

FALCONHURST SCHOOL
SINGLE EQUALITIES ACTION PLAN
Summer Term 2019 - 2020

Equality Strand	Objective	Actions	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Success Criteria
All	All staff work with children and families to ensure that the principles of the Equality Plan are modeled and adhered to on a daily basis.	<ol style="list-style-type: none"> Sustain and strengthen pupils' awareness of everyone's right to be included within our school regardless of difference. 	<ol style="list-style-type: none"> Full implementation of the Jigsaw PSHE curriculum Junior Leadership Team created from September 2019 across UKS2 Continued Protective Behaviours Programme in KS1 	<ol style="list-style-type: none"> SLT Junior Leader from SLT Natalie Matthews 	Ongoing from April 2019 with Junior Leaders in Sept 2019	Pupil dialogue can provide clear examples of how their understanding of inclusion has been improved as a result of Jigsaw, Junior Leadership activities and Protective Behaviours work.
Gender Equality	To ensure that gender stereotypes (particularly in Sport and STEM) are challenged and positively addressed.	<ol style="list-style-type: none"> Relevant Leaders (MN, KB, FT) are advised of the objective Leaders consider ways in which the objective can be met and report back Resulting actions are undertaken across school Evaluation of impact considered 	<ol style="list-style-type: none"> Registers Pupil Voice emerging through the Junior Leadership Team Potential impact upon standards in class for STEM subjects 	Relevant Subject Leaders	<ol style="list-style-type: none"> May 2019 June 2019 July 2019 October 2019 and March 2020 	<p>Registers of children demonstrate how the balance between boys and girls has positively altered over the year</p> <p>Children report positively about their enjoyment of something they may not have considered relevant before.</p>
Race Equality Duty	To include greater inclusion of varying races and cultures relevant to our school within our curriculum	<ol style="list-style-type: none"> Identify range of cultures amongst pupil population Secure meaningful links with these to our curriculum design from September 2019 	<ol style="list-style-type: none"> Curriculum map over the year will evidence greater opportunity for improved cultural awareness Pupil voice Learning outcomes in a range of learning records 	Head Teacher and Phase Leaders inc. Emma Young as EMACO	Ongoing from September 2019	Evidence of children's learning and opportunity demonstrates how their knowledge of the world has improved, specifically in relation to music, arts, texts, dress, traditions, race and culture
Disability	To raise pupils' awareness and understanding of specific disability issues	<ol style="list-style-type: none"> Develop a whole school awareness of deafness and speech difficulty Work with parent support, SALTA and specialists to deliver simple signing in school amongst children 	<ol style="list-style-type: none"> Pupil discussions with SENDCo and SALTa Feedback from class teachers where signing is relevant for specific pupils in their class 	SENDCo SALTa Lianne (based on signing club)	By January 2020	Children across school are able to see signing as a standard and acceptable practice within school.