



Highfield Respect, Equality and Diversity Action Plan 2024-27



EQUALITY AND DIVERSITY SHOULD BE BUILT INTO WHAT WE ALL DO FROM THE START. IT'S NOT AN APPENDIX TO THE BUSINESS PLAN – IT IS THE BUSINESS PLAN.

Michelle Lally, 20-21 Visual Arts Centre



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RED Objective	Success Criteria	Actions	Responsible People/Body	Success Against Objectives/Impact
<p>1. To ensure Governing Body is well trained and knowledgeable about Inclusion, capable of a challenge and support role. (IQM Element 2)</p>	<ul style="list-style-type: none"> • The governing body clearly sets out its commitment to equal opportunities by ensuring that the school is fully inclusive to pupils and responsive to their needs based on race, gender and disability. • The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, ethnicity, gender, disability, age, sexual orientation, religion, socioeconomic background, and other protected characteristics. • The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils. • The governors welcome all applications to join the school, whatever a child's race, ethnicity, gender, disability, age, sexual orientation, religion, socioeconomic background, and other protected characteristics. • The governing body ensures that no child is discriminated against whilst in our school. 	<ul style="list-style-type: none"> ▪ Provide annual training for all governors on inclusion, equality and protected characteristics, including SEND, race equality, disability access, and inclusive safeguarding, to ensure they are knowledgeable, confident and able to offer both challenge and support. ▪ Embed inclusion as a standing agenda item for governing body meetings, with regular review of admissions, exclusions, attendance, SEND, recruitment practices and outcomes for vulnerable and underrepresented groups to ensure no child is disadvantaged. ▪ Review and ratify all equality-related policies annually, including the Equality Policy, SEND Policy, Accessibility Plan and Recruitment procedures, ensuring compliance with the Equality Act 2010 and clear commitment to non-discriminatory practice. ▪ Ensure school buildings, information and communications are as accessible and inclusive as possible, including reasonable adjustments for disabilities and the provision of alternative formats or support for parents, carers and pupils where required. 	<p>Equalities Lead, Lead Governor, Governing Body, Headteacher</p>	
<p>2. To continue to ensure the</p>	<ul style="list-style-type: none"> • The curriculum is inclusive and ambitious for all pupils, including those with SEND 	<ul style="list-style-type: none"> ▪ Review and adapt curriculum plans to ensure accessibility for all learners, 	<p>Headteacher, Equalities</p>	



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<p>curriculum addresses the needs of all pupils including those working below age related expectations and with SEND needs. (IQM Element 3)</p>	<p>and those working below age-related expectations, ensuring access to broad, balanced and meaningful learning.</p> <ul style="list-style-type: none"> • Teachers adapt teaching, learning and assessment effectively, enabling pupils with SEND and lower prior attainment to make good progress from their individual starting points. • Appropriate scaffolding, interventions and reasonable adjustments are consistently used to support learning without narrowing the curriculum. • Pupil outcomes, engagement and well-being demonstrate impact, particularly for pupils with SEND and those working below age-related expectations. 	<p>including clear progression routes, flexible outcomes and opportunities for overlearning, consolidation and depth where required.</p> <ul style="list-style-type: none"> ▪ Strengthen inclusive teaching practice through targeted staff training, focusing on adaptive teaching, scaffolding, use of assistive strategies and meeting SEND needs within the classroom. ▪ Use pupil progress data, SEND reviews and teacher assessment to identify gaps and inform timely interventions, ensuring support is matched to individual needs and reviewed regularly for impact. ▪ Monitor curriculum implementation through learning walks, pupil voice and work scrutiny, with a specific focus on access, engagement and progress for pupils with SEND and those working below age-related expectations. 	<p>Lead, All teaching staff, SENCo, Pedagogy Lead, Assessment Lead</p>	
<p>3. Sign up to the DfE Staff Well Being Charter and utilise within our performance management procedure. This helps to ensure healthy lifestyles are promoted across the school for both staff. (IQM Element 6)</p>	<ul style="list-style-type: none"> • The school demonstrates a clear commitment to staff wellbeing, reflected through formal adoption of the DfE Staff Wellbeing Charter and its principles. • Wellbeing is embedded within performance management processes, ensuring expectations are supportive, proportionate and promote a healthy work-life balance. • Staff report positive wellbeing, morale and job satisfaction, supported by a culture that values emotional, physical and mental health. 	<ul style="list-style-type: none"> ▪ Formally sign up to and adopt the DfE Staff Wellbeing Charter, sharing its principles with all staff and governors to ensure a whole-school commitment to wellbeing. ▪ Review and adapt the performance management procedure to align with the Wellbeing Charter, ensuring objectives are realistic, supportive and mindful of workload and staff health. ▪ Provide regular opportunities for staff wellbeing support, including access to training, wellbeing initiatives, staff voice activities and signposting to external support where appropriate. 	<p>Headteacher, SLT, Governing Body</p>	



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	<ul style="list-style-type: none"> • Healthy lifestyle choices are actively promoted across the school, leading to reduced stress, improved attendance and sustained staff engagement. 	<ul style="list-style-type: none"> ▪ Monitor staff wellbeing through surveys, feedback and absence data, using outcomes to inform actions, promote healthy lifestyles and continually improve staff support systems. 		
<p>4. In addition to the Year Group Curriculum events, hold parent workshops to promote key areas of the curriculum (English/Maths) (IQM Element 7)</p>	<ul style="list-style-type: none"> • Parents and carers are well informed and engaged in their children’s learning, particularly in key areas of the curriculum such as English and Maths. • Parent workshops enhance understanding of curriculum expectations, helping parents to support learning effectively at home. • A wide range of families are able to access and participate in workshops, with barriers to engagement identified and reduced wherever possible. • Improved home–school partnership contributes positively to pupil progress, confidence and engagement, particularly for vulnerable learners. 	<ul style="list-style-type: none"> ▪ Plan and deliver regular parent workshops linked to English and Maths, building on existing Year Group Curriculum events to deepen understanding of teaching approaches and expectations. ▪ Ensure workshops are accessible and inclusive, offering flexible timings, clear communication and additional support or alternative formats where required. ▪ Provide practical guidance and resources during workshops, enabling parents to confidently support reading, writing and mathematics at home. ▪ Gather feedback from parents and monitor pupil outcomes, using this information to refine workshops and maximise their impact on learning and engagement. 	<p>Headteacher, Equalities Lead, All teaching staff, SENCo, Pedagogy Lead, Governing Body</p>	