



# **WOODBIDGE HIGH SCHOOL**

## Equality Action Plan

# Equality Action Plan: 2024-2025

## 1. Student experience

Strategic Theme and desired position	Specific focus	Actions	Lead	Monitoring & Quality Assurance
<p><b><u>1. Student experience</u></b></p> <p>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</p>	<p>1.1</p> <p>Celebration and achievement</p>	<p>Embed celebration events throughout the year (planned by the Equality Council) as an opportunity for students to share their experiences with the wider school community. Planning groups to include 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’)</p>	<p><b>KMO, RBM, JSN &amp; EJN</b></p>	
		<p>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.</p>	<p><b>JSN &amp; EJN</b> (Library) (KMO)</p>	
	<p>1.2</p> <p>Enrichment and support</p>	<p>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).</p> <p>Use audits from ‘SOCS’ to inform future recruitment of students within these groups and work towards each student engaging in at least 1 extracurricular activity.</p> <p>Regular meetings planned with the Equality Council to review progress of DEI against our ‘Equality Manifesto’. Students to lead on activities beyond celebration events to bring about meaningful progress in the identified areas of need.</p> <p>Schedule in trips which celebrate difference and embrace diversity</p> <p>Review data from referrals and engagement with wellbeing services to consider if the students accessing the offer from the Wellbeing Team are representative of the diversity within our school community. Target information/celebration events and peer mentoring to engage underrepresented groups.</p>	<p><b>KMO &amp; NBC</b></p> <p><b>NBC &amp; KTB</b></p> <p><b>KMO &amp; SSH</b></p> <p><b>KMO &amp; RBM</b></p> <p><b>DL, JNH, RGR</b></p>	
	<p>1.3</p> <p>Outcomes</p>	<p>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)</p> <p>‘Spotlight’ students in each year group targeted for intervention and support based upon data analysis and pastoral feedback.</p>	<p><b>DL &amp; KTB</b></p> <p><b>ANA &amp; AGD</b></p>	

	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 & HoDs	
	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 & BEA	
		Revisit the focus on 'tender masculinity', positive male role models and education for staff and students on harmful sexual behaviour and incel culture.	CM, DL & LEV	
		Provide support for parents on awareness of necessary steps to safeguard online and what to look out for.	CM	
		Outcomes from surveys used to inform responsive DEI education provided to students in tutor time. Review from stakeholders to ascertain how wide-reaching this should be or if particular groups need to be targeted.	CM, ABR & BEA	
		Use outcomes from surveys to inform bespoke training for form tutors and life studies teachers in addressing discriminatory language and behaviour. YCs/VWE to be trained in the first instance and then disseminate strategies to their tutor team.	CM, VWE & KMO	
	Ensure new teaching staff and support staff receive CPD in overcoming stereotypes, intersectionality, unconscious bias, approaching challenging conversations, equality vs. equity and recognising privilege.	LEV & KMO		
	Create safe spaces for less formal discussions to take place (e.g- Sip of EqualTea)	KMO		
	Ensure training associated with DEI is embedded into the training programmes for STs and ECTs	LEV & CHY		
Recruit a new cohort of anti-bullying ambassadors (reflective of the diversity within WHS) who will receive training to respond to bullying incidents and coordinate events to raise the profile of our 'Anti-bullying charter'. 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.	DL & LEV			
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.	DL			

	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.  Staff leading the programme of sessions to ensure they are bespoke to the needs of the individuals within them in promoting positive behaviour.	DL & KTB	
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## 2. Community Engagement

Strategic Theme and desired position	Specific focus	Actions	Lead	Monitoring & Quality Assurance
<b>2. Community Engagement</b>  We proactively engage those beyond the school gates to ensure	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.  Share information with parents about contextual safeguarding concerns related to DEI- ( for example, incel culture and associated terminology, online grooming/misinformation or a rise in disablist language used by students)	CM, KMO & LEV  CM  CM & LEV	

<p>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.</p>	<p>2.3 Engagement with community and external organisations</p>	<p>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.</p> <p>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.</p> <p>Ensure there is diversity in the alumni and guest speakers invited to WHS.</p> <p>Demonstrate a commitment to being outward facing through networking with external agencies and organisations (including the BAMEeducators, 'Step in' and ASCL EDI Networks) to broaden our experiences and knowledge of different protected characteristics.</p> <p>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.</p>	<p><b>KMO</b></p> <p><b>KMO</b></p> <p><b>BET &amp; DMH</b></p> <p><b>LEV &amp; KMO</b></p> <p><b>RBM, SSH &amp; KMO</b></p>	
	<p>2.4 Removing barriers to progression for staff</p>	<p>Ensure all line managers signpost external opportunities to gain knowledge and experience both within and beyond the school in order to progress within and beyond their current role.</p> <p>Protect time and opportunity within the appraisal process to support staff in reflecting on their aspirations and the steps they can take in working towards these</p> <p>Continue to 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.</p> <p>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- Middle leaders from an ethnically diverse background</p>	<p><b>LEV</b></p> <p><b>LEV</b></p> <p><b>LEV</b></p> <p><b>LEV &amp; CM</b></p>	



# 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**