

## TRUST EQUALITY IMPROVEMENT PLAN and EQUALITY OBJECTIVES 2019 – 2022



The Trust endorses three strategic objectives for equality which are delivered in all of the Trust schools through annual targeted improvement.

Read in conjunction with **Trust School Equality Policy** and **School Accessibility Plan**;

- **Strategic Objective (SO) 1** – *To deliver a coherent inclusive curriculum model which supports achievement for all pupils due to effective analysis of race, gender and disability needs identifying priority trends and pupil group provision needs.*
- **Strategic Objective (SO) 2** – *To deliver an improved understanding and application of tolerance and diversity across wider school and community life.*
- **Strategic Objective (SO) 3** – *To ensure parent and pupil engagement in learning and the school community, across all activities are delivering equity, fairness of access and enjoyment for all groups or needs.*

<i>Equality Focus</i>	<i>Key Priority</i>	<i>Key Improvement Actions</i>	<i>Lead Personnel</i>	<i>Timescale</i>	<i>Expected Outcomes</i>
<b>Race Equality</b>	<p>Ensure that adult role models are reflective of a range of cultures. <b>(SO2)</b></p> <p>Ensure that the curriculum provides opportunities to learn about different cultures in this country and globally. <b>(SO1)</b></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>Use Collective Worship as an opportunity to celebrate a range of cultures and countries</p>	<p>Trust Operations Officer</p> <p>Head Teacher</p> <p>All staff</p>	<p>Ongoing and staff appointments when relevant</p> <p>Reviewed end of 2022.</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 Mapping reviewed and amended to reflect new Capabilities Curriculum 2019.</p> <p>Resources available to staff and pupils reflect priorities of race equality awareness.</p>
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<b>Disability Equality</b>	Break down barriers to perceptions of disability.	Review the achievements of disabled role models nationally	Head Teacher	Ongoing	The Capabilities Curriculum 19 promotes inclusion and

	<b>(SO3)</b>	and globally  Ensure a range of visitors enable pupils to engage positively with disabilities  Provide large text, visual aids or signing when required	All staff	When appropriate  When required	celebrates diversity.  A range of visitors with disabilities regularly in school.  School office making the provision when required.
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<b>Gender Equality</b>	Ensure the school promotes gender equality through recruitment procedures. <b>(SO2)</b>  Continue to create engaging curriculum learning opportunities that promote achievement for all genders. <b>(SO1)</b>  Ensure the rights of all pupils are promoted through UNICEF Rights Respecting schools programme. <b>(SO3)</b>	Apply the principles of equal opportunities and gender equality to recruitment selection procedures at all times.  Provision of boy and girl friendly learning opportunities within the new Capabilities Curriculum 19 text.  Lesson design that responds to learning needs of boys and girls.  Rights Respecting Programme effectively embedded in all school learning and social development opportunities	Head Teacher  All Staff    Rights Respecting School Leader	Ongoing      Ongoing	A balance of male/female role models evident in staff profile.  School library with sufficient /appropriate text Effective, coherent curriculum mapping and planning. Evidence of gender inclusion in curriculum planning.  RRS evidenced across school through LGB and school leader monitoring.
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<b>Community Cohesion Equality</b>	Achieve a greater awareness of national identity in the modern world. <b>(SO2)</b> Ensure global community	Citizenship/RE/SMSC/British Values learning module review to establish Capabilities Curriculum 19  Diversity of culture and race studied	Head Teacher  All staff	Sept 2019 onwards	Planned Capabilities Curriculum 19 - represents national and global community learning opportunities

	awareness is authentic and reflective of all races. <b>(SO2)</b>	through planned modules at each Key Stage.			
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<b>Sexual Orientation Equality</b>	Ensure that Sex & Relationship Education recognises diverse family structures. <b>(SO2)</b>	Ensure all staff respond appropriately to questions raised by children. Resources available to support staff.  SRE Curriculum modules allow for diversity in family organisation to be covered.	Head Teacher  SRE School Leader  All staff	Sept 2019 onwards	Pupils recognise that families are made from a range of gender and sexual orientations.  Learning includes marriage and civil partnership discussion - age appropriate
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<b>Religious Belief Equality</b>	Ensure tolerance of all beliefs are expected by staff, community and pupils. <b>(SO2)</b>	Staff handbook and induction procedures to raise awareness of sensitivity towards diverse religious beliefs.  Pupil behaviour expectations of tolerance towards all belief differences securely established	Trust Operations Officer  Head Teacher  RE School Leader  All staff	Sept 2019 onwards	School ethos is recognised as tolerant and supportive of diversity.  RE Curriculum units reflect latest agreed syllabus content
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<b>Age Equality</b>	Ensure staff profile is representative of all ages. <b>(SO2)</b>	Employment guidelines are followed  Staff employed are physically and mentally fit for work in the posts for which they are engaged.  Reasonable adjustments made when possible.	Trust Operations Officer	On-going	Employment law followed