



# **Brabourne CEP School**

## **Equality Information and Objectives Statement – Oct 2025**

### **Guided by the Equality Act 2010**

Through creative and challenging experiences, we inspire our school community to develop resilience, a passion for learning and the courage to pursue our dreams. Within our nurturing environment and beyond, we live out Christian values, enabling all to flourish in the love of God.

#### **Introduction**

Brabourne CEP School 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.

As a school community, we value and celebrate all forms of diversity including (but not limited to), neurodiversity, family composition, culture and ethnicity. By embracing our differences, we create a more inclusive and compassionate environment where all pupils feel valued, understood and welcome.

Celebrating diversity aligns with our school values and vision. It encourages us to see the potential in every child and to support them in reaching this. By doing so, we enrich the lives of all our students and also teach all our children the values of empathy, understanding, and cooperation.

We are committed to providing resources and support to ensure that every pupil can thrive. This includes professional development for our staff, individual educational plans, and fostering an environment where differences are celebrated and everyone feels a sense of belonging.

Every member of our school community helps to make our school a place where every child is cherished and encouraged to grow.

- Our approach to equality and diversity is based on the following key principles:
- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We have the highest expectations of all our children

#### **General Duties**

The Governing Body of Brabourne CE Primary School will:

- Promote equality and diversity and eliminate discrimination, harassment, victimisation, and any conduct prohibited by the Equality Act 2010.
- Recognise and appreciate individual needs and differences so the school reflects the communities it serves.
- Advance equality of opportunity and foster positive relations between those who share a protected characteristic and those who do not.
- Implement equal opportunities and diversity practice across the three dimensions of the school: as an employer, an educator, and as a resource for the local community.

This will be achieved by implementing equal opportunities and diversity practice across the three dimensions of the School: as an employer; an educator; and a resource of the local community.

We will ensure that the whole school community is aware of this policy, including our equality information and objectives, and publish it on our website.

## **1. Our Legal Duty**

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- disability (as defined by the equality Act 2010) and those who have additional educational needs
- race
- groups of pupils whose prior attainment may be different from that of other groups
- those who are academically more able
- pupils for whom English is an additional language
- looked after children
- young carers
- ethnicity
- religion and belief
- pupils from low income backgrounds
- Gypsy, Roma and Traveler children

- gender/sex
- gender reassignment
- sexual orientation/identity
- age (for employees)
- maternity and pregnancy (for employees)
- marriage and civil partnership (for employees)
- children from military families
- other vulnerable groups

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

1.) Publish equality information

This information is in appendix A. No information will be published which could specifically identify any individual child or adult.

ii.) Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- a. Admissions
- b. Attendance
- c. Attainment
- d. Exclusions
- e. Prejudice related incidents

We will use the information collected to:

- f. evaluate how well we comply with all our duties under the Equality Act
- g. assess the potential and actual impact of policies and procedures
- h. decide where positive action may be appropriate
- i. identify priorities, set equality objectives and update our accessibility plan
- j. monitor progress towards meeting these objectives and implementing our accessibility plan
- k. inform future action

Our objectives (set out in appendix B) will detail how we will ensure equality is applied to the services listed above however, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

## 2. Core Statements

In fulfilling our legal obligations, we will be guided by five core statements:

- All learners/members of staff and members of the school community are of equal value.
- All members of the school community should be protected from any form of discrimination
- We recognise, welcome and respect diversity.

- We foster positive attitudes and relationships, and a shared sense of belonging.
- We observe good equalities practice, including staff recruitment, retention and development.
- We aim to reduce and remove existing inequalities and barriers.

### **3. Policy Commitments**

#### **Promoting Equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

#### **Promoting Equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

#### **Promoting Equality: The ethos and culture of the school**

- At Brabourne CEP School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- We strive to achieve a feeling of openness and understanding which welcomes everyone to the school
- The children are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through the School Council, pupil questionnaires and there are regular opportunities to engage with pupils about their learning and the life of the school
- Positive role models are used throughout the school to ensure that pupils from diverse cultural and social backgrounds feel welcomed and included.

### **Promoting Equality: Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policy and practice is covered in all staff inductions
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

### **Promoting Equality: Countering and Challenging Harassment and Bullying**

- The school counters and challenges all types of discriminatory behaviour staff, pupils, parents and governors are actively engaged in recognising and combatting this
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents
- The school reports to governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

### **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

Brabourne CEP School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication, e.g. through newsletters, questionnaires, availability of staff to talk to, to ensure parents' views are captured to inform practice
- Encourage members of the local community to join in school activities and celebrations
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveler or pupils with disabilities are made to feel welcome and part of the school community.

## **4. Addressing Prejudice Related Incidents**

Our school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material.

We are opposed to any forms of prejudice against our pupils, members of our staff or any of our school community.

## **5. Responsibility**

We believe that promoting Equality is the responsibility of everyone in the school community:

### Governing Body

Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.

### Head teacher

As above including: Promoting key messages to staff, parents and pupils about equality and what is

expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

#### Staff

Support the Head teacher to ensure fair treatment and access to services and opportunities. Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.

#### Parents and Community

Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

#### Pupils

Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

## **6. Monitor and Review**

The Headteacher is responsible for co-ordinating the monitoring and evaluation of the objectives outlined in this policy.

They will be responsible for:

Providing updates on equalities legislation and the school's responsibilities in this regard, working closely with the Governing Body.

Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:

- Pupils' progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Pupil and staff wellbeing
- Visits and visitors

## **Appendix A**

### **Equality Information about the pupils at school – as of Oct 25**

<b>Gender</b>	<b>51% male – 49% female</b>
<b>Ethnicity</b>	<b>White English 93%</b> <b>Other White 1%</b> <b>Asian + any other ethnic group 2%</b> <b>Chinese + any other ethnic group 1%</b> <b>Other mixed background 1%</b> <b>Refused 1%</b> <b>Other Mixed 1%</b>

<b>Religion/Belief</b>	<b>Christian 49%</b> <b>No religion 26%</b> <b>Not Stated 26%</b>
<b>English as Additional Language</b>	<b>0.9%</b>
<b>Pupils eligible for Pupil Premium</b>	<b>4.7%</b>
<b>Special Educational Needs</b>	<b>15%</b>
<b>Looked After Children</b>	<b>0%</b>
<b>Pupils with a named disability</b>	<b>0.9%</b>
<b>Young Carers</b>	<b>None</b>

#### **Appendix B – Equality Objectives**

<b>Objective</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Monitoring &amp; Timescale</b>
Ensure pupils with disabilities are fully included in all aspects of school life.	<ul style="list-style-type: none"> <li>• Identify how each condition may affect school life (e.g. hearing loss, diabetes monitoring).</li> <li>• Consult with parents and specialist professionals to remove barriers.</li> <li>• Provide/adapt resources to enable inclusion.</li> <li>• Train staff where necessary.</li> <li>• HT and Governors to consider financial implications.</li> <li>• Regularly review provisions.</li> </ul>	<ul style="list-style-type: none"> <li>• No incidents of children with disability being excluded due to lack of school action.</li> <li>• 100% of pupils with a disability involved in school activities</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO termly review.</li> <li>• Governor SEND link visits</li> <li>• Annual Send Equality Report.</li> </ul>



Ensure all pupils have equal access to extra-curricular provision.	<ul style="list-style-type: none"> <li>• Schedule girls', boys' and mixed sporting tournaments/matches.</li> <li>• Extend extracurricular offer across all age groups.</li> <li>• Target disadvantaged and SEND pupils for participation.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 90% of pupils, including SEN and disadvantaged pupils, participate in one or more extracurricular activities each term.</li> </ul>	<ul style="list-style-type: none"> <li>• HT to monitor termly club registers.</li> <li>• Governors to review annually.</li> </ul>
Ensure pupils with SEN make as much progress as those without SEN.	<ul style="list-style-type: none"> <li>• Maintain and regularly review register of SEN and "at risk" pupils.</li> <li>• Teachers, SENCO, HT to discuss required support (quality first teaching and/or interventions).</li> <li>• Provide/adapt resources as needed.</li> <li>• Regularly review pupil progress and impact of interventions.</li> <li>• HT and Governors to factor into budgeting.</li> </ul>	<ul style="list-style-type: none"> <li>• In-year and end-of-year assessments show SEN pupils making progress broadly in line with non-SEN peers.</li> <li>• SEN progress data reviewed termly shows narrowing of gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO data reports three times a year to HT and Governors/T&amp;L committee.</li> <li>• Annual Equality Report.</li> </ul>
Ensure pupils from low-income households (Pupil Premium) achieve in line with peers.	<ul style="list-style-type: none"> <li>• Keep updated register of Pupil Premium pupils.</li> <li>• Target Pupil Premium funding for academic and social outcomes.</li> <li>• Monitor attendance of Pupil Premium pupils to ensure parity with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• In-year and end-of-year assessments show PP pupils making progress broadly in line with non-PP peers.</li> <li>• PP progress data reviewed termly shows narrowing of gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• HT and Governors monitor funding impact three times a year at T&amp;L committee.</li> <li>• Annual Equality Report.</li> </ul>
Broaden pupils' understanding of diversity and prepare for life in a wider society.	<ul style="list-style-type: none"> <li>• Add diversity objectives to the School Improvement Plan.</li> <li>• Promote role of school in the local community.</li> <li>• Staff CPD on unconscious bias and cultural awareness.</li> <li>• Embed diversity across curriculum (history, literature, RE, PSHE).</li> <li>• Invite diverse speakers/plan cultural visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice surveys show at least 85% of pupils feel they understand and respect diversity by July 2026.</li> <li>• Governor monitoring visits confirm curriculum coverage of diversity themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Governors to monitor through SIP termly.</li> <li>• Pupil voice surveys annually.</li> </ul>

<p>Promote equity in wellbeing and mental health support, particularly for vulnerable groups (young carers, military families, children with SEND).</p>	<ul style="list-style-type: none"> <li>• Staff CPD in mental health awareness.</li> <li>• Ensure all identified vulnerable pupils receive support via ELSA, Hope Tree counselling, or external referral eg. Early Help.</li> <li>• Review support plans with ELSA/Hope Tree each term.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of vulnerable pupils identified receive timely support (within 4 weeks).</li> <li>• Termly wellbeing surveys show 85%+ pupils feel supported (July 2026)</li> <li>• Case studies show improved resilience, confidence, or self-regulation.</li> </ul>	<ul style="list-style-type: none"> <li>• HT to monitor with ELSA/Hope Tree counselor. HT reports to FGB.</li> <li>• Annual Equality Report.</li> </ul>
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