

Equality Information & Objectives

2022 - 2026

Briercliffe Primary School



Approved by:	SECC
Last reviewed on:	May 25
Next review due by:	May 26

1. Aims

Our School Aims:

Our school's core purpose is to prepare our children for their futures. To do this, we aim to:

- Make a difference for our children through the delivery of a high standard of education for all.
- Help our children to become successful learners who achieve well at Primary School, have the requisite knowledge and attributes to succeed in the next stages of their education and have a positive experience of school to make them want to become 'life-long learners'.
- Support our children to become both confident individuals and responsible, caring members of the school and the community.

The Aims of this Policy:

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

- 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

Responsibilities:

The Headteacher and Governing Body of the school are responsible for the content and implementation of this Policy.

Publication:

The plan will be made available online on the school website, and paper copies are available upon request.

Briercliffe's commitment to Inclusion and Equality:

Our school is an inclusive school. We aim to treat all our pupils fairly and with respect. Part of this is making sure all our children feel included in all our teaching and activities. We recognize that the delivery of a broad and balanced curriculum is the entitlement of every child. We seek to identify early any potential barriers to learning and participation children may have so that these can be supported.

Our school actively encourages equity and equality. Discrimination of any kind – for example, on the basis of gender, race, creed, sexuality or ethnicity – will not be tolerated.

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](#).

3. Roles and responsibilities

The Governing Body will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- › Promote knowledge and understanding of the equality objectives amongst staff and pupils
- › Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

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

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, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training on an annual basis.

5. Advancing equality of opportunity

In accordance with the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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)

In fulfilling this aspect of the duty, the school will:

- Record internally attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish these planned actions
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of racial or homophobic bullying)

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 the **British Values** of **Mutual Respect, Tolerance, Individual Liberty** and respect for **Democracy** and the **Rule of Law** through our curriculum provision
- Promoting friendship and understanding of a range of religions and cultures through the delivery of our curriculum, for example, through the teaching of R.E. and Personal, Social, Health and Economic (PSHE) and through introducing pupils to literature from a range of cultures as part of the teaching of English
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take part in such assemblies and we will also invite external speakers to contribute where relevant
- Working with our local community. This includes inviting leaders of local faith groups to speak to the children, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with any tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach, including working with Burnley Faith Centre

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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:

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

Where appropriate, the school will keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. If necessary, this will be recorded at the same time as the risk assessment when planning school trips and activities. The record would be completed by the member of staff organising the activity and would be stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1:

To further enhance the support / opportunities provided for pupils from disadvantaged backgrounds both to close the gap academically for this group of children and to increase their access / participation in extra-curricular and curriculum enrichment activities.

To achieve this objective we plan to:

- Close the attainment 'gap' between children from disadvantaged backgrounds and their non-disadvantaged peers through the provision of highly effective 'Quality First Teaching'.
- This will be supported by the rigorous use planning and Pupil Progress meetings to ensure that every effort is being made to accelerate children from disadvantaged backgrounds' progress. Teachers will provide targeted support for children from disadvantaged backgrounds to encourage or enable them to participate in 'wider' school activities, including curriculum enrichment activities.
- Where appropriate, targeted support – such as 1:1 or small-group intervention support will be provided within school – will further enhance the academic progress being made by children from disadvantaged backgrounds.
- Where required, enhanced pastoral or behaviour support will be provided by the school's Learning Mentor.

Objective 2:

To enhance children's knowledge and understanding of different cultural and faith backgrounds leading to their increased appreciation of diversity and their deepened mutual respect and tolerance for others.

To achieve this objective we plan to:

- Proactively instill the **British Values of Mutual Respect, Tolerance, Individual Liberty** and respect for **Democracy** and the **Rule of Law** through our curriculum provision. This will be achieved through a renewed focus on the teaching of British Values in all areas of the school's curriculum and the delivery of additional activities such as assemblies and work with external partners such as the Burnley Faith Centre to enhance this further.

Objective 3:

To ensure effective inclusion for all pupils with SEND – including physical access to the school, provision for pupils' medical conditions, provision for pupils' individual needs and support to access the curriculum.

To achieve this objective we plan to:

- Review the school's Accessibility Plan to ensure that all areas of the school are accessible to all children within our school.
- Provide additional staff training to ensure children's individual needs are met – both for individual children with complex needs and for children's needs which apply more widely across the school.
- Review the school's SEND Provision and increase the capacity within school to screen children who may potentially be SEND.

9. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the Governing Body at least every 3 years.

10. Links with other policies / plans

This document links to the following policies and plans:

- Accessibility Plan
- Pupil Premium Policy
- Teaching & Learning Policy
- SEND Policy / Action Plan