

**Athersley South Primary School**

**Equality Objectives 2022**

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| Objective 1 | To further develop the accessibility of information relating to school life for parents/carers with difficulties accessing written language (e.g. parents/carers with EAL, SpLD etc.) | | | |
| Actions | | Who | Obstacles/Potential Issues | Evaluation |
| Speak to parents/carers with additional needs e.g. EAL, SpLD to further clarify issues faced and identify possible ways to make information more accessible | | SENCO  Classteachers  PSA | Identifying parents/carers with such needs in order to consult them. |  |
| Identify and agree a range of accessible formats to be available to parents/carers on request and publicise to parents/carers. Ensure that language used in school publications is as straight forward as possible | | Headteacher  LMY  Admin  PSA | Potential cost of providing different formats  Staff time to prepare alternative formats |  |
| Encourage parents/carers with difficulties accessing written English to make themselves known to school so that support can be provided e.g. parents/carers signing up for SchoolComms so that they can use text to speech software | | Head  Admin  PSA | Reluctance of parents/cares to approach school about this |  |

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| Objective 2 | To further develop opportunities for children to engage with people from different ethnic/religious/cultural backgrounds in order to raise children’s awareness of the multicultural world in which they live. | | | |
| Actions | | Who | Obstacles/Potential Issues | Evaluation |
| Invite people from other cultures into school to provide the children with ‘rich and real’ experiences of different faiths/cultures and religious backgrounds | | RE Leader  Head/LMT | Cost implications |  |
| Plan Interfaith/Cultural Weeks to raise children’s awareness of different religions/cultures and look at ways of engaging parents/carers in this | | RE Curriculum Leader with support from other staff  Also Spanish Leaders | Cost implications for Subject Leader Time |  |
| Develop links with a school, or schools, internationally to provide children with an opportunity to engage with children from other cultures | | Curriculum Leader(s) with support  from other staff | Relies on willingness of partner school(s) to engage |  |

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| Objective 3 | To raise aspirations among children and parents/carers and raise awareness of a career options for all children, challenging gender stereotypes. | | | |
| Actions | | Who | Obstacles/Potential Issues | Evaluation |
| Engage with ‘Positive Footprints’ and as part of this to involve Parents/carers, individuals, companies and organisations into school to speak with the children about their roles/careers.  Participate in NHS and Social Care Careers Primary Schools Programme (EYFS/KS1) and their ‘Jobs for Everyone’ theme which provides gender neutral role play resources, lesson plans and activities to dispel stereotypes and promote diversity. | | PHSCE Leader  EYFS/KS1 Leaders | Willing participants due to their work commitments  Restricted availability of resources from NHS programme |  |
| Plan a series of assemblies focusing on aspiration through the academic year | | PHSCE lead/Head | None identified |  |
| Plan and deliver a series of PHSCE sessions focusing on aspirations and the future. This can include ‘circle time’ type activities. | | Class Teachers  SENDCO  PHSCE Leader | Class teachers may need support to identify appropriate resources |  |
| Work with the local community including secondary schools (Darton, Carlton, Holy Trinity, Horizon, Trinity St. Edwards), Barnsley College and further education institutions to provide children with opportunities to engage with and understand the next steps in their educational journey.  Arrange for children to experience ‘taster days/activities’ with these institutions. | | LMT  Phase Leaders  Classteachers | Cost of transport to such locations events  Availability/Capacity of institutions to support |  |
| Consider ways to encourage parents/carers to be aspirational for their children and to encourage their children’s aspirations. | | All staff | Parents/Carers own personal experiences |  |

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| Objective 4 | Improve the provision and achievement for identified groups of pupils to close any gaps between them and their peers: Disadvantaged, EAL, SEN and any other group identified as with a protected characteristic | | | |
| Actions | | Who | Obstacles/Potential Issues | Evaluation |
| Ensure Pupil Premium Strategy identifies correct actions and is regularly evaluated  See Pupil Premium Strategy | | LMT  Governing Body | None identified |  |
| Develop and implement innovative strategies and high quality first teaching informed by research practice and which reflects the mastery approach | | LMT | Cost implication (cover time) |  |
| Identified teaching areas requiring improvement to be addressed through  INSET/CPD | | SLT | Time to embed CPD to ensure maximum attainment and progress |  |
| Sharing of best practice within and across Trust schools i.e. class, group and individual activities | | All staff | Cost implication (cover time) |  |
| ICT to be used effectively to engage and stimulate all children (especially the boys) as an effective lead into learning; visualisers, iPads, blogs, websites, challenges | | All Staff  Sarah Roantree  SLT | Money to purchase all the necessary equipment |  |