



NeneGate School Objectives and Action Plan January 2023 – January 2027					
Objective	Which protected group will this most influence?	How will we know we have achieved the objective	Lead and other key players	Actions and timescale	Annual red amber green rating
To further develop the understanding of staff, students, parents, and other members of the community regarding different races, cultures and customs and to foster good relations	Race, Religion and belief	<p>Pupils will be able to talk about race and culture using appropriate and respectful language.</p> <p>Pupils will be empowered to identify, challenge and report of prejudice or discrimination that they witness</p> <p>All staff will be confident to deliver aspects of the My Wellbeing curriculum that link to education on this</p> <p>Pupils will have been exposed to a range of different cultural experiences and will have conducted themselves in an appropriate social manner</p> <p>Parents are able to engage positively in wider opportunities to experience different cultures and customs.</p> <p>Pupils will have encountered</p>	<p>Lead: C Wilson</p> <p>Key players: K Odain (My Wellbeing Lead); J Love (DDSL); V Martin (Family Partnership Officer); V Bordacs (Topic Lead)</p>	<p>Plan, deliver and evaluate an additional PSHE module in KS3 and KS4 linked to culture and diversity and ensure that resources are appropriate for all pupils and staff are confident in delivering – June / July 2023</p> <p>Monitor incidents of discrimination and prejudice linked to race, religion and belief and use to measure impact of actions and also to address specific year groups, cohorts where targeted intervention is required – termly tracker and annual report to governors Sep 2024 / 2025 / 2026</p> <p>Deliver staff training on equality and diversity and ensure that all staff are able to challenge pupils effectively and with confidence. Training delivered by July 2024 with an annual refresher.</p> <p>Plan at least one cultural experience termly that supports pupils to engage with members of a different</p>	



		<p>positive role models who can discuss their own lived experience and encourage empathy and understanding</p>		<p>community. Track engagement and also adjust planning where monitoring of concerns identified a need for further education.</p> <p>Plan at least one event per academic year in which parents are able to participate in developing cultural awareness.</p>	
<p>To raise staff awareness and understanding of LGBTQ+ rights and ensure that they are able to offer informed education and support; to ensure that all pupils understand and respect the individual rights and freedoms that people have to express their gender and sexual identity and to be in a loving relationship with a person of any or no gender and / or sexuality.</p>	<p>Marriage and Civil Partnership; Sex; Sexual Orientation; Gender Reassignment</p>	<p>Staff will feel confident in their understanding of key issues covered in LGBTQ+ education and would be confident to manage conversations in school, challenge discrimination and to support a child exploring their gender or sexuality.</p> <p>Pupils will be able to talk about gender and sexuality using appropriate and respectful language.</p> <p>Pupils will be empowered to identify, challenge and report of prejudice or discrimination that they witness</p> <p>Pupils will have encountered positive role models who can discuss their own lived experience and encourage</p>	<p>Lead: C Wilson</p> <p>Key Players: K Odain (My Wellbeing lead); S Patten (Hub lead); S Parsons (AHT);</p>	<p>Review the primary My Wellbeing curriculum provision and ensure that planning reflects the needs of learners on different flows. By July 2024</p> <p>Implement and evaluate the impact of the revised curriculum (July 2025)</p> <p>Adapt the SMSC programme to prioritise this aspect of the curriculum, including external speakers and termly assemblies (by July 2025)</p> <p>Deliver staff training around LGBTQ+ issues and ensure that staff feel confident (by July 2024).</p> <p>Signpost Meridian Learning resources and include knowledge of equality and diversity in staff appraisal process where appropriate</p> <p>Review resources in school, including</p>	



		<p>empathy and understanding</p>		<p>library and develop a plan to ensure that LGBTQ+ literature is available (by July 2026)</p> <p>Monitor impact of actions through termly and annual safeguarding updates and data tracking (from September 2025)</p> <p>Research and plan appropriate interventions for pupils who repeatedly engage in discriminatory conversations and make links with organisations that can support (from September 2025).</p> <p>Adapt therapeutic relationships policy and consequences to ensure that homophobic language is consistently challenged by all staff and that consequences have impact. (first monitoring July 2026).</p> <p>Ensure that all staff are confident in using the behaviour policy and recording incidents of prejudice or discrimination.</p>	
<p>To ensure that the school 'My Voyage' curriculum is used to promote equalities and that the education provision planned is adapted for the four different</p>		<p>All pupils access an age appropriate and suitably adapted My Wellbeing curriculum</p> <p>There is a consistent My Wellbeing curriculum across all pathways with adjustments to accommodate different stages of social and emotional</p>	<p>Lead: C Wilson</p> <p>Key Players: K Odain (My wellbeing lead); SLT (curriculum line managers); V</p>	<p>Review the PSHE curriculum (Jigsaw) and ensure that it reflects the needs of NeneGate (by July 2024)</p> <p>Adapt all PSHE resources so they reflect the needs of learners on the four flows (by July 2025)</p> <p>Plan and implement a comprehensive</p>	



curriculum flows.		<p>development Pupils are able to demonstrate progress in their understanding of equality, diversity and protected characteristics and this is reflected in a reduced number of difficult behaviours linked to these</p> <p>Staff can confidently adapt resources and deliver. The Topic / History / Geography / RE and English curricula reflect the diversity found in society and create opportunities to develop pupil knowledge and understanding Pupils are able to feel confident in being themselves and feel that their experiences are reflected in the school curriculum and they are accepted for who they are Pupils are able to respond positively and appropriately to people with a range of characteristics and accept difference in their school and wider community</p>	Martin (Family partnership Officer); J Leeman (LOTC)	<p>three year cycle of assemblies and speakers linked to equality and diversity (by September 2024)</p> <p>Revise the content of the Topic/ History / Geography and RE curricula to ensure that quality and diversity is suitably reflected (by July 2024)</p> <p>Ensure that parents understand the aims of the curriculum and key content through opportunities to present information and through detailed information on the school website (revised website by summer 2024 and programme of curriculum presentations from September 2025).</p> <p>Ensure that the LOTC programme reflects the importance of teaching children about equality and diversity.</p> <p>Use robust tracking data to inform curriculum planning and adaptation.</p> <p>Plan a sequence of interventions aimed at targeting pupils who need additional support to make pro-social choices when confronted with difference.</p>	
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## Summary of Progress Jan 2025 – Jan 2026

### Objective 1

- A new curriculum module on human rights and social justice was delivered as part of the Topic curriculum
- The school continues to develop appropriate interventions to address persistent racist or homophobic abuse, through close monitoring of incidents
- The profile of both the students and staff community has diversified: 80% of the current pupil cohort are White British compared to 94% in 2022 – 2023.
- In 2025/2026 64% of the staff are from a White British background compared to 76% in 2022 – 2023.
- A culture day was introduced in July 2025 and received positively by all pupils. Further work on this is planned.
- Parents were invited to the Great Get Together in June 2025, which celebrates diversity and brings the community together

### Objective 2

- Staff received training on LGBTQ+ issues in education
- Pupils were given talks by external speakers on LGBTQ+ rights and issues
- Prejudice incidents have been tracked and appropriate interventions put in place for pupils
- My Wellbeing curriculum review has been completed and evaluated, with appropriate content across all four curriculum pathways
- Tutor groups were renamed and it was ensured that a diversity of sexual orientation and racial background were included

### Objective 3

- The PSHE curriculum has been reviewed with content adapted for pupils across all four curriculum flows
- One member of staff now delivers My Wellbeing across the secondary school, meaning that there is consistent and expert subject knowledge and confidence in delivery
- Ongoing data tracking is in place and being acted on appropriately and monitored by safeguarding team
- The Topic, Humanities and RE curricula have been revised to include a range of topics that reflect the considerations around the nine protected characteristics.
- LOTC audit has reflected the visits that have taken place linked to equality and diversity
- Assembly and themes rota have been further revised to include opportunities for tutor groups to present information around historical and contemporary figures with diverse backgrounds