

DEIB (Diversity, Equity, Inclusion and Belonging) 3 Year Plan (Year 2) | Digitech Studio School

At Digitech, we make things happen.

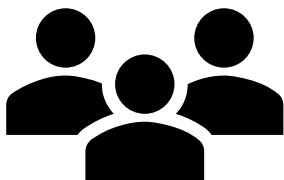


Excellence

Trust

Aspire

Becoming an academy where **our community (Staff and Students)** feel a sense of belonging.



Becoming an academy where **all our community** can talk freely, and classrooms and corridors are safe spaces.



Becoming an academy where our curriculum (taught and wider) **is truly diverse and representative of our cohort.**



Becoming an academy where our staff body is truly representative of **our diverse cohort.**



Becoming central to **equality, diversity, and inclusion within our wider community.**



Area of Improvement We are focused on	Our Starting point Because we know that...	Our Outcomes We will know we are successful when...	Proposed actions We will achieve this by...
Ensuring all our community (staff and students) feel a sense of belonging; ensuring that any unconscious bias is addressed and celebrating diversity and difference.	- We are not a very diverse school, - We have celebrated, through Digitech Plus and our pastoral programme, different religions and culture. - We celebrate religious holidays, in some capacity. - We have a positive culture around diversity - Our three weekly discussion groups ensure that voices are heard. - We have under representation in extracurricular activity. - The menu at Digitech is not representative of our diverse cultures. - We have a disproportionate number of male students, which could be leading to misogynistic behaviours.	- Student voice demonstrates that 100% students and staff feel a sense of belonging at Digitech. - All religious holidays and events are celebrated within the school. - Enrichment and discussion groups become an area of strength, and key groups actively participate in the enrichment programme - Students have opportunities to try and taste foods from different countries. - Rewards ensure that our diverse cohort can achieve.	- Celebrating all religious holidays and events. - Regular staff training on DEIB, which helps our staff community to develop a better understanding. - Staff training that supports our understanding of individual life experiences of students and how this can affect their life. - Ensuring that our discussion groups are regularly provided and well attended. - Ensuring that our enrichment provision appropriately targets key groups - Ensuring that we have a full programme of celebration for different religions and cultures. - Developing a robust EDI calendar for the year. - Consider the menu at Digitech – liaising with ‘Aspens’ around cultural food opportunities.
To track trends and develop strategies to attract students from a more diverse background at Key Stage 4 and Key Stage 5.	- That our admissions policy favours people from our local area, which is proportionately white British. - That our student population is proportionately White British.	- We have a greater representation of global majorities, across our student body.	- Consideration of our admissions policy. - Better promotion within areas with greater diversity. - Term 6 roadshow with staff and students, into partner schools with greater diversity.
Becoming an academy where our staff body is truly representative of our diverse cohort. Addressing under representation within the workplace.	- We are improving our diversity and inclusivity within our staff, but we are still not fully representative. - We a school where staff want to work at Digitech. - We are disproportionately represented with males on the senior leadership team. - Numbers of global majority staff have increased across the school, including in Senior Leadership positions, but there is still a lack of equal representation.	- We have a truly representative staff body. - Staff, student and parent voice recognise this.	- DEIB Training Session - Staff have a choice of wearing LGBTQ+ & Trans support lanyards - Consideration of staff recruitment, particularly with women in leadership roles. - The development of staff discussion groups, which could also encompass colleagues from across the Cabot Learning Federation, and beyond. - Considering representation on our academy council.
Becoming an academy where our curriculum (taught and wider) is truly diverse and representative of our cohort; we will focus on diversifying and de – colonising our curriculum.	- We have developed our curriculum responding to the needs of our whole community. - Curriculum maps and medium-term planning consider EDI. - We have considered our Curriculum from different viewpoints, encompassing different role models from across a range of backgrounds. - We have a responsive PSHE programme and an informative curriculum using pop-ups in lessons. - Our tutor time reading programme considers texts from a variety of cultures and backgrounds. - GCSE curriculum limits diversity, but we recognise this and consider ways of diversifying and de – colonising the curriculum.	- The curriculum fully represents and reflects our diverse cohort. - Schemes of Work and Medium-Term Plans fully focuses on DEIB. - Student voice outcomes demonstrate change in our curriculum. - Our curriculum is truly diverse and de – colonised.	- Launching Racial literacy groups - DEIB induction training for new Digitech staff. - Student voice continues as part of our curriculum. - Consideration of EDI champions, across different parts of the school. - Being flexible and ‘brave’ with our PSHE curriculum, responding to school need and current affairs.
Becoming a school where any instances of prejudicial language are challenged and addressed.	- Our behaviour and anti-bullying policy has been updated to consider prejudicial incidents, explicitly. - Clear and positive staff training on the matter. - Our student voice suggests that DEIB can be spoken about freely. - Students feel uncomfortable because of language used within the academy (particularly ‘under the radar’) - Staff feel confident in challenging discriminative language in classrooms and across the academy (in the main) - Students are aware of how and who to report discrimination to.	- That prejudicial language is entirely eradicated. - That Digitech becomes a leading school within the community, regarding managing prejudicial views and language. - SENSO is regularly updated with language updates. - All reports are closed.	- Students have received Anti-Bullying Training - Launch a Peer listening/mentoring services for Anti-bullying. - Consideration of use of our social media platforms, to promote EDI. - Working closely with external agencies and the EDI central team
Embedding the British Values across our curriculum, and particularly within our Digitech Plus programme.	- The British Values are explicitly taught within our Digitech Plus Curriculum. - The British Values are not explicitly referenced outside the Digitech Plus curriculum and tutor programme.	- The British values will be intrinsic in all our teaching and curriculums across the school.	- Working with curriculum leaders across term 6 to consider how the British values interweave across our taught curriculum - Making sure that we have strands throughout each curriculum map regarding EDI and British Values. - DEIB and British Values will be added to the Digitech T and L template. - Consideration of linking the British Values with our taught and extra-curricular curriculum.