

Heading	Actions	Who	When	Impact and next steps
ALL EQUALITIES	<ul style="list-style-type: none"> ● Staff and LC members representative of the wider community ● Ensure the curriculum promotes role models that young people positively identify with in terms of diversity including race, disability, gender ● Ensure displays and resources positively promote diversity including race, gender, disability ● Monitor behaviour and exclusions using My Concern 	Trust/LC SLT/CT CT SLT	When vacancies arrive Ongoing Ongoing Monthly	Staff continue to embed principles of policy when planning lessons and developing the learning environment around school Take appropriate action, if necessary, after monthly monitoring of My Concerns e.g. targeted intervention, external support
ACCESSIBILITY/ DISABILITY	<ul style="list-style-type: none"> ● Review accessibility plan for each site ● Ensure curriculum is accessible and inclusive for all pupils with any disability ● Pupils taught about disability and inclusion through curriculum and through Scouts programme (Disability Awareness Badge) 	SLT/Estates CT CT/Scout Leaders	Annually Through monitoring schedule	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

Single Equality Scheme Action Plan – YVP 2024/25

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RACE	<ul style="list-style-type: none"> Plan learning opportunities for all pupils through our curriculum and through scouts programme (International Badge, My Faith Badge) – clear links highlighted and shared with parents 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 Ensure displays and resources in school represent a range of diverse cultures 	SLT/CT CT SLT/CT/Scout Leaders SLT/CT	Ongoing monitoring Termly environment walks	Opportunities planned that are rich in cultural diversity Resources updated as necessary More visible awareness of different ethnic groups represented in displays
GENDER -	<ul style="list-style-type: none"> Ensure curriculum opportunities, including enrichment clubs are accessible and inviting to all pupils Positive role models and influential people to be embedded into assembly rota Resources, including books in library avoid stereotypical roles Termly analysis of achievement and performance by gender 	SLT/CT SLT SLT SLT	Ongoing Termly reviews	Ensure visible awareness of genders represented fairly in groups represented in displays Analysis of data monitors performances and actions taken if necessary

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SEXUAL ORIENTATION	<ul style="list-style-type: none"> ● RSHE curriculum fully embedded across school ● Training opportunities sourced to promote equal opportunities and unlawful discrimination 	SLT CT	Ongoing Spring 1	Children are taught about and are aware of different family types and circumstances Increase understanding for pupils
CURRICULUM FOR EQUALITY	<ul style="list-style-type: none"> ● Enrichment activities provide opportunities with a focus on all pupils (SEND, ethnic minorities, Pupil Premium, gender, ● PSHE curriculum embedded ● Range of curriculum enrichment days planned with focus on diversity ● All pupils involved in Pupil Voice through school council, Crew meetings (class based) 	SLT	Ongoing monitoring	Pupils of different groups within school access and participate in enrichment opportunities
COMMUNITY COHESION	<ul style="list-style-type: none"> ● School groups participate in local events ● Schools are well publicised in local media ● Regular newsletters to parents and shared with Trust, local community groups ● Social media regularly updated ● EYFS team develop close links with local nurseries and parent/toddler groups ● Fundraising for Trust led charity MMM 	SLT to lead School Council	Ongoing Summer	The school to become integral in local community Parental engagement promoted to ensure all stakeholders invested