness is raised of Autism via the Personal Development programme and Autism Awareness Month (March-April)</p> <p>Involve student leaders, including Diversity ambassadors, in the development of strategies including assemblies</p> <p>Monitor behaviour data on a termly basis with regard to ableist bullying and implement any necessary strategies in the light of this</p> <p>Map coverage of disability across PD and subject curriculum</p>		
		<p>Age</p> <p>Inclusive language guidance for staff</p> <p>Ensure ageism is challenged as part of the PD curriculum and wider PD programme</p> <p>Commemorate Age Awareness Month (January) via the PD programme</p> <p>Map coverage of age across PD and subject curriculum</p> <p>Explore opportunities to expand the inter-generational linking project via the Linking Network</p>		
		<p>Religion or belief</p>		



		<p>Inclusive language assembly and guidance for staff</p> <p>Review coverage of topics including antisemitism, Islamophobia, radicalisation and extremism within the Personal Development curriculum and wider PD programme</p> <p>Continue to ensure that range of religions and beliefs including atheism are celebrated and discrimination challenged via subject areas' curriculum content (ie. RS)</p> <p>Continue to develop work as a UCL Holocaust Quality Mark School in order to challenge antisemitism</p> <p>Continue work with Solutions Not Sides to challenge antisemitism and Islamophobia</p> <p>Continue work with Remembering Srebrenica</p> <p>Further develop role of student leaders ie. Diversity ambassadors in shaping delivery for example assemblies</p> <p>Monitor behaviour data on a termly basis with regard to negative incidents related to religion or belief and implement any necessary strategies in the light of this</p> <p>Map coverage of religion or belief across PD and subject curriculum</p>		
		<p>Pregnancy and Maternity</p> <p>Inclusive language guidance for staff and inclusive language for students covered in assembly</p> <p>Ensure Personal Development curriculum and wider PD programme covers implications of pregnancy, roles and responsibilities of parents and young parenthood</p> <p>Ensure students are aware of the significance of pregnancy and maternity as a protected characteristic and have</p>		



		understanding of legal protection via the Personal Development programme and relevant subject areas' curriculum content (ie. within the Vocational faculty)		
Timescale: 2022-2023	Timescale: Autumn Term 2022	Timescale: 2022-2023	Timescale: Summer Term 2023	Timescale: Summer Term 2023
Cost: n/a	Cost: n/a	Cost: n/a	Cost: n/a	Cost: n/a
Termly Impact Report				
Term 1 Impact				
Term 2 Impact				
Term 3 Impact				