FOXWOOD
ACADEMY

Annual Equality Review and Action Plan

2025-2027

Committee/Person Responsible for Policy:	**SLT/Headteacher**
Date Approved by SLT/Headteacher	**19th October 2026**
Next Review Due:	**January 2027** **(Policy reviewed and updated annually)** **If new guidelines are introduced the plan will be updated accordingly.**

Section 1 – Annual Equality Review 2025–26

Our commitment to equality

Foxwood Academy is committed to promoting equality, celebrating diversity and ensuring that all pupils have opportunities to participate, achieve and develop as individuals. As a specialist school, we recognise that inclusion means removing barriers, challenging discrimination and creating opportunities to participate in school and wider community life.

In accordance with the Equality Act 2010, the Academy has due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The following examples highlight activity undertaken during 2025–26; they are not an exhaustive account of the Academy's equality work.

1. Eliminating discrimination – Challenging gender stereotypes

Protected characteristic: Sex

What we did Through All About Me sessions, students explored equality, gender stereotypes and different expectations and pressures experienced by boys and girls. Teaching considered contextual issues, identity, relationships and respect. Students also explored toxic masculinity and harmful expectations of masculinity.

Impact These sessions provided opportunities to question stereotypes, discuss respectful relationships and consider how language and behaviour affect others.

Contribution to the Public Sector Equality Duty The work supported the prevention of discrimination by challenging gender-based stereotypes and encouraging respect.

2. Advancing equality of opportunity – Mainstream secondary partnership

Protected characteristic: Disability

What we did A number of Foxwood students attended GCSE Geography and Life Skills lessons at a local mainstream secondary school alongside its pupils.

Impact The partnership increased access to shared educational experiences and opportunities for social interaction, friendships and relationships in a wider school community.

Contribution to the Public Sector Equality Duty The partnership advanced opportunities for disabled pupils to participate in learning alongside non-disabled peers.

3. Fostering good relations – Mainstream primary partnership

Protected characteristic: Disability

What we did A Foxwood primary class joined a local mainstream primary school through a graduated programme, beginning with short visits and progressing to a full day each week by the end of the year. Pupils took part in lessons, school activities, breaktimes and lunchtimes.

Impact Progression from short visits to weekly full-day participation is a clear outcome. Regular shared experiences created opportunities for friendships, social communication and mutual understanding between both school communities.

Contribution to the Public Sector Equality Duty The programme supported good relations between disabled and non-disabled pupils through sustained participation together.

Looking ahead to 2026–27

Building on this work, the Academy will focus on disability and employment, girls' participation in work experience, inclusive communication through Makaton, and strengthening leadership of equality, diversity, inclusion and justice across the Academy. The actions and measures are set out in Section 2.

Section 2 – Equality Objectives and Action Plan 2026–27

This section follows the annual equality review. It sets out four priorities for the 2026–27 academic year, with actions and measures of impact.

1. Disability and employment

Protected characteristic	Disability
Objective	Improve access to meaningful work experience and pathways towards paid employment for pupils with disabilities.
Planned actions	Work with contractors delivering the new Foxwood Academy building to identify accessible work experience across construction and associated roles. Prepare students and agree individual support and reasonable adjustments. Explore how employer partnerships can continue beyond the build.
Success criteria / impact	A contractor partnership and suitable placements are established; participating pupils demonstrate progress in employability skills and workplace confidence; pupil and employer feedback informs future opportunities.
Responsibility	14–19 lead / Headteacher
Review	Termly monitoring during 2026–27; annual evaluation reported in Section 1 of the following year.

2. Girls' participation in employment opportunities

Protected characteristic	Sex
Objective	Address the historical underrepresentation of girls in Foxwood's employment and work experience groups and challenge gender stereotypes.
Planned actions	Run a targeted girls-only employment and work experience group in 2026–27, reflecting the previous four years' predominantly male participation. Invite a female engineer to speak about her career and experiences in a male-dominated sector. Ensure other pupils retain appropriate access to work-related learning.
Success criteria / impact	Girls participate in structured work-related learning; a female engineering professional delivers a session; pupil feedback shows

	broadened awareness of career options and growing confidence; participation patterns are reviewed.
Responsibility	14–19 lead / SLT/SB
Review	Termly monitoring during 2026–27; annual evaluation reported in Section 1 of the following year.

3. Inclusive communication through Makaton

Protected characteristic	**Disability**
Objective	Reduce communication barriers and improve pupils' sense of inclusion through consistent use of Makaton across school.
Planned actions	Identify 50 useful everyday Makaton signs. Teach and reinforce them with all staff through brief training, practice and reminders. Promote signing in assemblies, classrooms and communal areas, alongside each pupil's existing communication approach, including AAC.
Success criteria / impact	All staff are introduced to the 50 signs and can demonstrate use of core signs; observations show more consistent use in everyday interactions; accessible pupil feedback and staff observations indicate improved communication and participation.
Responsibility	Communication lead / SLT
Review	Termly monitoring during 2026–27; annual evaluation reported in Section 1 of the following year.

4. Strengthening leadership of equality, diversity, inclusion and justice

Protected characteristic	**All protected characteristics**
Objective	Strengthen leadership understanding, confidence and accountability for equality, diversity, inclusion and justice (EDIJ), and embed this learning in Foxwood's culture and practice.
Planned actions	Headteacher and nominated colleague participate in White Hills Park Trust's 'Being Luminary' programme with Angie Brown and her team, including six online sessions and ThinkIFIC learning resources. Draw on perspectives from teaching and non-teaching colleagues. Share relevant learning with staff and governors, identify practical changes for Foxwood, and

	prepare for the Trust's subsequent work towards the Excellence in Equity Award.
Success criteria / impact	School leaders complete and reflect on the programme; staff and governor discussions identify priorities informed by the learning; an achievable set of improvements is agreed and implemented; evidence of changes to school practice and culture is reviewed, rather than relying solely on attendance at training.
Responsibility	Headteacher / nominated EDIJ lead, with Trust support
Review	Review learning and actions termly during 2026–27; evaluate implementation at year end and plan next steps towards the Trust's Excellence in Equity Award work in 2027–28.