



## Bramcote Hills Primary School

### Diversity, Equality, Inclusion and Belonging (DEIB) Objectives 2024-2027

	Objective	Actions	Staff	Target date	Success Criteria
	<b>Rationale:</b> School now has children from a wide range of cultural or social backgrounds. This now needs to be promoted more explicitly in all aspects of teaching and school life in order to ensure a sense of belonging. (Children, staff and governors)				
1	<b>To promote an inclusive school community actively and explicitly.</b>	- To develop staff understanding of the nine protected characteristics and the Equality Act 2010 through Local Authority training.	DEIB lead – K Barnes  DEIB Local Authority lead - Deepa Vasudevan	Spring 2024	<ul style="list-style-type: none"><li>Staff have an increased understanding of the nine protected characteristics and their legal and moral duty.</li></ul>
		- Staff training on how to challenge inappropriate behaviour or language that challenges these protected characteristics.	DEIB Local Authority lead - Deepa Vasudevan	Summer 2025	<ul style="list-style-type: none"><li>Staff feel empowered and knowledgeable to deal with incidents.</li></ul>
		- To set up Diversity Champions in Key Stage Two to encourage pupil voice in developing and promoting diversity within school.	DEIB lead – K Barnes	Summer 2024	<ul style="list-style-type: none"><li>Diversity Champions meet once a half term to set agenda for an area to develop within school.</li></ul>

	<p>Rationale: Teaching about DEIB has been good in the past but has not always been carefully planned and explicit enough. The next step for the school is to have a more coherent and deliberate plan for actively promoting DEIB that reflects the diversity within the local community and BHPS.</p>				
2	<p><b>To ensure curriculum provision positively reflects the diversity within BHPS and that it is accessible to all those who hold a protected characteristic.</b></p>	<ul style="list-style-type: none"> <li>- Focused events to learn and celebrate different religious and cultural events including Eid, Diwali, Lunar New Year.</li> <li>- Wellbeing week, Creative Arts week, PRIDE week.</li> <li>- Encourage school and local community involvement.</li> </ul>	Headteacher SLT DEIB lead Staff	Ongoing	<ul style="list-style-type: none"> <li>• Children have a greater understanding of the differences between themselves and others.</li> <li>• Children develop a respect for others and themselves.</li> <li>• Increased involvement from school and local community and links formed for future events.</li> </ul>
		<ul style="list-style-type: none"> <li>- Explicitly teach the protected characteristics in an age-appropriate way by making links in planning and ensuring displays reflect these.</li> </ul>	DEIB lead Headteacher Curriculum lead SLT	Summer 2025	<ul style="list-style-type: none"> <li>• British Values and Protected Characteristics display evident in all classrooms.</li> <li>• Links to the Protected Characteristics are evident in planning, teaching observations and learning walks.</li> </ul>
		<ul style="list-style-type: none"> <li>- To audit and review our Literacy texts and class library within each year group to reflect diversity across all Protected Characteristics, where age appropriate.</li> </ul>	Reading lead – T Dransfield  DEIB Lead – K Barnes	Spring 2025	<ul style="list-style-type: none"> <li>• Each year group has range of age-appropriate texts that reflect a breath of the Protected Characteristics.</li> </ul>
		<ul style="list-style-type: none"> <li>- Assemblies. Audit provision to ensure learning about a variety of beliefs and protected characteristics.</li> </ul>	P Taylor & K White	Autumn 2024	<ul style="list-style-type: none"> <li>• Assembly plan to reflect key elements including protected characteristics, British values, ESafety, offline world safety, religious festivals in addition to normal SMSC.</li> </ul>

	<p>Rationale: Previous inclusion of all groups in school has been monitored and has been improving. This would be better if there is a more coherent plan and clear purpose for enrichment activities and a more determined policy to insist on inclusion at all levels.</p>				
3	<p><b>Advance and insist upon equality of opportunity for identified groups. (PP, BME)</b></p>	<ul style="list-style-type: none"> <li>Ensure that the current excellent provision for personal development is coherently planned with even more explicit aims and intentions (This might include reflecting the cultural heritage of the children in school whilst also providing opportunities for learning about the culture of others)</li> </ul>	P Taylor	For Autumn 2024	<ul style="list-style-type: none"> <li>To improve on existing planning to ensure balance and be clearer about intentions of different events in respect of purpose, protected characteristics and British values</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure that disadvantaged pupils (including those with SEND, PP and BME) <i>consistently</i> benefit from the personal development opportunities provided. Inc. residential and extra-curricular activities. (This will included an audit and subsequent action)</li> </ul>	K Barnes, K White to lead all staff in shared responsibility. M Whiley to assist	For Autumn 24	<ul style="list-style-type: none"> <li>To have greater knowledge and data of involvement</li> <li>For lack of attendance and involvement in residential and extra-curricular to be proportionally less for targeted groups compared to whole school data. Staff to take proactive and determined steps to secure their inclusion.</li> </ul>