

Banks Road Infant & Nursery School

Equality Objectives 2024 - 2027

<u>OBJECTIVE</u>	<u>WHY WE HAVE CHOSEN THIS OBJECTIVE</u>	<u>TO ACHIEVE THIS OBJECTIVE WE PLAN TO:</u>
<p>To increase children's awareness of the Protected Characteristics and increase staff and children's use of appropriate terminology when teaching these.</p>	<ul style="list-style-type: none"> • To increase staff awareness of Protected Characteristics and meet our Public Sector Equality Duty • Identification by school leaders and NCC as an area for development • To give our children some contextual understanding when we discuss being kind and celebrating difference. • Equal opportunity is a key element of our mission statement. 	<ul style="list-style-type: none"> -Ensure that all policies and procedures reflect current legislation and best practice. (RM, CC, HT) -Participate in DEIB Learning Package by NCC (RM) -Timetable P/C focus' within assembly rota (RM, GM) -Create and implement music artist of the week to be used in singing assembly (RM, MH) -Create an overview of core texts (PSHE & Literacy) to ensure a good overview of protected characteristics are represented and prompt appropriate discussions. (RM) -Encourage teachers to challenge stereotypes and misconceptions using the curriculum as a tool to do so. (All staff) -Staff meetings to increase staff awareness and confidence.(Teaching staff) -Improve our website and clearly demonstrate good practice. (RM) -Increase visibility of Protected Characteristics across school through classroom and hall displays (RM) -Continue to increase our use of makaton signing to support communication and support children to use this as well. (RM to facilitate, all staff) -Source books to support our teaching and discussing the Protected Characteristics from ELS (RM) -Disseminate training to all staff (RM) -Taking steps to meet the particular needs of pupils and families with particular characteristics (e.g. enabling Muslim pupils to pray at prescribed times, ensuring all school trips/extra-curricular activities are accessible)
<p>To ensure that all children arriving in school with little or no English are supported to make progress in Communication and Language.</p>	<ul style="list-style-type: none"> • To enable them to access the curriculum and achieve at least expected age related development in all areas of learning. • Over the past two years our cohort & intake has changed, with a significant increase of children with EAL 	<ul style="list-style-type: none"> -Participate in EAL Learning Package by NCC (RM) -Use of Bell Foundation Assessment tool to identify and track attainment, progress and next steps. (RM and teaching staff) -Collation of good practice materials (RM) -Development of EAL good practice across school (RM, teaching staff) -Increasing whole school awareness of multi-lingualism: <ul style="list-style-type: none"> • International Language Day • Languages displayed on hall and classroom displays (RM) • Welcome displays featuring languages of families in classes • Bi-lingual children to have their name in both languages written on work books. -Use of staff EAL audit to highlight areas for training/development (RM) -Update admissions arrangements and information for families with EAL (RM, SW) -Monitoring accessibility, provision and progress for children with EAL (RM) -Participate in EAL network through NCC (RM)

<p>To ensure the curriculum explicitly celebrates diversity and promotes understanding of difference.</p>	<ul style="list-style-type: none"> • It is important that all children feel represented in our school. • It is important that all of our children see representations of and have a respect for diversity of culture and ethnicity. • Diversity is a key aspect of the school mission statement. • Consider diversity of our school context 	<ul style="list-style-type: none"> -Increase community and parental engagement: <ul style="list-style-type: none"> • Build on our existing programme of multi-cultural events to celebrate diversity e.g. family event for Lunar New Year (RM, GM) • Seek the views and ideas of parents/carers (GM, SW) -Participate in DEIB Learning Package by NCC (RM) -Promote awareness of different religious beliefs: <ul style="list-style-type: none"> • Celebrations, assemblies, RE, visiting places of worship (GM) -Ensure that all policies and procedures reflect current legislation and best practice. (RM, CC, HT) -Ensure all children (including those with particular protected characteristics) are able, and encouraged to, participate fully in all activities: <ul style="list-style-type: none"> • Monitor extra-curricular club attendance (RM, SW) • Ensure accessibility for in school activities and school trips (RM) -Create an overview of core texts (PSHE & Literacy) to ensure a good overview of protected characteristics are represented and prompt appropriate discussions – ensure this is regularly reviewed considering the ethnicities of the children in school as well as wider community. (RM) -Evaluate planning remembering that diversity a key thread that runs through our curriculum. <ul style="list-style-type: none"> • Consider focus artists, authors, musicians, inspirational people (RM, teaching staff) -Encourage teachers to challenge stereotypes and misconceptions using the curriculum as a tool to do so. (All staff) -improve our website and clearly demonstrate good practice.(RM) -Increase visibility of awareness, and celebration of, diversity, culture and difference through classroom and hall displays. (RM) -Timetable celebrations & religious festivals into assembly rota (RM, GM) -Source books to support our teaching and discussing the Protected Characteristics from ELS (RM)
---	---	---

Other areas for consideration:

- Continue to monitor and focus on closing any gaps in attainment and achievement between all groups of pupils; especially boys and girls, children with particular protected characteristics, pupils eligible for Free School Meals, pupils with SEND, Looked After Children and pupils from different heritage groups