

# WINDMILL HILL EQUALITY ACTION PLAN 2016 – 2019 – EQUALITY OBJECTIVES



- 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
			C	O	B						
<b>Race Equality</b>							<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>AT</p> <p>All staff</p>	<p>Ongoing and staff appointments when relevant</p> <p>Reviewed 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.</p> <p>Resources around the school reflect race equality awareness.</p>

<b>Disability Equality</b>	Break down barriers to perceptions of disability	<p>Review the achievements of disabled role models nationally and globally</p> <p>Ensure a range of visitors enable pupils to engage positively with disabilities</p> <p>Provide large text where required</p>	AT All staff	<p>Ongoing</p> <p>When appropriate</p>	<p>In the curriculum promote inclusion and celebrate diversity.</p> <p>A range of visitors with disabilities in school</p> <p>School office making the provision when required.</p>
<b>Gender Equality</b>	<p>Ensure the school promotes gender equality through recruitment procedures where possible</p> <p>Continue to create engaging learning opportunities that promote achievement with both genders</p>	<p>Apply the principles of equal opportunities and gender equality to recruitment selection procedures at all times.</p> <p>Provision of boy and girl friendly text.</p> <p>Lesson design that responds to learning needs of boys and girls.</p>	AT  All staff	Ongoing	<p>A balance of male/female role models evident in staff profile</p> <p>Library with sufficient and appropriate texts</p> <p>Lesson observations to show 'chunky' structure and high challenge</p>
<b>Community Cohesion</b>	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	AT AP  All staff	Curriculum revised for 2015/2016 – review in July 2016	Planned curriculum represents national and global community learning opportunities

<b>Sexual Orientation</b>	Ensure that Sex & Relationship Education recognises diverse family structures	Ensure all staff respond appropriately to questions raised by children	AT All staff	New resources in place – Coordinator to review as part of Healthy schools evaluation annually.	Pupils recognise that families are made from a range of gender and sexual orientations.  Include marriage and civil partnership - age appropriate.
<b>Religious Belief</b>	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	AT AP All staff	Ongoing Summer term second half annually study other religions in RE.	School ethos is recognised as tolerant and supportive of diversity
<b>Age</b>	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	AT MB	On-going	Employment law adhered to