# Single Equality Scheme Action Plan

| Heading | Actions | Who | When | Impact and next steps |
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| **ACCESSIBILITY/ DISABILITY**<br>**Review Accessibility plan*<br>**Analysis of pupil data inc progress and attainment* | • To increase awareness and understanding of pupils and people with additional needs<br>• To provide an inclusive curriculum.<br>• Review accessibility for wheelchair users | All Staff<br><br>All Staff<br><br>AcadHead | Ongoing- through the RSHE curriculum | Resources required- Identified by EYFS - early awareness of differences<br><br>Books that promote role models with disabilities- Paralympians and biographies of people with disabilities who are 'current' |
| **RACE**<br>**Promote equality of opportunity*<br>**Eliminate unlawful discrimination*<br>**Eliminate racist harassment*<br>**Promote good relations between different ethnic groups* | • To educate pupils about other cultures and beliefs.<br>• Increase the diversity/ experiences of pupils<br>• Opportunities are created and explored through curricular links and real experiences.<br>• Through enquiry concepts are explored and revisited regularly- use of BIG Questions and Lesson Questions to aid this aspect | SLT<br><br>RE Subject Lead | Through monitoring program<br><br>RE long term plans and lessons | Hands on artefacts and resources for the teaching of RE e.g. singing bowls, Buddhist prayer flags, prayer mats religious clothing etc<br><br>Books purchased to include genres with settings from different cultures or authors from different cultures.<br><br>Visits planned to include places rich in cultural diversity to allow pupils to compare and contrast<br><br>Developing cultural awareness through Diversity Champions Assemblies |
| **GENDER**<br>**Analysis of all pupil achievement and performance by gender*<br>**Promote equality of opportunity*<br>** Range of gender friendly teaching styles and strategies* | • Provide pupils with variety of positive role models who have influential roles<br><br>• Continue to emphasise the importance of full attendance and punctuality | RSHE Subject Lead<br>All Class teachers<br><br>SLT and Office Staff | RSHE long term plans and lessons<br>Citizenship Assemblies<br><br>Fortnightly monitoring of attendance trends | Citizenship assemblies focus on a range of people with different life experiences - raise understanding of the global 'make-up' of society<br><br>Music appreciation assemblies promote a wide range of artists throughout the years<br><br>Data collected for attendance and published regularly through school media - heighten the importance of regular attendance and being on time to school<br><br>Half-termly whole schoolv summary of Attendance data for all parents |

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| **SEXUAL ORIENTATION**<br>**Promote equality of opportunity*<br>**Eliminate unlawful discrimination*<br>**Eliminate racist harassment* | • To educate pupils about other cultures and beliefs.<br>• Opportunities are created and explored through curricular links and real experiences.<br>• Through enquiry concepts are explored and revisited regularly. | SLT<br><br>RSHE Subject Lead | RSHE long term plans and lessons | Purchase current and up to date RSHE resources- especially for UKS2 - develop their knowledge further<br><br>Books for library that include up to date family circumstances - increase the understanding of pupils<br><br>Music appreciation assemblies promote a wide range of artists throughout the years |
| **CURRICULUM FOR EQUALITY**<br>**Extracurricular opportunities*<br>**Relationships with others/PSHE*<br>**Resources* | • All pupils have access to extra-curricular opportunities<br><br>• Monitor uptake of extra-curricular opportunities by groups | SLT | Weekly monitoring | Pupils of different groups within school access and participate in ESC - monitored by SLT - provide opportunities that they would not normally have in their own lives<br><br>Use of iRock bursary and Sporting Competitions to promote inclusion<br><br>Pupil Responsibility roles are taken up by all pupils in Year 5/6 - regardless of SEN |
| **COMMUNITY COHESION**<br>**Targeting underachieving groups*<br>**Family learning*<br>**Parents and the community*<br>**Global Links* | • Learn more… sessions for families to find out more about school life<br><br>• Celebration Sharing Assemblies<br><br>• Community events<br><br>• Continue to embed and further establish links with the church<br><br>• Fundraising for different charities with different purposes | Class Teachers<br><br>Academy Head<br><br><br><br><br><br>Pupil Parliament | Weekly sessions<br><br>Weekly<br><br>2 per term<br><br>Harvest, Christmas, Easter<br><br>Meetings take place weekly | Accelerate the progress and attainment of specific pupils - closing the gap<br><br>Learn more sessions focus on specific issues identified by Academy Head initially and then chosen by parents - raising awareness<br><br>Parental/Family engagement sessions termly<br><br>The school to become an important part of the local community<br><br>Pupils become aware of a range of issues that affect them, national and globally |

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| **ALL EQUALITIES**<br>**Staff and LC representation*<br>**Exclusions*<br>**Training needs* | • Staff and LC members representative of community make up<br><br>• Monitoring of behaviour and exclusions using CPOMS and report to CEO and Chair | Trust/LC<br><br>SLT | When vacancies arise<br>Weekly | Norfolk Steps and Step up Training completed<br><br>Seeking opportunities for RE/RSHE Curriculum Training and whole school development of Long Term Plans<br><br>Behaviour incidents will form part of weekly Safeguarding meetings between DSLs |