Single Equality Scheme Action Plan 2025 - 2026

Heading	Actions	Who	When	Impact and next steps
ACCESSIBILITY/ DISABILITY *Review Accessibility plan* *Analysis of pupil data inc progress and attainment*	• Complete accessibility plan and upload to website. • Identify vulnerable groups across school. • Work with staff and Trust to monitor progress across the curriculum of vulnerable groups. • Work with parents to put in protective factors around individuals.	Beth Spaul	July 2026 Ongoing	**Complete Accessibility Plan and Upload to Website** **Next Steps:** • **Finalize and review plan:** Ensure the accessibility plan is comprehensive, covering areas such as physical accessibility, curriculum adjustments, digital resources, and communication needs. Review with staff, including SEND and inclusion leads, to gather feedback and ensure no areas are overlooked. • **Ensure compliance:** Double-check that the plan complies with legal requirements under the Equality Act 2010 and addresses any local education authority guidelines on accessibility. • **Upload and communicate:** Once finalized, upload the accessibility plan to the school website and communicate it to all stakeholders, including staff, parents, and the local community. Make sure the plan is available in alternative formats (e.g., large print, audio) for those who require it. • **Regular review schedule:** Set a clear timeline for periodic reviews of the accessibility plan (e.g., annually) to ensure it remains up-to-date and reflects the needs of students and changes in regulations or resources. **Identify Vulnerable Groups Across School** **Next Steps:** • **Gather data on vulnerable groups:** Work with the data team to collect information on pupils who are part of vulnerable groups (e.g., SEND, FSM, EAL, LGBTQ+, minority ethnic groups, children in care) using existing school records and any assessments that have been completed. • **Consult with key staff:** Collaborate with SENDCo, pastoral teams, and year group leaders to ensure a comprehensive understanding of which students may be at risk of disadvantage due to personal, social, or academic factors.

- **Use data effectively:** Ensure that vulnerable groups are highlighted in tracking systems so that any barriers to learning or participation can be identified early. Regularly update this data to reflect changes in student circumstances.

Work with Staff and Trust to Monitor Progress Across the Curriculum of Vulnerable Groups

Next Steps:

- **Set clear expectations for monitoring:** Establish a clear process and timeline for staff to monitor the progress of vulnerable groups, including regular check-ins with subject leads, SENDCo, and Heads of Year.
- **Collaborate with Trust for alignment:** Work closely with the Trust to ensure alignment across schools within the Trust in terms of monitoring and supporting vulnerable groups. Share best practices and strategies for tracking academic and social-emotional progress.
- **Use data-driven insights:** Implement regular data reviews (e.g., termly or half-termly) to track academic outcomes for vulnerable groups. Use this data to inform interventions and support, ensuring that progress is being made across all subjects.
- **Support vulnerable groups effectively:** Create targeted interventions based on data, such as additional support in the classroom, small group work, or tailored resources. Monitor the impact of these interventions and adjust as necessary.

Work with Parents to Put in Protective Factors Around Individuals

Next Steps:

- **Engage parents early:** Reach out to parents of vulnerable students at the beginning of the school year to discuss their child's individual needs and any specific challenges they may face. This can be done through meetings, surveys, or communication via phone or email.
- **Create individualized support plans:** For each vulnerable student, work with parents and relevant school staff to create personalized support plans that outline protective factors. These may include emotional support strategies, home learning accommodations, or access to additional resources.

				• **Provide regular updates:** Ensure that parents are kept informed about their child's progress, challenges, and any interventions in place. This could include regular parent-teacher meetings, newsletters, or dedicated online platforms for communication. • **Offer resources and support:** Provide parents with information on external agencies, community resources, or workshops to help them support their child at home, such as mental health resources, family counseling, or educational support. • **Promote open communication:** Foster a culture of open and transparent communication between school and home, encouraging parents to share any concerns or changes in circumstances that may impact their child's education. • Update PEEPs • Update health plans
RACE *Promote equality of opportunity* *Eliminate unlawful discrimination* *Eliminate racist harassment* *Promote good relations between different ethnic groups*	• Ensure all activities offered as part of our curriculum are mindful of discrimination. • Create an ethos and culture on inclusion • Inclusion training for all stakeholders (pupils, staff and parents) • Carry out an audit of resources – books, games, concrete materials (small world) • Arrange access for children to promote relationships with children outside of Norfolk – UK • Ensure our PSHE curriculum is robust and supports our inclusive culture.	Beth Spaul	July 2026	**Ensure All Activities Offered as Part of Our Curriculum Are Mindful of Discrimination** **Next Steps:** • **Activity review process:** Create a system for reviewing all extracurricular and curricular activities to ensure they are inclusive and free from any form of discrimination. This should be done on a termly basis with input from students, teachers, and parents. • **Diverse perspectives:** Encourage a variety of perspectives by involving students and families from diverse backgrounds in the planning and delivery of activities. • **Inclusive event planning:** When planning events or trips, ensure that all students, including those with disabilities, gender, and cultural backgrounds, are considered in terms of accessibility, comfort, and relevance. **Create an Ethos and Culture of Inclusion** **Next Steps:**

- **Inclusive mission statement:** Develop and display a clear school-wide inclusion statement that emphasizes respect, diversity, and equality. Ensure this is integrated into the school's core values.
- **Student leadership roles:** Establish student-led inclusion committees or groups to promote the ethos within the school. These groups can organize events, awareness campaigns, and peer-support activities.
- **Whole-school approach:** Integrate inclusive values into daily interactions, assembly themes, and school-wide activities, ensuring all staff and students practice inclusivity consistently.

Inclusion Training for All Stakeholders (Pupils, Staff, and Parents)

Next Steps:

- **Ongoing professional development:** Implement regular training sessions for all staff members, focusing on recognizing unconscious bias, inclusive teaching strategies, cultural competency, and addressing discrimination.
- **Workshops for parents:** Organize workshops for parents on how to support inclusion at home, recognize bias, and engage with school activities to promote inclusive practices.
- **Pupil-led training:** Involve older students in delivering inclusion training or discussions with younger pupils, allowing them to act as role models and ambassadors for inclusion.

Carry Out an Audit of Resources – Books, Games, Concrete Materials (Small World)

Next Steps:

- **Resource audit checklist:** Develop a comprehensive checklist for auditing current resources across the school. This checklist should focus on diversity, representation, accessibility, and inclusivity in books, games, teaching materials, and toys.
- **Update and diversify:** After conducting the audit, create an action plan to update any resources that do not reflect a diverse and inclusive society. Prioritize sourcing materials that represent a wide range of cultures, abilities, genders, and socioeconomic backgrounds.

- **Involve students:** Engage pupils in selecting and reviewing new resources to ensure they resonate with their lived experiences and interests.

Arrange Access for Children to Promote Relationships with Children Outside of Norfolk (UK)

Next Steps:

- **Virtual exchange programs:** Establish virtual exchange programs or pen-pal opportunities with schools in different regions of the UK to promote cross-cultural understanding and build relationships beyond Norfolk.
- **Collaborate with external organizations:** Partner with organizations that can facilitate travel or exchange visits with schools in diverse geographical and socio-economic areas.
- **Global collaboration:** Foster global connections by exploring international student partnerships or projects (e.g., Global Classroom, pen-pal programs, or collaborative online learning projects).

Ensure Our PSHE Curriculum Is Robust and Supports Our Inclusive Culture

Next Steps:

- **Curriculum review and update:** Regularly review the PSHE curriculum to ensure it aligns with current inclusive practices, covering topics such as mental health, diversity, equality, and conflict resolution in an accessible and age-appropriate way.
- **Consultation with pupils and experts:** Gather input from students and external experts (e.g., local organizations, mental health professionals) to ensure the PSHE curriculum addresses the issues most relevant to students' lives.
- **Inclusive teaching materials:** Provide teachers with a range of diverse materials, including case studies, videos, and books that cover real-life examples of inclusion and promote empathy, respect, and social justice.
- Children to take part in more activities with MM Kenya school.
- Work with SENd and Inclusion team to support positive relationships in stakeholders.
- Work with S&C team to ensure all stakeholders are supported.
- Ensure EVC activities are mindful of discrimination.

GENDER *Analysis of all pupil achievement and performance by gender *Promote equality of opportunity * Range of gender friendly teaching styles and strategies	- Our school offers a adapted curriculum for all pupils. - Curriculum resources include examples of people with different roles and without stereotypes. - Curriculum progress is tracked for all pupils, including gender. - Targets are set effectively and are appropriate for all individual pupils. - The curriculum is reviewed to ensure it meets the needs of all pupils. - We work with all stakeholders to ensure we promote equal opportunities. - We follow policy and procedures laid out by Consortium Trust to ensure we support protected charcteristics.	Beth Spaul	July 2026	**Adapted Curriculum for All Pupils** Next Steps: **Expand personalized learning pathways:** Ensure that the adapted curriculum is flexible enough to cater to a wider range of abilities, including those with additional learning needs or specific interests. **Regular feedback:** Establish frequent checkpoints to assess the effectiveness of adaptations and solicit feedback from students, teachers, and parents. **Curriculum Resources Include Examples of People with Different Roles and Without Stereotypes** Next Steps: **Diversify resource materials:** Introduce more examples of people from different cultural, racial, gender, and socio-economic backgrounds, particularly in subjects like STEM, leadership, and the arts. **Review resources regularly:** Set up a system for regular audits of textbooks, videos, and learning materials to ensure representation is accurate and up-to-date. **Curriculum Progress is Tracked for All Pupils, Including Gender** Next Steps: **Include intersectional data tracking:** Track progress not only by gender but also by ethnicity, socio-economic status, and other relevant factors, to ensure no group is disproportionately falling behind. **Use data for targeted interventions:** Analyze tracking data to identify trends and areas where interventions are needed, particularly for groups at risk of underachievement. **Targets Are Set Effectively and Are Appropriate for All Individual Pupils** Next Steps: **Incorporate student voice:** Ensure that students are actively involved in the target-setting process, helping them take ownership of their learning goals.

				• **Review targets regularly:** Set up regular reviews of pupil targets to ensure they are challenging yet achievable, adjusting them as needed based on assessment data and feedback. **Curriculum is Reviewed to Ensure It Meets the Needs of All Pupils** **Next Steps:** • **Stakeholder involvement:** Regularly consult with pupils, parents, teachers, and external experts to ensure the curriculum continues to meet diverse needs and reflect current best practices. • **Adjust curriculum based on feedback:** Make adjustments based on the feedback from all stakeholders to ensure continuous improvement, focusing on areas of underachievement or disengagement. **Work with All Stakeholders to Ensure Equal Opportunities** **Next Steps:** • **Collaborate with community partners:** Strengthen partnerships with local organizations, community leaders, and employers to create real-world opportunities for students and ensure equitable access to resources and support. • **Professional development:** Provide ongoing training for staff on how to effectively promote equal opportunities, especially around unconscious bias, diversity, and inclusive teaching strategies. **Follow Policy and Procedures by Consortium Trust to Support Protected Characteristics** **Next Steps:** • **Strengthen staff training:** Deliver specific, targeted training for staff on the importance of supporting protected characteristics, ensuring staff are equipped to recognize and address barriers to equality.
SEXUAL ORIENTATION *Promote equality of opportunity*	• Our school offers a adapted curriculum for all pupils. • Curriculum resources include examples of people with different roles and without	Beth Spaul	July 2026	**Adapted Curriculum for All Pupils** **Next Step:** Continue refining and personalizing the curriculum to meet the evolving needs of individual pupils, with a focus on incorporating more

Eliminate unlawful discrimination *Eliminate racist harassment*	stereotypes. • Curriculum progress is tracked for all pupils, including gender. • Targets are set effectively and are appropriate for all individual pupils. • The curriculum is reviewed to ensure it meets the needs of all pupils. • We work with all stakeholders to ensure we promote equal opportunities. • We follow policy and procedures laid out by Consortium Trust to ensure we support protected charcteristics.			diverse teaching methods (e.g., visual, auditory, kinesthetic) to enhance engagement. **Curriculum Resources with Diverse Role Models (Without Stereotypes)** **Next Step:** Regularly audit curriculum resources to ensure a wide range of cultural, gender, and socio-economic representation. Introduce additional resources that highlight underrepresented groups in leadership roles, science, technology, and other sectors. **Tracking Curriculum Progress for All Pupils, Including Gender** **Next Step:** Implement more granular tracking of student progress, incorporating intersectionality (e.g., ethnicity, disability, socio-economic status) to identify any potential barriers to achievement and address them proactively. **Effective Target Setting for Individual Pupils** • **Next Step:** Introduce regular feedback loops between teachers, pupils, and parents to assess progress towards targets. Adjust targets as needed based on ongoing assessment, ensuring they remain challenging yet achievable for all pupils. **Regular Curriculum Review to Meet the Needs of All Pupils** • **Next Step:** Establish a more formalized process for gathering input from pupils, parents, and external experts to assess curriculum relevance and effectiveness. Use this data to make informed decisions about future curriculum adaptations and innovations. **Collaborating with Stakeholders to Promote Equal Opportunities** • **Next Step:** Increase engagement with local community groups and organizations to ensure our efforts align with wider social and educational initiatives. Provide professional development for staff on inclusive teaching strategies and unconscious bias.

| CURRICULUM FOR EQUALITY
*Extracurricular opportunities
*Relationships with others/PSHE
Resources | • The curriculum is reviewed to ensure it meets the needs of all pupils.
• We work with all stakeholders to ensure we promote equal opportunities.
• We follow policy and procedures laid out by Consortium Trust to ensure we support protected charcteristics.
• We seek parental consent to deliver a robust sex and relationships education.
• We ensure we support open minded and empathic thought in all stakeholders. | Beth Spaul | July 2026 | **The Curriculum is Reviewed to Ensure It Meets the Needs of All Pupils**
Next Steps:

• **Regular curriculum audits:** Conduct regular audits of the curriculum to assess its effectiveness in meeting the needs of all pupils, particularly those with diverse learning needs (e.g., SEND, EAL). Use feedback from students, teachers, and parents to inform adjustments.
• **Incorporate diverse perspectives:** Regularly update the curriculum to include diverse voices, cultures, and experiences, ensuring it reflects a broad spectrum of identities, histories, and worldviews.
• **Differentiated learning pathways:** Ensure that the curriculum includes differentiated learning pathways for different ability levels, allowing for stretch and challenge while also offering additional support where needed.
• **Student voice:** Engage students in the curriculum review process by conducting surveys or focus groups to gather their input on what is working and where improvements can be made.

We Work with All Stakeholders to Ensure We Promote Equal Opportunities
Next Steps:

• **Stakeholder workshops:** Host regular workshops for staff, students, and parents on the importance of equal opportunities, focusing on practical strategies to promote fairness, inclusivity, and diversity across all aspects of school life.
• **Collaborative partnerships:** Strengthen relationships with external organizations, community leaders, and businesses to provide real-world opportunities for students from diverse backgrounds, including career fairs, internships, and mentorship programs.
• **Equity assessments:** Periodically assess school practices and policies to ensure that all pupils, regardless of gender, ethnicity, disability, or socio-economic background, have equal access to opportunities and resources within the school.
• **Track equality metrics:** Regularly track and report on key equality metrics (e.g., academic achievement, participation rates in extracurriculars, incidents of discrimination or bias) to identify areas for improvement and ensure continuous progress.

We Follow Policy and Procedures Laid Out by Consortium Trust to Ensure We Support Protected Characteristics
Next Steps: |

					• **Policy review and update:** Conduct a thorough review of current policies and procedures to ensure they are in alignment with the most recent legal guidelines and best practices regarding protected characteristics. Make adjustments where necessary. • **Staff training on legal requirements:** Offer regular professional development for staff on the legal aspects of supporting protected characteristics, including the Equality Act 2010, safeguarding policies, and how to address discrimination. • **Consistent policy application:** Ensure that policies on protected characteristics are consistently applied across the school, particularly when it comes to behavior management, recruitment, and curriculum planning. • **Accountability measures:** Set up clear accountability structures within the school to ensure that any breaches of policy regarding protected characteristics are swiftly addressed and followed up. **We Seek Parental Consent to Deliver a Robust Sex and Relationships Education Next Steps:** • **Clear communication to parents:** Provide detailed information to parents about the content and structure of the sex and relationships education (SRE) curriculum. This should include clear explanations of the topics covered, the rationale behind the curriculum, and how it will be delivered. • **Parental consultation:** Prior to delivering SRE, hold consultation sessions for parents to gather their thoughts, address any concerns, and provide a platform for discussion. Ensure parents are informed about the opt-out process where applicable. • **Ensure inclusivity in SRE content:** Ensure that the SRE curriculum is inclusive of all identities, including LGBTQ+ students, and covers a wide range of relationships, consent, mental health, and emotional well-being topics. • **Regular feedback and review:** After delivering the curriculum, gather feedback from both students and parents to evaluate its effectiveness and relevance. Make adjustments where necessary, ensuring ongoing alignment with community values and evolving educational standards. **We Ensure We Support Open-Minded and Empathic Thought in All Stakeholders Next Steps:** • **Foster empathy through education:** Integrate social-emotional learning (SEL) programs into the curriculum that focus on empathy, active listening, conflict resolution, and understanding differing perspectives.

				• **Inclusive staff development:** Provide staff with regular training on fostering open-mindedness and empathy in their teaching practices. This could include training on cultural sensitivity, dealing with bias, and creating an emotionally safe classroom environment. • **Promote dialogue and reflection:** Create opportunities for open dialogue between students, staff, and parents about key issues such as diversity, empathy, and inclusion. Organize discussion forums, book clubs, or school-wide reflection days to encourage sharing and learning. • **Model inclusive practices:** Ensure that leaders, teachers, and staff model open-mindedness and empathy in their interactions with each other and with students. Leadership should regularly reflect on their practices to ensure that they are setting the tone for a culture of inclusion and understanding.
COMMUNITY COHESION *Targeting underachieving groups* *Family learning* *Parents and the community* *Global Links*	• Our school offers an adapted curriculum for all pupils. • Curriculum resources include examples of people with different roles and without stereotypes. • Curriculum progress is tracked for all pupils. We track groups of children to support underachieving groups. • Targets are set effectively and are appropriate for all individual pupils. • We invite parents and community members in to school to celebrate and take part in learning opportunities for all. • We ensure our Locality Committee is representative of our local community. • We seek to make global links through our curriculum offer in the foundation subjects. • Our PFA works closely with all parents and staff to ensure we	Beth Spaul	July 2026	**We Invite Parents and Community Members into School to Celebrate and Take Part in Learning Opportunities for All** **Next Steps:** • **Regular engagement events:** Organize a series of events throughout the year (e.g., cultural days, guest speaker sessions, art showcases, science fairs) where parents and community members can actively participate in the learning experience, contributing their expertise and perspectives. • **Inclusive invitations:** Ensure that invitations to these events are accessible to all parents and community members, considering language barriers, working hours, and other barriers to participation. Use a variety of communication channels (e.g., newsletters, social media, translated materials). • **Recognize contributions:** Celebrate the contributions of parents and community members during school assemblies or via newsletters to foster a greater sense of community ownership and pride. • **Feedback loop:** After each event, gather feedback from parents, students, and community members to assess the effectiveness of the event and identify areas for improvement. **We Ensure Our Locality Committee Is Representative of Our Local Community**

| | | | | have a robust and equitable offer for all pupils. | **Next Steps:**

• **Diversity in committee membership:** Actively recruit committee members from diverse backgrounds, including different ethnic, socio-economic, and professional groups, to reflect the demographic makeup of the school's local community.
• **Outreach efforts:** Reach out to underrepresented groups within the community to invite them to join the committee, ensuring their voices are included in decision-making processes. Consider using community leaders to help facilitate this outreach.
• **Engage with local issues:** Ensure that the committee regularly reviews local community concerns and needs, aligning school initiatives with these to strengthen the school's relationship with the wider community.
• **Regular training:** Provide committee members with ongoing training on equity, inclusion, and community engagement to ensure they are equipped to represent all voices within the locality effectively.

We Seek to Make Global Links Through Our Curriculum Offer in the Foundation Subjects

Next Steps:

• **Global learning partnerships:** Establish formal partnerships with schools in different countries (e.g., through virtual exchanges or collaborative projects) to give students an opportunity to learn about global issues, cultures, and practices.
• **Integration of global perspectives:** Ensure that foundation subjects such as history, geography, art, and science reflect diverse global perspectives. Incorporate case studies and resources from different countries and cultures.
• **Global-themed projects:** Develop cross-curricular global projects where students explore themes like climate change, human rights, cultural diversity, and global citizenship, incorporating input from international experts or organizations.
• **Engage parents and community:** Invite international guest speakers, participate in global events (e.g., World Book Day, International Day), and connect with local international communities to further enrich the global learning experience. |

				Our PFA Works Closely with All Parents and Staff to Ensure We Have a Robust and Equitable Offer for All Pupils **Next Steps:** - **Inclusive planning:** Ensure that the PFA collaborates with diverse parent groups, actively seeking input from parents of students from different backgrounds, including those with SEND, EAL, and from minority ethnic communities, to ensure their needs are considered in the PFA's offerings. - **Strengthen communication channels:** Use a variety of communication methods (e.g., digital platforms, meetings at different times, multi-language support) to ensure all parents feel informed and included in PFA activities and decisions. - **Equitable fundraising efforts:** Review fundraising activities to ensure they are accessible to all families, regardless of their financial situation. For example, offer various donation options and organize inclusive, low-cost events that appeal to the whole community. - **Parent workshops and support:** Organize workshops or support groups for parents on topics like navigating the school system, supporting children's learning at home, mental health, and building positive relationships with school staff. Make sure these opportunities are accessible to all. - **Regular feedback:** Regularly collect feedback from parents about PFA events and initiatives to assess their effectiveness in meeting the needs of all pupils and families. Use this feedback to shape future activities.
ALL EQUALITIES *Staff and LC representation* *Exclusions* *Training needs*	- We invite parents and community members into school to celebrate and take part in learning opportunities for all. - We ensure our Locality Committee is representative of our local community. - Our LC skills support our curriculum offer and vision. - We seek to make global links through our curriculum offer in the foundation subjects. - Our PFA works closely with all parents and staff to ensure we	Beth Spaul	July 2025	**We Invite Parents and Community Members Into School to Celebrate and Take Part in Learning Opportunities for All** **Next Steps:** - **Plan year-round events:** Create a yearly calendar of events that encourages ongoing involvement, such as open houses, workshops, cultural celebrations, and curriculum-based learning experiences where parents and community members can actively participate. - **Diverse engagement strategies:** Develop strategies to engage parents from different cultural, linguistic, and socio-economic backgrounds. Use varied communication channels like social media, local newspapers, and community centers to invite wider participation.

	have a robust and equitable offer for all pupils. ● We follow policy and procedure laid out by Consortium Trust to ensure we follow statutory requirements when we make exclusions. ● We work closely with Consortium Trust and Norfolk County Council agencies to ensure our training needs are met and they support all children. ●		**Parent-led initiatives:** Encourage parents and community members to co-host or lead learning opportunities, offering their expertise in areas such as art, music, science, or career mentorship. • **Feedback loops:** After events, ask for feedback from participants on how they found the experience and what could be improved, ensuring events remain relevant and impactful. **We Ensure Our Locality Committee Is Representative of Our Local Community** **Next Steps:** • **Targeted recruitment:** Actively recruit members from underrepresented groups in the local community, including those from diverse ethnic backgrounds, different socio-economic groups, and people with disabilities. • **Community engagement:** Hold listening sessions or surveys to gather input from parents, carers, and local community members about their priorities and concerns, ensuring the committee's direction aligns with the community's needs. • **Committee training:** Provide training to all Locality Committee members on equity, inclusion, and community engagement, ensuring they understand their role in promoting a school environment that reflects the diversity of the community. • **Clear communication:** Share meeting agendas, minutes, and actions taken by the Locality Committee with the wider school community to ensure transparency and foster greater community involvement. **Our LC Skills Support Our Curriculum Offer and Vision** **Next Steps:** • **Skills mapping:** Conduct a skills audit of the Locality Committee (LC) to identify areas where their expertise can directly inform or enhance the curriculum. For example, professionals from the committee could support curriculum planning in STEM, the arts, or social justice. • **Collaborative curriculum development:** Work with the LC to ensure the curriculum is aligned with local needs and opportunities, using their

insights to ensure the curriculum includes relevant real-world skills, career pathways, and local cultural contexts.

- **Promote local learning opportunities:** Explore opportunities for students to engage with local industries, experts, and community leaders through guest speakers, field trips, or project-based learning.
- **Review LC input regularly:** Regularly review how the skills and contributions of the LC are impacting the curriculum and school vision, making adjustments where needed to ensure ongoing alignment.

We Seek to Make Global Links Through Our Curriculum Offer in the Foundation Subjects

Next Steps:

- **Global partnerships:** Establish partnerships with schools, NGOs, or cultural organizations abroad to develop exchange programs, virtual classroom collaborations, and shared projects across subjects like history, geography, art, and languages. Work with MM Kenya and schools in India.
- **Global perspectives in teaching:** Ensure foundation subjects, such as geography and history, incorporate global case studies and diverse worldviews. For instance, use historical examples from various continents or teach geography through the lens of global challenges such as climate change or migration.
- **International days:** Organize "Global Learning Days" where students present their research and learning about different countries, global issues, and cultures, inviting community members from diverse backgrounds to contribute and share.
- **Virtual learning opportunities:** Use technology to create virtual exchange programs or global webinars, allowing students to interact with peers in different parts of the world to expand their global awareness.

Our PFA Works Closely with All Parents and Staff to Ensure We Have a Robust and Equitable Offer for All Pupils

Next Steps:

- **Inclusive PFA events:** Ensure PFA events are accessible to all families, considering factors such as time of day, location, and cost. Create both in-person and virtual options to accommodate different needs.

					• **Parent-led initiatives:** Encourage parents to lead initiatives that address the diverse needs of the school community, such as cultural events, fundraisers for specific causes, or educational workshops that benefit all families. • **Equitable support for families:** Ensure the PFA helps identify families who may need extra support (e.g., financial assistance for extracurricular activities or uniforms) and work with staff to provide these resources. • **Regular surveys and feedback:** Use surveys or informal check-ins to assess how well the PFA is meeting the needs of all pupils and families, and gather ideas for how they can better support the school's inclusive and equitable ethos. **We Follow Policy and Procedure Laid Out by Consortium Trust to Ensure We Follow Statutory Requirements When We Make Exclusions** **Next Steps:** • **Clear communication of policies:** Ensure that the policy regarding exclusions is clearly communicated to parents, staff, and students, explaining the circumstances under which exclusions may occur and the procedures that are followed. • **Preventative measures:** Work proactively with teachers, support staff, and families to address behavioral issues before they escalate to the point of exclusion. This may include restorative practices, targeted interventions, or personalized support plans. • **Monitoring exclusions data:** Regularly analyze exclusion data to ensure that vulnerable groups (e.g., SEND, minority ethnic students, etc.) are not disproportionately impacted. Use this data to inform school policies and interventions. • **External review:** Periodically invite an external reviewer (e.g., local education authority representative or independent consultant) to evaluate the school's exclusion practices, ensuring they align with best practices and statutory requirements.**We Work Closely with Consortium Trust and Norfolk County Council Agencies to Ensure Our Training Needs Are Met and They Support All Children** **Next Steps:**

				Regular training needs assessments: Conduct a training needs assessment for staff to identify areas for improvement or growth (e.g., SEND, safeguarding, anti-racism), then work with the Consortium Trust and local agencies to provide relevant, high-quality professional development opportunities. **Collaborative training:** Organize joint training sessions with Consortium Trust, Norfolk County Council, and other local agencies on inclusive education, mental health support, trauma-informed practices, and other key areas to ensure consistent practices across the school community. **Share best practices:** Develop a system for sharing successful strategies and practices among staff and other schools within the Consortium Trust and with local agencies, to ensure continuous improvement in meeting the needs of all children. **Regular follow-up:** After training sessions, ensure there are follow-up activities or evaluations to assess the impact of training and determine any additional support needed to implement learned strategies effectively.