

## Single Equality Scheme Action Plan- St Edmunds 2023/2024

Heading	Actions	Who	When	Impact and next steps
<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>To increase awareness and understanding of pupils and people with additional needs</li> <li>To provide an inclusive curriculum.</li> <li>Review accessibility for wheel chair users</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing- through the RSHE curriculum</li> </ul>	<p>Resources required- Identified by EYFS - early awareness of differences</p> <p>Books that promote role models with disabilities- Paralympians and biographies of people with disabilities who are 'current' - developing cultural awareness</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>	<ul style="list-style-type: none"> <li>To educate pupils about other cultures and beliefs.</li> <li>Increase the diversity/ experiences of pupils</li> <li>Opportunities are created and explored through curricular links and real experiences.</li> <li>Through enquiry concepts are explored and revisited regularly- use of BIG Questions and Lesson Questions to aid this aspect</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>RE Subject Lead</li> </ul>	<ul style="list-style-type: none"> <li>Through monitoring program</li> <li>RE long term plans and lessons</li> </ul>	<p>Hands on artefacts and resources for the teaching of RE e.g. singing bowls, Buddhist prayer flags, prayer mats religious clothing etc</p> <p>Books purchased to include genres with settings from different cultures or authors from different cultures</p> <p>Visits planned to include places rich in cultural diversity to allow pupils to compare and contrast</p> <p>Fabrics, shoes and clothes from around the world eg saris - developing cultural awareness</p>
<b>GENDER</b> <i>*Analysis of all pupil achievement and performance by gender</i> <i>*Promote equality of opportunity</i> <i>* Range of gender friendly teaching styles and strategies</i>	<ul style="list-style-type: none"> <li>Provide pupils with variety of positive role models who have influential roles</li> <li>Continue to emphasise the importance of full attendance and punctuality</li> </ul>	<ul style="list-style-type: none"> <li>RSHE Subject Lead</li> <li>All Class teachers</li> <li>SLT and Office Staff</li> </ul>	<ul style="list-style-type: none"> <li>RSHE long term plans and lessons</li> <li>Citizenship Assemblies</li> <li>Fortnightly monitoring of attendance trends</li> </ul>	<p>Citizenship assemblies focus on a range of people with different life experiences - raise understanding of the global 'make-up' of society</p> <p>Class data collected for attendance and published regularly through school media - heighten the importance of regular attendance and being on time to school</p>

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<b>SEXUAL ORIENTATION</b> <i>*Promote equality of opportunity</i> <i>*Eliminate unlawful discrimination</i> <i>*Eliminate racist harassment</i>	<ul style="list-style-type: none"> <li>To educate pupils about other cultures and beliefs.</li> <li>Opportunities are created and explored through curricular links and real experiences.</li> <li>Through enquiry concepts are explored and revisited regularly.</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>RSHE Subject Lead</li> </ul>	<ul style="list-style-type: none"> <li>RSHE long term plans and lessons</li> </ul>	Purchase current and up to date RSHE resources- especially for UKS2 - develop their knowledge further Books for library that include up to date family circumstances - increase the understanding of pupils
<b>CURRICULUM FOR EQUALITY</b> <i>*Extra curricular opportunities</i> <i>*Relationships with others/PSHE</i> <i>*Resources</i>	<ul style="list-style-type: none"> <li>All pupils have access to extracurricular opportunities</li> <li>Monitor uptake of extra-curricular opportunities by groups</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>Weekly monitoring</li> </ul>	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
<b>COMMUNITY COHESION</b> <i>*Targeting underachieving groups</i> <i>*Family learning</i> <i>*Parents and the community</i> <i>*Global Links</i>	<ul style="list-style-type: none"> <li>Tutoring pupils selected by Class Teachers</li> <li>Discover more... sessions for families to find out more about school life</li> <li>Parental Engagement sessions half-termly for all parents</li> <li>Continue to embed and further establish links with the church and Hoxne Garden and Social Club</li> <li>Fundraising for 3 charities chosen by Pupil Council (local, national and global charities)</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers</li> <li>Academy Head</li> <li>Class Teachers</li> <li>SLT</li> <li>Pupil Council</li> </ul>	<ul style="list-style-type: none"> <li>Weekly sessions</li> <li>2 events per half term</li> <li>1 event per half term</li> <li>Harvest, Christmas, Easter</li> <li>Meetings take place every three weeks</li> </ul>	Accelerate the progress and attainment of specific pupils - closing the gap Discover more sessions focus on specific issues identified by SLT initially and then chosen by parents - raising awareness Parental engagement sessions half termly on different subject areas for families to find out more about the curriculum The school to become an important part of the local community - Open the book team in school to compliment RE plans Pupils become aware of a range of issues that affect them, national and globally
<b>ALL EQUALITIES</b> <i>*Staff and LC representation</i> <i>*Exclusions</i> <i>*Training needs</i>	<ul style="list-style-type: none"> <li>Staff and LC members representative of community make up</li> <li>Monitoring of behaviour and exclusions using My Concern and report to CEO and Chair</li> </ul>	<ul style="list-style-type: none"> <li>Trust/LC</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>When vacancies arise</li> <li>Monthly</li> </ul>	Bells Croft training for all staff Recognised training to assist in delivery - including Engagement model - RE / RSHE training