

## Rothwell C of E SINGLE EQUALITY PLAN 2015 – 2018

Duty addressed:	Aim	Target group(s): e.g. whole academy, girls, boys, SEN, staff, etc	Action:	Who's responsible?	Dates from and to:	Outcome(s):
Plan Development	To elicit views from all key stake holders.	Whole Academy Community	Focus Groups and Questionnaires to add community voice to plan.	D. Foulke GB	Autumn 15	Community voice informs Policy and Action plan.
Disability	Better signage in general around the academy.	All members of the community	Look at what signage is needed and begin to update and modernise.	D. Foulke GB	By December 2015	Better signage reflecting the needs of all members of our academy community.
	Induction loop in main hall.	Deaf members of our community	Investigate the purchase of an induction loop.	D. Foulke GB	Summer term 2016	If deaf members of our community are in the academy their needs are met.
	To conduct a full accessibility audit for the academy and surrounding area using the LA accessibility audit tool.	The whole academy community	To conduct the audit and then make further recommendations.	D. Foulke GB	Autumn term 2015	We will have better access arrangements and have a clearer understanding of the issues involved
	Improve visual images around the academy to include people with disabilities.	All Pupils	Staff INSET to develop awareness and purchasing appropriate images.	D. Foulke GB	Autumn term 2015	Pupils have a better understanding of disability issues.
	Review areas where disability education could be enhanced including visitors and learning sign language, etc.	All Pupils	When planning the new curriculum, ensure disability has a place in topics when appropriate.	D. Foulke GB	Autumn term 2015	The new curriculum has opportunities embedded within it to ensure disability issues are address.
Race	To further improve visual images around the academy to include people from different nationalities.	All pupils	To review resources and ensure they are representative of ethnic minorities. Purchase and make images for around the academy that reflect ethnic minority pupils.	SLT and curriculum leaders GB	Autumn 2015	Pupils deepen their understanding of ethnic minority issues.



	Review areas where anti-racism and equality could be enhanced.	All pupils	When planning new curriculum, ensure that anti-racism and equality issues can be appropriately included.	All staff GB	All terms	Equality and anti-racist issues are embedding within the curriculum.
	Develop a global link.	All pupils	Explore ways of developing and setting up a global link.	D. Foulke GB	To be achieved by Summer Term 2016	Pupils have a greater understanding of their place within the world and understand our European heritage.
	To develop a coordinated plan of visits to other places of worship.	All Pupils	To ensure visits to other faith places of worship occur as part of RE and at least one visit per year takes place.	H. Miles GB	Autumn term 2015	Pupils have a deeper understanding of other cultures.
	Themed days to value the cultures within the academy to be planned into the curriculum.	All Pupils	To plan into the new curriculum where themed days are most appropriately delivered.	D. Foulke GB	Summer term 2016	Pupils have a deeper understanding of other cultures.
	Marking of significant religious festivals from other religions.	All Pupils	To hold at least two collective sessions that celebrate other faiths each year.	D. Foulke H. Miles GB	Every year	Pupils have a deeper understanding of other cultures.
	Consideration at recruitment should be given to ensure that the widest possible range of candidates could apply.  To keep records of applicants that apply and are interviewed and are appointed for different positions within the academy.	Staff and prospective staff	Ensure that all adverts are free from bias.  Develop a system to record basic details of applicants.	D. Foulke GB	Autumn 2015	The academy has a better understanding of its recruitment process and ethnic minority applications are monitored effectively.
Gender Equality	Continue to review current provision and monitor closely achievement by gender.	All pupils	Attainment and progress is assessed at each pupil progress meeting.	SLT GB	Every term	Variance in attainment and progress is addressed and kept to a minimum.



	Further improve visual images around the academy to ensure there are positive images of boys and girls and that they contribute to the breakdown of stereotypical ideas.	All pupils	To review resources and ensure they are representative of gender. Purchase and make images for around the academy that reflect the different gender issues.	SLT and curriculum leaders GB	Autumn 2015	Pupils deepen their understanding of gender issues.
	Provide opportunities for pupils to challenge gender stereotypes, including inviting visitors into the academy.	All pupils	To develop a programme of visitors to come into the academy to demonstrate aspects of their jobs that challenge stereotypes.	SLT GB	From Spring 2016	Pupils' aspirations are raised regarding the opportunities available to them.
Community	To develop more opportunities for parents/carers to become involved and informed about academy issues.	Whole academy community	To develop at least one parental engagement activity each term.	SLT GB	Every term	Increased parental contribution to academy life and improved understanding.

