

ST STEPHENS EQUALITY ACTION PLAN 2016 – 2019



Code: R = Race
SO = Sexual Orientation
D = Disability
RB = Religion or belief
G = Gender
A = Age
CC = Community cohesion
MCP = Marriage and Civil partnership

| R | D | G | C | S | R | A | Priority | Actions | Lead Responsibility | Timescale | Expected Outcomes | |
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| | | | C | S | R | A | | | | | | |
| | | | C | O | B | | | | | | | |
| | | | | | | | Race Equality | <p>Ensure that adult role models are reflective of a range of cultures.</p> <p>Ensure that the curriculum provides opportunities to learn about different cultures in this country and globally.</p> | <p>Through the staff appointment procedures be aware of the need to promote race equality.</p> <p>Invite a range of visitors to school where possible to promote race awareness.</p> <p>Review the curriculum for RE/Citizenship/SMSC to ensure that across the school there is sufficient opportunity for all pupils to learn about different cultures</p> | <p>EAL Leader All staff</p> | <p>Ongoing and staff appointments when relevant</p> <p>Reviewed by end of 2016.</p> | <p>Where equal outcomes to recruitment procedures are found, consideration to race equality issues will be employed.</p> <p>A range of visitors in school reflective of differing races and cultures.</p> <p>Curriculum map reviewed. New units written and prepared. Resources around the school reflect race equality awareness.</p> |

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| Disability Equality | Break down barriers to perceptions of disability | Review the achievements of disabled role models nationally and globally Ensure a range of visitors enable pupils to engage positively with disabilities Provide large text where required | SENDICO All staff | Ongoing When appropriate | In the curriculum promote inclusion and celebrate diversity. A range of visitors with disabilities in school School office making the provision when required. |
| Gender Equality | Ensure the school promotes gender equality through recruitment procedures where possible Continue to create engaging learning opportunities that promote achievement with both genders | Apply the principles of equal opportunities and gender equality to recruitment selection procedures at all times. Provision of boy and girl friendly text. Lesson design that responds to learning needs of boys and girls. | SLT English Leader All staff | ongoing | A balance of male/female role models evident in staff profile Library with sufficient and appropriate texts Lesson observations to show 'chunky' structure and high challenge |
| Community Cohesion | Achieve a greater awareness of national community identity. Ensure global community awareness is authentic and reflective of all races | Citizenship/RE/SMSC subject reviews to establish curriculum reform | SMSC Leader RE Leader Outdoor Learning Leader All staff | Develop wider extra curricular experiences. | The planned curriculum is enhanced through wider experiences and achievement of UNICEF. |

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| Sexual Orientation | Ensure that Sex & Relationship Education recognises diverse family structures | Ensure all staff respond appropriately to questions raised by children | SMSC Leader Pastoral team All staff | Updated resources and review of SMSC curriculum. Completed Autumn 2016. | Pupils recognise that families are made from a range of gender and sexual orientations. Include marriage and civil partnership - age appropriate. |
| Religious Belief | Ensure tolerance of all beliefs are expected by staff and pupils | Staff handbook and induction procedures to raise awareness of sensitivity towards diverse religious beliefs Pupil behaviour expectations of tolerance towards all differences | RE Leader All staff | Other religions are taught as part of the RE Scheme of Learning. | School ethos is recognised as tolerant and supportive of diversity |
| Age | Ensure staff profile is representative of all ages | Employment guidelines are followed Staff employed are physically and mentally fit for work in the posts for which they are engaged | SLT | On-going | Employment law adhered to |