Equality Information and Objectives

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Brockswood Primary and Nursery is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth, irrespective of their characteristics. The Equality Act provides a framework to enable schools to meet their obligations under the Public Sector Equality Duty. We fulfil the specific duties of the PSED by:

- Publishing quantitative and qualitative information annually, showing compliance with the PSED set out in clause 149 of the Equality Act 2010
- Setting, every four years, one or more specific measurable equality objective/s that further the aims of equality

Our school aims to promote respect for difference and diversity in accordance with our values:

School Vision and Ethos:

Our community is committed to working in partnership to realise the potential of all. We aim to be:

- An all-inclusive school where all members of the school community have equal access to learning opportunities.
- A school with high standards achieved through a purposeful, enriched curriculum that meets the needs of all.
- A nurturing environment where all children are well motivated to be the best they can be.

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We believe parent partnership is essential to achieving our aims.

- Our vision is that the partnership is based on mutual respect.
- We acknowledge how important a parent is in a child's life and therefore wish to establish open communication.
- We endeavour to establish clear expectations within our home school agreement to provide a framework of accountability.
- This partnership should ensure that all children achieve their full potential.

At Brockswood Primary and Nursery School, we recognise our legal obligation under the Equalities Act 2010 to:

- Make reasonable adjustments to allow for the inclusion of all children, without discrimination "against pupils because of their sex, race, disability, religion or belief or sexual orientation".
- Increase access for disabled pupils to the curriculum, the physical environment and to information.
- Consider the needs of parents and others in the school community with disabilities or other needs which may hinder them in accessing all that the school has to offer.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

3. Roles and responsibilities

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 10.

The school operates equality of opportunity in its day-to-day practice. The governing body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

The Headteacher has overall responsibility for ensuring that the action plan is delivered effectively. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

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The school's equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

At Brockswood Primary School we will publish information to convey how effectively the policy is being implemented. Equality information will be available on the school website.

The governing body will:

- incorporate equality targets where appropriate into the school improvement plan;
- provide leadership and drive for the development and regular review of the school's equality policy and designate a lead governor for equality issues;
- provide appropriate role models for all managers, staff and pupils;
- apply the principles of best value without discrimination when purchasing goods and services;
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans; and
- disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken, as and when appropriate.

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.

The Headteacher will:

- ensure a school culture exists which celebrates diversity, equality and achievement;
- initiate and oversee the development, regular review and implementation of equality policies and procedures;
- consult pupils, staff and stakeholders in the development and review of the policies;
- ensure the effective communication of the policies to all pupils, staff and stakeholders;
- ensure that managers and staff are trained as necessary to carry out the policies;
- provide appropriate role models for all managers, staff and pupils;
- provide mechanisms for the sharing of good practice;
- ensure a consistent response to incidents, e.g. bullying cases and racist incidents;

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- ensure that the school carries out its statutory duties effectively; and
- comply fully with legislation which protects staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age.

With regard to disability, reasonable adjustments will be made to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

The staff will actively implement this policy, behave with respect and fairness to all colleagues and pupils and support the monitoring of impact.

Parents and carers will be consulted on the policy regularly and be kept informed through the school website.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

All staff are aware that any issues, including those of an equality or discriminatory nature, are recorded and make senior leaders aware.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, international days and as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

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8. School Context

A brief description of our school and staff 2025

Characteristic	Total	Breakdown (number and %)
Number of pupil	242	- Male (129) 54% - Female (113) 46%
Number of staff	40	- Male (2) 5% - Female (38) 95%
Pupils eligible for Free School Meals (FSM)	54	- 22%
Pupils with Special Educational Needs (SEN)	59	-24% EHCP – (22)
Pupils with English as an Additional Language	71	- 29%
LAC and Post LAC children	*	* information is sensitive and personal

9. Principles

In fulfilling our legal obligations of the PSED and delivering our values we are guided by the following principles:

Principle 1: All learners are of equal value

We see all learners and their parents and carers, as of equal value:

- whether or not they are disabled or have other difficulties in accessing the school's facilities or services;
- whatever their ethnicity, culture, national origin or national status;
- whatever their home circumstances;
- whatever their gender and gender identity;

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- whatever their sexual identity; and
- whatever their religious or non-religious affinity or faith background.

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities take account of differences of life-experience, outlook and background, and the kinds of barrier and disadvantage which people may face in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that different needs and experiences of girls and boys and those who identify as non-binary, are recognised;
- religion, faith or faith background; and
- sexual identity

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Our policies, procedures and activities will promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in term of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents; and
- mutual respect and good relations between boys, girls, and those who identify as non-binary and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status; and
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds; and
- girls and boys, women and men and those who identify as non-binary.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion, and enabling all groups to have greater participation in public life.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives. We keep our equality objectives under review and report annually on progress towards achieving them.

Protected Characteristics: The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the school's provisions are: age; disability; ethnicity and race; gender (sex), gender identity and reassignment; pregnancy, maternity and breast feeding; religion and belief; sexual orientation and for staff only, marriage and civil partnership.

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Disability: At Brockswood Primary School we implement accessibility plans which are aimed at: increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; improving the availability of accessible information to disabled pupils.

Community Cohesion: Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

Using information: Equality Impact Assessments, data and other information Equality Impact Assessment (EQIAs) help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, disability and gender. We conduct student voice activities and monitor playtime and lunchtime incidents.

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10. Equality Objectives for Brockswood Primary and Nursery School Action Plan – 2025 - 2028

Equality Objective	Protected Characteristic	General Duty	Responsibility	Measurable success indicator	Timescale	Review Date
To further develop our work to achieve an Antiracist and Inclusive school	Race and ethnicity	Eliminate discrimination Foster good relations	SLT, COG, teachers, parents and pupils	To continue to promote inclusion and equality through our work on anti-racism by the continuation of training for staff in how to deal with reports of racism and how to support those who it impacts. To further extend our children's understanding of all races and cultures within our society. To continue to monitor closely the impact of school's anti-racism work through CPOMs and Incident Reporting	Ongoing	September 2025
To further develop our work to achieve an Antiracist and Inclusive school	Race and ethnicity	Advancing equality of opportunity Eliminate discrimination	SLT, teachers, parents, pupils	To increase support capacity through the development of additional Anti-racism champions. To review the curriculum to ensure there continues to be diversity represented in resources, authors etc. and review the impact of this.	Ongoing	September 2025
Increase access to a suitable and relevant curriculum for children with complex SEND	Disability	Eliminate discrimination, advancing equality of opportunity	SLT, SENCO, class teachers, SEN Specialist Teacher	Our curriculum is differentiated, diverse and inclusive. It enriches learning for all pupils and meets their diverse and complex needs.	Ongoing throughout the year	September 2025

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				The Tiered approach will be embedded to ensure enhanced inclusivity. Nurture Provision has been set up and expanded upon as necessary. This ensures that children with complex behavioural and/or SEN needs receive the necessary support and input to be re-integrated into their class.	Termly review meetings – PPMs Ongoing	

11. Monitoring arrangements

The SENCO / headteacher will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by [governing board / name of committee of the governing board / individual governor / head teacher] at least every 4 years.

This document will be reviewed and approved by governing board annually, to ensure continued compliance.

12. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy

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