



## Bramley C of E Infant and Nursery School

### Annual Equality Objectives Action Plan 2025 – 2029

Ref	Objective	Measured by	Activity	Lead	Progress Milestones
1	<p><b>PROMOTING EQUALITY – ETHOS AND CULTURE</b></p> <p>To ensure that children, staff and the wider community are aware of the 9 protected characteristics in The Equality Act 2010. Disadvantages suffered by people due to their protected characteristics are removed or minimized.</p>	<ul style="list-style-type: none"> <li>Staff are familiar with the principles of the Equality Act and the Action plan and use them when planning lessons, creating classroom displays.</li> <li>Parents/Carers are familiar with the Action plan.</li> <li>The Local committee has an accurate evaluation of strengths and areas for improvement for Equality and Diversity.</li> <li>The Local Committee are kept up to date</li> </ul>	<ul style="list-style-type: none"> <li>Introduce what the Equality Act is to staff in a staff training session. Undertake activities to familiarise them.</li> <li>Through the school website and share the strands of the Equality Act with parents/carers.</li> <li>Add an annual agenda item to the full Local Committee meeting to share the evaluation of the Equality Objective Action Plan</li> <li>Through assemblies and class lessons explicitly introduce/refresh values of respect and celebrating uniqueness.</li> <li>Promote Spiritual, Moral, Social and Cultural development through assemblies and lessons with reference to equality and diversity</li> </ul>	<p>Senior Leadership Team. All staff Local Committee</p>	<p>Review opportunities regularly and on an on-going basis. Local Committee meetings.</p>

		<p>with the progress made against the Equality Objectives Action Plan.</p> <ul style="list-style-type: none"> <li>• Pupils within school can recognise the need for inclusivity and diversity and how we can achieve this in and out of school.</li> <li>• School community will be aware of and tolerant towards others' culture, religion, race and disability.</li> </ul>			
2	<p><b>PROMOTING EQUALITY – ACHIEVEMENT</b></p> <p>To ensure curriculum delivery and activities provide equity and fairness in access and engagement.</p>	<ul style="list-style-type: none"> <li>• All staff have a clear understanding of the needs of the children in the school and how to ensure the curriculum is fully accessed by them.</li> <li>• All children are successfully</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to attend appropriate training as required.</li> <li>• Staff are familiar with the principles of the Equality Plan and apply in practice e.g. planning lessons, creating resources and classroom displays.</li> <li>• Parents are aware of the Equality Plan.</li> </ul>	<p>Senior Leadership Team Teaching Staff</p>	<p>Review opportunities regularly and on an on-going basis. Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</p>

		<p>included in all aspects of school life.</p> <ul style="list-style-type: none"> <li>• Analysis of teacher assessments / termly data demonstrates the gap is narrowing for equality groups.</li> <li>• Diversity in membership of children's leadership roles e.g. school council, worship team etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to ensure the curriculum is accessible to all pupils e.g. scaffolding resources, equipment, risk assessments, school trips.</li> <li>• Specialised training from external providers e.g. Medical Needs, ASC, Dyslexia, Attachment.</li> <li>• Ensure that the curriculum promotes role models and heroes that young people positively identify with, and which also reflects the school's diversity in terms of race, gender and disability.</li> <li>• Ensure that resources and displays promote diversity in terms of race, gender and ethnicity.</li> <li>• Promote respect and tolerance of differences through British and School Values assemblies and the PSHE curriculum.</li> <li>• Raise awareness of other faith celebrations throughout the year to increase pupil awareness and understanding of different faith communities e.g. Judaism, Islam.</li> </ul>		
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3	<p><b>PROMOTING EQUALITY – ACHIEVEMENT</b></p> <p>To reduce the attainment gap to below national averages between boys and girls in reading, writing and maths by the end of KS1.</p>	<ul style="list-style-type: none"> <li>• In each year group, the attainment gap between girls and boys is reduced because of positive pupil progress data.</li> <li>• End of KS1 data indicates the boy/girl gap is narrowing.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote and raise the profile of reading for pleasure.</li> <li>• Promote and raise the profile of writing, selecting quality texts that appeal to both boys and girls.</li> <li>• Promote and raise the importance of rich vocabulary.</li> <li>• When appropriate, set lessons for boys/girls without disadvantage to the other.</li> <li>• Track boys/girls attainment and progress and provide support and challenge where needed.</li> <li>• Hold pupil progress meetings (in identified year groups) each term with specific reference to core subjects.</li> </ul>	<p>Senior Leadership Team Reading and Writing Lead</p>	<p>On-going monitoring of attainment for girls/boys. Learning focus to ensure progress and achievement. regularly by SLT Monitored by SLT and subject leads through planning and work scrutiny. Monitored through lesson observation and other triangulating evidence.</p>
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