

## Winterton Primary School Single Equality Scheme Action Plan 2025 - 2026

| <b>Heading</b>   | <b>Actions</b>  | <b>Who</b>               | <b>When</b>            | <b>Impact and next steps</b>   |
|--|---|--------------------------|------------------------|--|
| <b>ACCESSIBILITY/ DISABILITY</b><br><i>*Review Accessibility plan</i><br><i>*Analysis of pupil data inc progress and attainment</i>  | <ul style="list-style-type: none"> <li>- Review and update Accessibility Plan annually</li> <li>- Analyse pupil data (including SEN &amp; EHCP) on progress and attainment</li> <li>- Ensure site is accessible (ramps, signage, sensory spaces)</li> <li>- Strengthen links with SEND support services</li> </ul>  | SLT<br>Sendco            | Spring Term            | <ul style="list-style-type: none"> <li>- Increased accessibility for pupils and families</li> <li>- Early intervention for pupils not making expected progress</li> <li>- Annual accessibility audit with action points</li> </ul> |
| <b>RACE</b><br><i>*Promote equality of opportunity</i><br><i>*Eliminate unlawful discrimination</i><br><i>*Eliminate racist harassment</i><br><i>*Promote good relations between different ethnic groups</i> | <ul style="list-style-type: none"> <li>• Promote equality of opportunity through inclusive curriculum</li> <li>• Celebrate cultural diversity through school events</li> <li>• Zero tolerance of racist language or behaviour</li> <li>• Ensure reporting and response procedures are clear and followed</li> </ul>   | SLT<br>CT's<br>PSHE Lead | Autumn Term            | <ul style="list-style-type: none"> <li>- Inclusive school culture</li> <li>- Reduced incidents of racist behaviour</li> <li>- Pupils demonstrate respect and understanding of cultural diversity</li> </ul>                        |
| <b>GENDER</b><br><i>*Analysis of all pupil achievement and performance by gender</i><br><i>*Promote equality of opportunity</i><br><i>* Range of gender friendly teaching styles and strategies</i>          | <ul style="list-style-type: none"> <li>• Analyse achievement/performance data by gender</li> <li>• Use gender-inclusive language and teaching strategies</li> <li>• Ensure visible awareness of genders represented fairly in groups represented in displays</li> <li>• Encourage participation in all subjects, including STEM and sports, regardless of gender</li> </ul> | SLT<br>CT's              | Autumn Term<br>Ongoing | <ul style="list-style-type: none"> <li>- Reduced gender gaps in attainment and participation</li> <li>- Improved confidence and engagement in underrepresented groups</li> </ul>   |

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| <p><b>SEXUAL ORIENTATION</b><br/> <i>*Promote equality of opportunity</i><br/> <i>*Eliminate unlawful discrimination</i><br/> <i>*Eliminate racist harassment</i></p>       | <ul style="list-style-type: none"> <li>Promote equality of opportunity and respect for all</li> <li>Ensure PSHE curriculum includes LGBTQ+ inclusive content (age appropriate)</li> <li>Train staff on inclusive language and approaches</li> <li>Clear reporting routes for discrimination</li> </ul> | <p>SLT<br/>CT'S<br/>PSHE LEAD</p>      | <p>Ongoing</p>                                    | <ul style="list-style-type: none"> <li>Respectful environment for all pupils and families</li> <li>Greater awareness and understanding of diversity</li> </ul>  |
| <p><b>CURRICULUM FOR EQUALITY</b><br/> <i>*Extracurricular opportunities</i><br/> <i>*Relationships with others/PSHE</i><br/> <i>*Resources</i></p>                         | <ul style="list-style-type: none"> <li>- Review curriculum to ensure representation and diversity</li> <li>- Provide extracurricular opportunities inclusive of all groups</li> <li>- Embed PSHE and respectful relationship education</li> <li>- Use diverse books and resources</li> </ul>           | <p>Curriculum Lead, Class Teachers</p> | <p>Spring Term</p>                                | <ul style="list-style-type: none"> <li>Curriculum reflects and values diverse backgrounds</li> <li>Pupils see themselves represented in what they learn</li> </ul>  |
| <p><b>COMMUNITY COHESION</b><br/> <i>*Targeting underachieving groups</i><br/> <i>*Family learning</i><br/> <i>*Parents and the community</i><br/> <i>*Global Links</i></p> | <ul style="list-style-type: none"> <li>Develop family learning workshops and community events</li> <li>Strengthen relationships with parents through regular communication</li> <li>Maintain external links to broaden perspectives</li> </ul>   | <p>SLT<br/>Class Teachers</p>          | <p>Summer Term</p>                                | <ul style="list-style-type: none"> <li>Increased parental engagement</li> <li>Improved pupil outcomes for target groups</li> <li>Wider sense of belonging and global awareness</li> </ul>   |
| <p><b>ALL EQUALITIES</b><br/> <i>*Staff and LC representation</i><br/> <i>*Exclusions</i><br/> <i>*Training needs</i></p>   | <ul style="list-style-type: none"> <li>Ensure staff and local committee/governor representation reflects community</li> <li>Monitor exclusions data for bias or trends</li> <li>Update policies annually</li> </ul>  | <p>SLT</p>                             | <p>Summer Term<br/>When we get new LC members</p> | <ul style="list-style-type: none"> <li>Whole school culture of inclusion and equity</li> <li>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.</li> <li>Evidence in governor reports and self-evaluation</li> </ul> |