

# **Rosehill Infant and Nursery School Equality Objectives Statement and Action Plan**

## **Opening statement**

We welcome our duties under the Equality Act 2010. The school's general duties, with regard to equality, are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

## **Aims to eradicate discrimination**

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.

- Encouraging compassion and open-mindedness.
- Challenging bias in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

### **Dealing with prejudice**

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employee's will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Incorporating lessons about diversity into the curriculum.

### **Equality and dignity in the workplace**

We do not discriminate against staff with regards to their:

- Age.

- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

### **Diversity, representation and Inclusion**

Under the public Sector Equality Duty we recognise the importance of diversity and representation and outline our equality objectives that we will focus on and improve. We will continue to work towards ensuring all groups are represented in our school community

We will:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### **Closing statement**

Prejudice is not tolerated and we consistently strive for a more accepting and respectful environment for our school community.

The school's Equal Opportunities Policy and Equal Opportunities and Dignity at Work Policy further outline the school's policies regarding equality.

# Rosehill Infant & Nursery School

## Equality Objectives Action Plan 2026-2027

**Review Cycle:** Half-Termly

**Lead:** Headteacher

**Governor Lead:** Inclusion & Safeguarding Governor

**Reporting:** Autumn, Spring and Summer Governing Board

| Objective                                                                          | Actions                                                                                                                                   | Timescale                   | Lead                  | Success Criteria<br>(July 2027)                            | Evidence                           | RAG                                                                                   |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------|------------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------------------|
| <b>1. Promote inclusion, belonging and respect throughout the school community</b> | Complete audit of displays, books and resources to ensure representation of diverse cultures, faiths, disabilities and family structures. | Autumn 1<br>(Sept-Oct 2026) | SLT / Subject Leaders | Audit completed and action plan implemented.               | Audit documentation                |    |
|                                                                                    | Deliver assemblies focused on respect, diversity and belonging.                                                                           | Half-termly                 | SLT                   | Six equality-focused assemblies delivered across the year. | Assembly plans and pupil feedback  |  |
|                                                                                    | Conduct pupil belonging survey.                                                                                                           | Autumn 2 & Summer 2         | DHT                   | 95% of pupils report feeling safe and included.            | Survey analysis                    |  |
|                                                                                    | Monitor equality-related behaviour incidents through CPOMS.                                                                               | Termly                      | Headteacher / DSL     | Zero unresolved prejudice-related incidents.               | Behaviour and safeguarding reports |  |

|                                                                       |                                                                             |                              |                      |                                                          |                                      |                                                                                       |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------|----------------------|----------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------|
| <b>2. Improve outcomes and opportunities for vulnerable groups</b>    | Analyse attendance, behaviour and attainment by key groups.                 | Autumn 1, Spring 1, Summer 1 | Headteacher / SENDCO | Attendance gap reduced to below 2%.                      | Data dashboards                      |    |
|                                                                       | Review SEND and disadvantaged pupil progress.                               | Half-termly                  | SENDCO               | SEND pupils make expected progress from starting points. | Progress meetings and provision maps |    |
|                                                                       | Monitor participation in clubs, trips and enrichment activities.            | Autumn 2, Spring 2, Summer 2 | DHT                  | Participation reflects school demographics.              | Registers and participation reports  |    |
|                                                                       | Identify barriers to participation and implement support.                   | Ongoing                      | SLT                  | Increased engagement from identified pupils.             | Pupil Premium reviews                |    |
| <b>3. Develop an inclusive curriculum representing modern Britain</b> | Complete diversity and representation audit across all curriculum subjects. | Autumn 2                     | Curriculum Leads     | 100% curriculum areas audited.                           | Curriculum audit file                |    |
|                                                                       | Review reading spine and core texts.                                        | Spring 1                     | English Lead         | Increased representation across texts studied.           | Reading spine documentation          |    |
|                                                                       | Ensure equality and diversity themes are mapped across curriculum plans.    | Spring 2                     | Curriculum Leaders   | Equality themes visible in all year groups.              | Curriculum maps                      |  |
|                                                                       | Monitor implementation through lesson visits and book looks.                | Summer 1                     | SLT                  | Inclusive practice consistently observed.                | Monitoring reports                   |  |
| <b>4. Strengthen pupil voice and leadership opportunities</b>         | Ensure School Council reflects diversity of pupil population.               | Autumn 1                     | School Council Lead  | Representation across year groups and pupil groups.      | School Council membership data       |  |

|                                                               |                                                     |                              |                     |                                                     |                        |                                                                                     |
|---------------------------------------------------------------|-----------------------------------------------------|------------------------------|---------------------|-----------------------------------------------------|------------------------|-------------------------------------------------------------------------------------|
|                                                               | Complete inclusion-focused pupil voice activities.  | Autumn 2, Spring 2, Summer 2 | DHT                 | 90% pupils report that their views are listened to. | Pupil voice records    |  |
|                                                               | Deliver three pupil-led inclusion projects.         | One per term                 | School Council      | Three successful projects completed.                | Project reports        |  |
|                                                               | Report findings to governors.                       | Termly                       | School Council Lead | Governors informed of impact.                       | Governor minutes       |  |
| <b>5. Promote equality, wellbeing and inclusion for staff</b> | Deliver annual Equality Act and inclusion training. | Autumn 1                     | Headteacher         | 100% staff trained.                                 | CPD records            |  |
|                                                               | Review recruitment and employment procedures.       | Spring 1                     | SBM                 | Full compliance maintained.                         | Recruitment audit      |  |
|                                                               | Complete wellbeing and inclusion survey.            | Autumn 2 & Summer 2          | Headteacher         | 95% staff report feeling respected and included.    | Survey results         |  |
|                                                               | Review equality-related policies.                   | Summer 1                     | Governors           | Policies updated and compliant.                     | Policy review schedule |  |

## Governor Monitoring Timetable

| Half Term       | Monitoring Focus                                     | Governor Questions                                                       |
|-----------------|------------------------------------------------------|--------------------------------------------------------------------------|
| <b>Autumn 1</b> | Baseline data, training, School Council elections    | How do we know all pupils feel represented and included?                 |
| <b>Autumn 2</b> | Resource audit, pupil survey, behaviour analysis     | Are there any groups experiencing barriers to learning or participation? |
| <b>Spring 1</b> | Attendance, attainment and SEND review               | Which groups require additional support and what is being done?          |
| <b>Spring 2</b> | Curriculum audit and parent feedback                 | Does the curriculum reflect our diverse school community?                |
| <b>Summer 1</b> | Impact of interventions and enrichment participation | Are opportunities equally available to all pupils?                       |
| <b>Summer 2</b> | Annual impact review and target evaluation           | What measurable impact has been achieved against each objective?         |

## RAG Rating Definitions

| Rating                                                                                         | Definition                                                             |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
|  <b>Green</b> | On track to achieve target by July 2027                                |
|  <b>Amber</b> | Some progress made but additional actions required                     |
|  <b>Red</b>   | Significant concerns or target unlikely to be met without intervention |

## Overall Success Targets by July 2027

- ☒ 95%+ pupils feel safe, included and respected.
- ☒ Attendance gap for disadvantaged pupils reduced to below 2%.
- ☒ 100% curriculum areas audited for representation and diversity.
- ☒ 90%+ pupils report their views are listened to.
- ☒ Three School Council inclusion projects completed.
- ☒ 100% staff complete equality training.
- ☒ 95%+ staff report feeling respected and included.
- ☒ Zero unresolved prejudice-related incidents.