

Equality Action Plan: 2023-2024

1. Student experience

Strategic Theme and desired position	Specific focus	Actions	Lead	Monitoring & Quality Assurance
<u>1. Student experience</u> We are responsive to and learn from the experiences of students, to keep us focused on our equality manifesto values and ensure that Woodbridge is an inclusive and safe environment for all where every student has the opportunity to thrive	1.1 Celebration and achievement	Establish a multi-faith group with representatives from new and established faith groups in the school. Recruit staff and students for underrepresented groups. Inter-faith groups to launch whole school celebratory events of landmark faith events (E.g- Easter, Eid, Diwali, etc)	RBM & SSH	
		Engage with literature and school visits to identify best practice in student leadership and use to inform practice in setting up Equality Council.	KMO	
		Establish an Equality Council with representatives from existing sources of student leaders (house captains, prefects, anti-bullying ambassadors, etc) and key DEI groups (Women's group, LGBTQ+, Multi-faith, Transgender and 'Change') who will meet to plan celebration events throughout the year and share their experiences with the wider school community	KMO, RGN, SP, RBM & VWE	
	1.2 Enrichment and support	Map celebration of the different protected characteristics at WHS through whole school events, the role-models referenced as part of our curriculum, the guest speakers we invite in and pastoral sessions. Identify potential gaps and consider how to better represent these under-represented groups.	BE Team	
		Widen participation of students engaging in leadership opportunities and extra-curricular activities. Evaluate if groups reflect the diversity of our school community (e.g., prefects, anti-bullying ambassadors, climate crisis community).	Extra-curricular BE lead & JS	
		Use audits from the new platform 'SOCS' to inform future recruitment of students within these groups and work towards each student engaging in at least 1 extracurricular activity.	Extra-curricular BE lead & JS	
	1.3 Outcomes	Schedule in trips which celebrate difference and embrace diversity	KMO & LEV	
		Evaluate which groups of students require further intervention in order to experience success and happiness at school. Set up a bespoke 'Student Support Groups' for small groups of KS4 students. (E.g- Touchdown) and KS3 students (Girls on Board)	DL (KS5), SO (KS3) & AKY	
		'Spotlight' students in each year group targeted for intervention and support based upon data analysis and pastoral feedback.	SP & EPR	

	1.4 Curriculum	Quality assure curriculum within each department through curriculum audits and student voice to assess how diverse, equitable and inclusive current materials are. Use outcomes from QA to share best practice, identify where gaps are and support HoDs in prioritising where to address these.	KMO & CM	
	1.5 Diversity Education	Use online student surveys (strategically mapped throughout the year) and meetings with the Equality Council to provide more detailed analysis of students' school experience (including the discriminatory language they hear or use)	LEV & KMO	
		Engage with wider CPD on HSB to expand knowledge of this topic and disseminate findings and best practice to staff and students.	CM, KMO & LEV	
		Revisit the focus on 'tender masculinity', positive male role models and education for staff and students on harmful sexual behaviour and incel culture.	CM, KMO & LEV	
		Provide staff and students with shared scripts to use if they hear discriminatory language or misogynistic views from students	CM	
		Use outcomes from surveys to inform bespoke training for form tutors in addressing discriminatory language and behaviour. YCs to be trained in the first instance and then disseminate strategies to their tutor team.	KMO & BEA	
		Provide general CPD for staff (including support staff) in overcoming stereotypes, intersectionality, unconscious bias, approaching challenging conversations, equality vs. equity and recognising privilege. Create safe spaces for less formal discussions to take place (e.g- Sip of EqualTea)	KMO & LEV	
		Ensure training associated with DEI is embedded into the training programmes for STs and ECTs	LEV	
		Review current ambassadors and recruit new wave of anti-bullying ambassadors and ensure the training all ambassadors receive supports them in responding to cases related to a protected characteristic. Anti-bullying ambassadors are whole school role-models; demonstrating what we expect from an upstander in challenging inequality.	LEV & CM	
		Anti-bullying ambassadors to work towards 'Respect' badge as part of their Diana Trust Training. As part of this ABAs will need to run a campaign that champions diversity and inclusion.	LEV & CM	
	1.6 Behaviour and sanctions	Establish 'student support groups' in response to emerging needs identified in improving the aspirations, outcomes and behaviours of different key groups.	DL & SO	
		Staff leading the programme of sessions to ensure they are bespoke to the needs of the individuals within them in promoting positive behaviour.		

2. Community Engagement

Strategic Theme and desired position	Specific focus	Actions	Lead	Monitoring & Quality Assurance
<u>2. Community Engagement</u> We proactively engage those beyond the school gates to ensure students are supported at home in challenging inequality, and are regularly exposed to a wide range of people and ideas that go beyond their own personal experiences.	2.1 General Information on equality	Regularly communicate our commitment to equality for all in communication with parents. Use newsletters and social media as an opportunity to celebrate diversity and signpost opportunities for further learning. Find opportunities for students from the Equality Council to contribute to wider messaging on the DEI agenda.	SH KMO	
	2.2 Targeted support for parents in key areas	Support staff in discussions with parents about incidents motivated by a protected characteristic with suggested scripts. Share resources and discussion points following on from 'pastoral-awareness courses' with parents and guardians.	CM, KMO & LEV CM	
	2.3 Engagement with community and external organisations	Continue to gain insight into the different experiences and opinions of parents from a diverse range of backgrounds with a particular focus on those who have children from key groups and the hard to reach. This can be achieved through online surveys, networking events or more targeted focus group discussions. Seek opportunities to involve student and parent voice in reviewing and evaluation curriculum plans, schemes of work and lesson content in relation to their relevance to a diverse and multicultural Britain. Ensure there is diversity in the alumni and guest speakers invited to WHS. Demonstrate a commitment to being outward facing through networking with external agencies and organisations (including the BAMEeducators) to broaden our experiences and knowledge of different protected characteristics. Continue to support WHS staff to develop cultural competency in relation to the communities within the school and liaise with local faith and community groups where appropriate to inform our approach.	KMO KMO BET & careers LEV RBM, SSH & KMO	

	2.4 Removing barriers to progression for staff	Give staff the opportunity to have a 'professional coach' who will support them within their current or desired role within the school.	LEV	
		Signpost opportunities for external opportunities to gain knowledge and experience both within and beyond the school. Share success stories of where staff have used these experiences as a platform for promotion.	LEV	
		Train line managers in how to support staff through women's health issues and maternity/paternity. Ensure staff feel they can thrive within their current role by creating a culture of understanding and support around these issues.	LEV	
		Identify where there are underrepresented groups in particular positions and create opportunities for staff who aspire to fill these roles to gain the necessary knowledge and experience to do so. E.g- women in the YC team.	LEV & CM	



Woodbridge High School Equality Manifesto



We are upstanders, challenging any form of Inequality

We all have the confidence to challenge behaviour that is disrespectful or based on protected characteristics by any member of the school community. We encourage feedback and challenge on our own behaviours. We speak up when something does not look right and are supported in doing so.

We respect everyone

Woodbridge is a welcoming, inclusive and supportive school based on mutual respect and equality for all. We do not tolerate bullying, harassment, discrimination or unacceptable non-inclusive behaviours.

We do not stereotype

We strive to understand individuals, rather than generalising or making assumptions based on their characteristics.

We support, not shame

We do not make people feel bad about topics or characteristics they may know less about. We encourage intelligent debate. We support individuals who want to find out more about the experiences of others and provide a safe space for these conversations to take place.

We collaborate

We understand that we are only going to solve inequalities within our school community by working together. We bring together people with a range of roles and experiences to ensure we have a consistent and coherent approach to addressing inequality.

We celebrate difference

We empower everyone to be themselves at Woodbridge by celebrating and valuing our differences.

We recognise Intersectionality

We understand that everyone has their own unique experiences of discrimination and oppression, and that we must consider the different characteristics that can marginalise people. We take into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face.



Kindness

Tolerance

Respect

Excellence