



Bramley Sunnyside Infant School Equality Information and Objectives

The 2010 Equality Act places a duty on the school to publish the following information on an annual basis

The Equality Act 2012 replaced all existing equality legislation. It put in a number of duties to ensure public bodies and schools have due regard to certain 'protected' groups. The protected groups are: age, gender reassignment, disability, race, religion or belief, gender, sexual orientation and pregnancy / maternity.

The general duty is set out in Section 149 of the Equality Act 2010. In summary all public bodies and schools must have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimization.
2. Advance equality of opportunity between people who have a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.



Schools have a legal requirement to prepare and publish one or more specific and measurable equality objectives which will help them to further the three aims of the Equality Duty.

Characteristics of our school population

(This information was obtained from the School Census Return January 2014)

Free School Meals = 40 pupils eligible

	Foundation Unit	Year 1 to Year 6	Total
Total	112	333	445
G irls	69	156	225
Boys	43	177	220

Ethnic Groups

Pupils on roll by ethnic group - aged 5 years and over at 31/08/2013 by each ethnicity code

Ethnicity Code	Description	Number of Pupils
AIND	Indian	2
AOTH	Any Other Asian Background	1
APKN	Pakistani	1
BAFR	Black - African	1
MWAS	White and Asian	2
WBRI	White - British	166
WEUR	White European	1

First Languages

Pupils on roll by their first language - aged 5 years and over at 31/08/2013

Language Code	Description	Number of Pupils
ENG	English	171
PNJ	Panjabi	1
URD	Urdu	2

Pupils on roll with SEN provision (data based on school census January '14)

SEN Provision	Number of pupils
Provision Type A = School Action or Early Years Action	33
Provision Type P = School Action Plus or Early Years Action Plus	20
Total number of SEN pupils without statement (i.e. Total number of pupils with SEN of A or P)	53
Provision Type S = Statement	3
Total number Pupils with SEN (i.e. Total number of pupils with SEN of A, P or S)	56
No Special Educational Need	256
Number of SEN Pupils in a mainstream school who are members of a Special Provision (SEN Unit). Should be less than or equal to the total number of pupils with SEN Provision Type of P or S.	0
Number of SEN Pupils in a mainstream school who are members of a Special Provision (Resourced Provision). Should be less than or equal to the total number of pupils with SEN Provision Type of P or S.	0

Table 13: SEN need type for pupils on roll with SEN provision P or S (data based on school census January '14)

Code	Description	Primary Need	Secondary Need
SPLD	Specific Learning Difficulty	8	4
MLD	Moderate Learning Difficulty	1	0
SLD	Severe Learning Difficulty	0	0
PMLD	Profound and Multiple Learning Difficulty	0	0
BESD	Behaviour, Emotional and Social Difficulties	4	0
SLCN	Speech, Language and Communication Needs	4	4
MSI	Multi-Sensory Impairment	0	0
HI	Hearing Impairment	1	0
VI	Visual Impairment	0	0
PD	Physical Disability	1	0
ASD	Autistic Spectrum Disorder	3	0
OTH	Other Difficulty / Disability	1	0

Global Awareness

Equality Objective 1	To increase the understanding of cultural diversity through direct teaching across the curriculum
Why	Having reviewed recent information it appears that the school population reflects the diversity of the local community. However both the school and local community population does not reflect that of the wider community (ie the borough of Rotherham) and beyond ie National. (See characteristics of our school population tables)
How	<ul style="list-style-type: none"> • Established links with a partner school in Kenya 'Kings Children's Home' and with the 'One by One' charity which will enable a reciprocal learning project • Aquaid – continue to support the Aquaid project through water cooler contracts and sponsoring elephant wells in Africa • Curriculum planning will include visits to places of worship within Rotherham that reflects the diversity of the borough • Visitors into school to enrich the learning experiences • Plan enhancements weeks that deepen the knowledge and understanding for other faiths and cultures • Assemblies will celebrate major festivals • Displays and resources will continually reflect cultural diversity □ Educate the children about the ethos of Fair Trade through assemblies, visitors to school and ethical purchasing eg chocolate for baking activities
Outcome	□ Pupil voice questionnaires show an increased understanding of cultural diversity □ Nil return of racist incidents
Timescale	Summer 2015

Attainment

Equality Objective 2	To narrow the gap between boys and girls attainment in reading by the end of KS1
Why	The attainment figures for 2012 show that there is a gap in girls and boys performance with boys performance being weaker than that of the girls.
How	<ul style="list-style-type: none"> • Male role models to promote reading • Further develop boys interest reading materials • Interventions • Class focus group for extra support • Curriculum planning takes into account Boys' interests • Parent 'Stay and Learn' sessions • Revised Home school diary to support learning at Home • Review Homework procedures
Outcome	Internal data, La data and Raise on Line all show that boys' attainment has improved and the gender gap has therefore been narrowed.
Timescale	Summer 2015

Attainment

Equality Objective 3	To narrow the gap between boys and girls performance in writing by the end of KS1.
Why	The attainment figures for 2012 show that there is a gap in girls and boys performance with boys performance being weaker than that of the girls.
How	<ul style="list-style-type: none">• Family learning will provide opportunities to explore writing opportunities at home linked to boys interest.• Staff training in Guided Writing• Further develop outdoor writing opportunities• Interventions• Class focus group for extra support• Curriculum planning takes into account Boys' interests• Parent 'Stay and Learn' sessions• Review Homework procedures
Outcome	Internal data, La data and Raise on Line all show that boys' attainment has improved and the gender gap had therefore been narrowed.
Timescale	Summer 2015

We will engage with our school community to ensure the objectives identified above are achieved within the timescales set. The equality objectives are contained within the Developing Excellence Plan and are monitored by the Governing Body each full term.

The objectives will be published on the school website.

The objectives will be formally reviewed in the Summer Term 2015 for publication in the Autumn Term 2015