

EQUALITY, DIVERSITY & INCLUSION STRATEGY

BRAMHALL HIGH SCHOOL

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EQUALITY, DIVERSITY & INCLUSION (EDI) STRATEGY 2025-2027

The purpose of Bramhall High School is to ensure all pupils from all backgrounds and abilities make the best progress possible. Our mission is for all pupils to leave us with strong academic qualifications, a strong 'moral compass' and a hunger for lifelong learning that benefits the individual, the community and the economy.

Bramhall's approach to all aspects of school life is pupil-centred and underpinned by our core values: Respect, Resilience and Excellence. Our working definition of EDI is:

EQUALITY - making sure everyone can access the same opportunities.

DIVERSITY - valuing the differences between people.

INCLUSION - safe and welcoming, accessible to all.

The school has adopted this working definition of Antisemitism from the International Holocaust Remembrance Alliance: "Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities."

We identify the following key messages as fundamental to the successful implementation of the principles of Equality, Diversity and Inclusion at Bramhall:

- The school is committed to inclusive learning and takes positive steps to promote equality of opportunity to enable all people to participate in learning and wider school life.
- The school has fair and appropriate systems for the admission of pupils and the recruitment of staff.
- The school's publicity reflects the diversity and needs of the school and the local community.

1. GENERAL DUTIES

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

General Duty	School Response
a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act (the Act)	• School staff undertake CPD around equality and diversity legislation and terminology to enhance their knowledge and confidence. • The school has committed to anti-racist practice and staff have received comprehensive training in this. • Deliberate discrimination of any kind type is dealt with as a priority to protect the victim. It may involve the use of staff or pupil disciplinary measures and specific learning programmes to challenge harmful beliefs and language. • Equality and diversity is included in our Scheme of Learning template, with examples to prompt all teaching staff to embed this in learning activities. • An EDI Strategy Group is established and reports directly to SLT; this group is representative and ensures that all aspects of EDI are discussed regularly with any issues being brought to the group for action.
b) Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.	• Data is scrutinised at all levels to ensure any emerging achievement gaps are addressed expediently. • The EDI Strategy Lead/Group, SENDCo and other relevant staff play a key role in scrutinising outcomes amongst minority, disadvantaged and other identified groups. • Staff recruitment and development are monitored for fairness. • The school is committed to enabling all pupils and staff to succeed and ensure equality of opportunity is maintained.

	• Higher-level learning is actively promoted, combined with the setting of aspirational but achievable targets to support progression to college, training or employment and to higher education.
c) **Foster good relations between people who share a relevant protected characteristic and those who do not share it.**	• The Personal Development curriculum, assembly and form tutorial programmes embed equality, diversity and inclusion. • The school works closely with volunteer organisations including The Proud Trust (LGBTQI+) and Young Carers who are able to signpost pupils for further support as required. • House Captains, Pupil Leaders, SOS Ambassadors, LGBTQIA+ and Young Carer peer leads are a hugely positive presence in school and support peer-led support networks and positive relationships.

2. KEY THEMES & OBJECTIVES

The EDI Strategy Group has identified the following three key themes and underpinning goals that form the basis of the EDI action plan for the academic period 2025-2027:

PEOPLE

- To increase the representation of protected characteristics at all levels, including at Senior and Middle Leadership.
- To reduce emerging achievement gaps.
- To increase representation of non-traditional gender roles in specific curriculum areas.

ENVIRONMENT

- To continuously improve our school environment to ensure accessibility and parity for people of all protected characteristics.

CURRICULUM

- To continue to develop the curriculum and ensure high-quality, inclusive content that inspires all pupils.
- To increase the use of accessible teaching, learning and assessment practice.
- To actively involve wider community groups in the development of our curriculum.

MEASURING IMPACT

- The school's EDI strategy group/school lead will maintain a detailed EDI action plan.
- The school is committed to maintaining and achieving a detailed set of long-term EDI goals that are backed up by short and medium-term actions. This structured approach drives transparency and continuous improvement around all aspects of the school's core business, with a particular focus on improving the experience and outcomes for both pupils and staff with protected characteristics.
- Evidence will be collated from a range of sources including self-assessment reports, the annual ED&I report and pupil and staff surveys. A variety of metrics will be used to assess the impact of the goals and the overall performance of the school's EDI work will be judged as part of the Leadership & Management judgment in the annual self-assessment report.