

Key equality priorities

Priority	Responsibility	Resources	Monitoring
To ensure school library and book resources represent all protected characteristics. These should be used as part of the general curriculum, not only in specific diversity activities.	AHT, pastoral English lead PSHE lead	Funding to purchase relevant literature. Time to collate a list of suitable texts and to order and audit on arrival.	Subject leadership analysis- English and PSHE leads. Teacher poll- AHT, pastoral.
Inclusion of 'No outsiders in our school' Achievable through topics in wellbeing lessons, assemblies, PSHE topics, purchase of signage/ equality act posters.	AHT, pastoral PSHE lead	No outsiders in our school literature. Cost of posters/ signage for each site.	During governor equality visit. Observable in long term planning documents.
To ensure our school has toilets available for anyone to use comfortably, initially adults.	Facilities team	Where there are enough toilet facilities available, signage to allow any person to use facilities regardless of gender or sexual orientation (or any other protected characteristic)	During governor equality visit.
To expose children to positive role models from different groups with protected characteristics.	Family Support Team AHT, pastoral. RE and PSHE leads.	Time to explore individuals who may wish to contribute e.g. to assemblies, specific lesson input and group celebrations.	Feedback through FST events and parental questionnaires.