

## Single Equality Scheme Action Plan – Yox Valley 25-26

<b>Heading</b>	<b>Actions</b>	<b>Who</b>	<b>When</b>	<b>Impact and next steps</b>
<b>ACCESSIBILITY/ DISABILITY</b> <i>*Review Accessibility plan</i> <i>*Analysis of pupil data inc progress and attainment</i>	<ul style="list-style-type: none"> <li>● Review accessibility plan for each site</li> <li>● Ensure curriculum is accessible and inclusive for all pupils with any disability</li> <li>● Pupils taught about disability and inclusion through curriculum and through Scouts programme (Disability Awareness Badge)</li> <li>● One-page profiles, Individual support Plans, Personally Emergency Evacuation Plans and Risk Assessments all in place for those with specific needs</li> </ul>	SLT/Estates CT  CT/Scout Leaders  SENDco, SLT, CT	End of Aut 1  On-going  On-going  End of Aut 1	All pupils have access to school buildings  All pupils have access to a broad and balanced curriculum  All children show understanding and empathy towards different disabilities

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<p><b>RACE</b>  <i>*Promote equality of opportunity</i>  <i>*Eliminate unlawful discrimination</i>  <i>*Eliminate racist harassment</i>  <i>*Promote good relations between different ethnic groups</i></p>	<ul style="list-style-type: none"> <li>• Develop links with different ethnic groups in local area/Suffolk and through virtual meets</li> <li>• Plan learning opportunities for all pupils through our curriculum and through scout's programme (International Badge, My Faith Badge) – clear links highlighted and shared with parents</li> <li>• Promote children's knowledge and awareness of different cultures through Curriculum Enrichment days, musical opportunities, assemblies, stories, visitors, acknowledge themed days/weeks/months such as Black History Month</li> <li>• Displays and resources in school represent a range of diverse cultures</li> <li>• Resource audit completed and any gaps identified, and resources purchased for all classes to ensure all culture and ethnic groups are represented</li> <li>• Identify, respond and report all racist incidents - recorded accurately on My Concern and parents informed</li> <li>• Monitor number of, and analyse, racial incidents through My Concern</li> </ul>	<p>SLT/CT</p> <p>SLT/CT/ Scout Leaders</p> <p>SLT/CT DSL</p> <p>All staff</p> <p>SLT</p> <p>DSL</p>	<p>End of Aut 2</p> <p>Half termly</p> <p>On-going</p> <p>On-going</p> <p>End of Aut 2</p> <p>Half termly</p>	<p>More visible awareness of different ethnic groups represented in displays</p> <p>Teachers are aware of and respond to racist incidents Number of racist incidents decrease</p>
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<p><b>GENDER</b> *Analysis of all pupil achievement and performance by gender *Promote equality of opportunity * Range of gender friendly teaching styles and strategies</p>	<ul style="list-style-type: none"> <li>• Ensure curriculum opportunities, including enrichment clubs are accessible and inviting to all pupils</li> <li>• Positive role models and influential people to be embedded into assembly rota</li> <li>• Actively challenge traditional gender stereotypes through education and positive role models</li> <li>• Audit resources, including books in library avoid stereotypical roles and renew/refresh to avoid stereotypical roles – dolls, role play, dressing up, books</li> </ul>	<p>All staff  SLT  All staff  SLT</p>	<p>Half termly  On-going  On-going  End of Aut 2</p>	<p>A high visible awareness of genders represented through setting</p>
<p><b>SEXUAL ORIENTATION</b> *Promote equality of opportunity *Eliminate unlawful discrimination *Eliminate racist harassment</p>	<ul style="list-style-type: none"> <li>• RSHE curriculum fully embedded across school</li> <li>• Age-appropriate resources and materials in library audited</li> </ul>	<p>All staff  SLT</p>	<p>On-going  End of Aut 2</p>	
<p><b>CURRICULUM FOR EQUALITY</b> *Extracurricular opportunities *Relationships with others/PSHE *Resources</p>	<ul style="list-style-type: none"> <li>• Enrichment activities provide opportunities with a focus on all pupils (SEND, ethnic minorities, Pupil Premium, gender)</li> <li>• PSHE curriculum embedded</li> <li>• Range of curriculum enrichment days planned with focus on diversity</li> <li>• All pupils involved in Pupil Voice through school council, Crew meetings (class based)</li> </ul>	<p>CT/SLT</p>	<p>Throughout academic year  On-going  Ongoing</p>	

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<p><b>COMMUNITY COHESION</b>  <i>*Targeting underachieving groups</i>  <i>*Family learning</i>  <i>*Parents and the community</i>  <i>*Global Links</i></p>	<ul style="list-style-type: none"> <li>• School groups participate in local events</li> <li>• Schools are well publicised in local media</li> <li>• Regular newsletters to parents and shared with Trust, local community groups</li> <li>• Social media regularly updated</li> <li>• EYFS team develop close links with local nurseries and parent/toddler group</li> <li>• Open days planned and published</li> </ul>	<p>SLT</p> <p>SLT</p> <p>Half termly</p> <p>Weekly</p> <p>Ongoing</p> <p>Aut 1&amp;2 Spr 1</p>	<p>Ongoing</p> <p>When appropriate</p> <p>CT/SLT</p> <p>CT</p> <p>SLT/Nursery teachers</p> <p>SLT</p>	<p>Providing as many opportunities for all groups of children</p>
<p><b>ALL EQUALITIES</b>  <i>*Staff and LC representation</i>  <i>*Exclusions</i>  <i>*Training needs</i></p>	<ul style="list-style-type: none"> <li>• Embed a culture of inclusion and diversity in which everyone feels proud of their identity and fully participate in school life</li> <li>• Ensure the curriculum promotes role models that young people positively identify with in terms of diversity including race, disability, gender</li> <li>• Ensure displays and resources positively promote diversity including race, gender, disability</li> <li>• Monitor behaviour and exclusions using My Concern Staff</li> <li>• Use principles of policy when planning lessons and developing the learning environment around school</li> <li>• Diversity positively reflected in school displays and presentation across all year groups and in all areas of school</li> </ul>	<p>Ongoing</p>	<p>All staff</p>	<p>Staff use principles of policy when planning lessons and developing the learning environment around school</p> <p>Diversity positively reflected in school displays and presentation across all year groups and in all areas of school</p>



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