

UniCAT - EDI Action Plan



Vision and Commitment

Trust Vision

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives

Trust Mission

To create a vibrant inclusive and aspirational family of academies, transforming life chances for young people through excellent teaching and learning

Legal and Policy Context

Reference the Equality Act 2010

- Ensure compliance with anti-discrimination legislation.
- Understand its role in promoting equality and protecting individuals.

Reference the Public Sector Equality Duty (PSED)

- Duty to eliminate discrimination, advance equality, and foster good relations.
- Applies to all public bodies, including schools.

Identify protected characteristics relevant to our academy community

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Equality Objectives

- **Inclusive Curriculum & Pedagogy:** Integrating diverse perspectives and materials.
- **Staff Training & Development:** Recruiting, developing and supporting diverse staff.
- **Student Voice & Leadership:** Creating student focus and representation for EDI
- **Community Engagement:** Partnering with families and local organisations

Action Steps

| Objective | Actions | Responsible | Timeline | Success Indicator |
|--------------------------------------|--|---|--|--|
| 1. Inclusive curriculum and pedagogy | <ul style="list-style-type: none"> - Audit curriculum for diversity of representation - Include global perspectives in lessons - Leaders will have oversight and take responsibility for ensuring equitable student outcomes. - Learning is designed and delivered as anti-racist, anti-discriminatory, accessible and inclusive. - Use of technology to overcome accessibility barriers. -Extra-curricular opportunities promote inclusion and reduce barriers for protected characteristics. | <p>AHT CT&L Curriculum Leads</p> <p>Computing lead</p> <p>SLT</p> | ongoing | <p>Audits completed 25/26</p> <p>Curriculum plans reviewed 2026</p> <p>Technology in school uses accessibility features seamlessly within learning. Clubs and visits have a high uptake from all groups.</p> |
| 2. Staff Training & Development | <ul style="list-style-type: none"> - Deliver unconscious bias training for whole staff - Ongoing CPD programme focusing on: Relational and Restorative practice, inclusive practices and adaptive teaching - Revisit values and commitment to respecting the beliefs and needs of all | <p>HT</p> <p>AHT SIW/SEND leaders</p> <p>HT</p> | <p>May 25</p> <p>Jun 2025</p> <p>Sept 2025</p> | <p>100% of staff trained</p> <p>Long term CPD programme designed for all staff</p> <p>Staff have designed and agree to values based behaviours.</p> |
| 3. Student Voice & Leadership | <ul style="list-style-type: none"> - Ensure diverse representatives in councils and student voice - Conduct annual student surveys | SLT | Aut 25 | Representation evident and student voice results published |
| 4. Community Engagement | <ul style="list-style-type: none"> - Audit of EDI awareness events and partnerships. - Plan for ongoing awareness raising activities and community impact/partnership. - Improve accessibility of information for parents. | <p>SMSC leads</p> <p>SLT</p> | Summer 26 | <p>Long term events and partnership plan in place.</p> <p>Pupils can articulate the impact of these on their own actions.</p> |

Prompt: Detail actions to achieve objectives (curriculum review, staff training, anti-discrimination policies, community engagement).

Monitoring and Evaluation

Data Collection: Track attendance, achievement gaps, and representation.

Feedback: Gather input from students, staff, and parents.

Communication

The plan will be shared with staff, pupils, governors, and parents. Ensure visibility on the school website.

EDI Audit Checklist

| Audit Item | Status (Yes/No) |
|--|--------------------------|
| Is there a published Equality Policy? | <input type="checkbox"/> |
| Are equality objectives published on the school website? | <input type="checkbox"/> |
| Has pupil and staff data been analysed for gaps? | <input type="checkbox"/> |
| Is there evidence of inclusive curriculum planning? | <input type="checkbox"/> |
| Have staff received EDI training? | <input type="checkbox"/> |
| Is progress reviewed and reported regularly? | <input type="checkbox"/> |
| Is the EDI plan communicated to all stakeholders? | <input type="checkbox"/> |

The ACTION Framework

A — Acknowledge your reality

Name what you're bringing into the room: experience, pressure, emotion. It affects everything.

C — Consider your stories

Notice the assumptions and narratives shaping your reactions.

T — Tune in to your emotions

Stay aware of what's happening internally, so it doesn't spill out unintentionally.

I — Interrupt old ways

Catch the urge to fix, defend or dismiss, and pause.

O — Open up to new ways

Stay curious, especially when the conversation gets uncomfortable.

N — Notice the impact by listening

Impact is what lands. Listening is how you find it.