



Bramley Sunnyside Infant School

Equality objectives statement action plan (May 2023 – May 2027)

Dealing with prejudice

The school population appears to reflect the current diversity of the local community. Both the school and local community population does not however reflect that of the wider Rotherham community nor National communities.

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The majority of our pupils in school are from White British backgrounds. We need to ensure that they learn about, and understand other faiths and cultures, to build tolerance and understanding and in so doing avoid any potential prejudiced related incidents.	To increase the understanding of cultural diversity and ensure pupils understand that there are other faiths and cultures and everyone has a right to be treated with respect.	RE curriculum to include learning about and from different religions. Direct teaching across school to increase children's understanding of cultural diversity. RE subject leader to staff CPD	The Head Teacher R.E. lead All teaching staff	Children will show an enhanced awareness of faiths and cultures other than their own. School is free from prejudiced based and racist incidents.	To be reviewed annually.

		<p>Acknowledge and celebrate a range of festivals from different faiths and cultures.</p> <p>Review the school aims and values to ensure that they reflect the belief that everyone's uniqueness is respected and valued.</p> <p>Information texts on different faiths and cultures to be increased.</p> <p>Fiction texts in school to include characters from different faiths and cultures.</p> <p>Plan enhancement days that deepen the knowledge and understanding of other faiths and cultures.</p> <p>Assemblies will celebrate major festivals.</p> <p>Displays and resources in place to reflect cultural diversity.</p>		<p>Pupil Voice shows an increased understanding of cultural diversity.</p>	
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Celebrating diversity

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Our children come from an increasingly diverse range of families. We want to ensure that all children are aware of, and accept this diversity.	Understand and accept family structures that are different to their own.	<p>PSHE lessons to include diverse family compositions.</p> <p>Fiction texts and other resources (role play, small world) in school to represent a range of family constructs.</p>	<p>PHSE lead</p> <p>Literacy Lead</p> <p>All staff</p>	<p>Stereotyping is avoided.</p> <p>Children demonstrate understanding through talk and play.</p> <p>All children have their family composition represented I school.</p>	To be reviewed annually.

Facilitating equality in the workplace

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Some staff and children have disabilities and or medical conditions which could potentially lead to inequality of opportunity in school.	<p>To ensure the school's HR procedures do not inadvertently discriminate against staff with disability or medical conditions.</p> <p>To ensure all children have full access to the school environment and learning opportunities.</p>	<p>Any necessary risk assessments will be completed to ensure needs are met and reasonable adjustments are put in place.</p> <p>Specialist equipment to be provided for staff and children.</p>	<p>Head Teacher</p> <p>School Business Manager</p> <p>All staff</p>	<p>The school's HR procedures will be monitored to ensure no staff member will experience discrimination based on disabilities / medical conditions.</p> <p>Specialist equipment is in place and appropriately used by children and staff.</p>	To be reviewed annually.

		<p>Review practice in supporting pupils, staff and visitors with visual impairments.</p> <p>Occupational Health referrals are offered to staff to ensure needs are thoroughly assessed and any reasonable adjustments are out in place.</p>			
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Enabling representation

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
<p>The majority of staff and Governors are white female.</p> <p>The majority of staff are white british and all the Governing body are white british.</p>	<p>To ensure the school's staff and governing board is representative of the school's local community and wider community wherever possible.</p>	<p>Ensure any vacancies are advertised widely and the recruitment process follows equal opportunities procedures.</p> <p>Ensure that Governor vacancies are advertised as widely as possible (e.g. On Governor recruitment websites, Rotherham Chamber of Commerce, Parish Council newsletters).</p>	<p>The Head Teacher</p> <p>The chair of governors and full governing board.</p> <p>Teaching staff</p>	<p>Underrepresented groups on the school staff and Governing board will become increasingly represented over time.</p>	<p>To be reviewed as part of the recruitment process.</p>

		Work with male role models in school (e.g. sports coaches, drama specialists, church groups)			
Supporting inclusion					
Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
We currently have a visually impaired member of staff and school needs to ensure that reasonable adjustments are in place to meet their needs.	<p>To ensure all areas of the school are as accessible as possible for all members of the school community.</p> <p>To ensure that working practices are fully inclusive.</p>	<p>Ensure printed materials throughout school are in a font size 18 / +</p> <p>Complete any necessary risk assessments and make any reasonable adjustments necessary.</p> <p>Plan well- being meeting with line manager for member of staff every term.</p> <p>Work with visual impairment team to complete and audit of school and put in place recommended actions.</p> <p>Ensure all stair bull noses are clearly marked /defined.</p>	<p>The HT</p> <p>SBM</p> <p>Site supervisor</p> <p>Contractors.</p>	<p>Visually impaired staff, visitors and pupils will have full access to the school building.</p> <p>Teaching and Learning resources will be fully accessible to all who use them.</p>	<p>Review annually as part of personal staff risk assessment procedures and buildings manager meetings.</p>

Additional equality objectives					
Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Children in receipt of the Pupil Premium grant attain less strongly than their counterparts.	Narrow the Pupil Premium gap in Reading, Writing and Maths in all year groups	<p>Monitor the progress and attainment of Pupil Premium pupils at termly Pupil progress meetings.</p> <p>Pupil premium champions to attend LA training 'Making a difference'.</p> <p>Plan and deliver interventions to identify gaps in learning and provide keep up for children falling behind.</p> <p>Use additional funding through the National tutoring programme to support pupils in Maths.</p>	<p>Class teachers</p> <p>Support staff</p> <p>Specialist Maths Intervention teacher</p>	Gaps between Pupil Premium children and others will be narrowed.	To be reviewed termly as part of pupil progress meetings and reported to the Governing Body.

		FS1 staff to read recent research reviews into EYFS (e.g. 'Best Start in life') and reflect on how it impacts on our practice.			
Some children have poor school attendance which impacts on their attainment and progress.	Ensure that all children attend school regularly and access their full educational entitlement.	<p>Regularly track all children's attendance.</p> <p>Inform parents regularly of their child's current attendance.</p> <p>Implement Rotherham's School Attendance Monitoring Pathway (SAMP)</p> <p>Meet with Parents / Carers of Persistent Absentees and offer Early Help support via an Early Help assessment.</p> <p>Recognise and praise good school attendance.</p>	<p>Head Teacher</p> <p>School attendance lead</p>		<p>Procedures and policy to be reviewed annually.</p> <p>Attendance matters to be reported to the Governing Body termly.</p>