Brabourne CE Primary School

Equality Information and Objectives Statement

October 2026

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.

1 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

2 General Duties

The Governing Body of Brabourne CEP School will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.

- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a relevant protected characteristic and those who do not.

These duties inform our work as an employer, an educator and a resource for the local community.

Decision-makers will consider equality impacts before and when making decisions, record the evidence and reasons proportionately, and review actual outcomes. This includes changes to policies, provision, budgets and access to activities.

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.

3 Our Legal Duty

The Equality Act 2010 protects people against unlawful discrimination. Its nine protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (including colour, nationality and ethnic or national origins)
- religion or belief (including a lack of religion or belief)
- sex
- sexual orientation

Age and marriage/civil partnership are not protected characteristics under the school-pupil provisions; they apply in employment. Pregnancy and maternity protection applies to pupils as well as employees. For marriage/civil partnership, the public sector equality duty concerns eliminating unlawful discrimination, not its other two aims.

For the purposes of the Equality Act, sex means biological sex, as clarified by the Supreme Court on 16 April 2025. Gender reassignment remains a separate protected characteristic. We will protect everyone's dignity and challenge discrimination against transgender people.

Disability generally means a physical or mental impairment with a substantial, long-term adverse effect on normal daily activities. SEN and disability may overlap but are not identical; reasonable adjustments are not conditional on an education, health and care plan (EHCP).

Our wider inclusion work also supports the following groups. These are not separate protected characteristics, although pupils may also share one or more protected characteristics:

- Pupils with special educational needs (SEN), including neurodivergent pupils
- Pupils with different prior attainment, including more able pupils
- Pupils for whom English is an additional language
- Looked-after and previously looked-after children

- Young carers
- Pupils from low-income backgrounds
- Children from military families
- Gypsy, Roma and Traveller children and 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:

3.1 Publish equality information at least annually

Appendix A must be updated annually with relevant information showing how the school meets the equality duty, including actions, outcomes and progress against objectives. Published information will protect confidentiality, including by aggregating or withholding small numbers where individuals could be identified.

3.2 Prepare and publish specific, measurable equality objectives at least every four years

We will analyse relevant information already held, supplemented where necessary by proportionate, lawful collection and feedback from pupils, parents/carers and staff. Personal data will be handled securely under data protection law; unnecessary sensitive information will not be requested. We will assess our core provision, including:

- Admissions
- Attendance
- Attainment
- Suspensions and permanent exclusions
- Prejudice-related incidents and responses
- Participation in visits, clubs and leadership opportunities; reasonable adjustments and accessibility

We will use the information collected to:

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

4 Core Statements

In fulfilling our legal obligations, we will be guided by the following 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.

5 Policy Commitments

5.1 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. Teaching will build age-appropriate respect for protected characteristics and different families, in line with current curriculum and RSHE guidance.

5.2 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.

5.3 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

- We will anticipate barriers and make reasonable adjustments for disabled pupils, staff and visitors, including accessible information and appropriate auxiliary aids or services. The Accessibility Plan will address curriculum participation, the physical environment and access to information. Parents/carers may discuss adjustments with the SENCo or Headteacher.
- 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.

5.4 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 to avoid discrimination and 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.
- The school will take reasonable steps to prevent sexual harassment of staff, including risks involving third parties. From 30 October 2026, the duty requires all reasonable steps. The Headteacher, governing body and employer will review risks, training and reporting arrangements accordingly; concerns about the Headteacher may be raised with the Chair of Governors.

5.5 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 combating this, including racist, sexist, disablist, homophobic, biphobic, transphobic and religion-related abuse, including online incidents.
- Staff will record and report prejudice-related incidents promptly through the school's agreed procedures. The Headteacher will oversee investigation, support and follow-up; the DSL will respond where safeguarding concerns arise.
- Governors will review anonymised incident patterns and the effectiveness of responses termly. The annual equality update will summarise trends and actions without identifying individuals. Local Authority reporting will follow current local arrangements.

5.6 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, including pupils with EAL, Gypsy, Roma and Traveller children and pupils with disabilities, are made to feel welcome and part of the school community.

6 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. Records will distinguish allegations from findings and identify actions and review dates. Concerns may be raised with the Headteacher, or the Chair where they concern the Headteacher, using the school's complaints or staff grievance procedures. No one will be victimised for raising or supporting an equality complaint.

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

7 Responsibility

Promoting equality is everyone's responsibility. 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. Governors will review progress termly and oversee annual publication of equality information.

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.

8 Monitor and Review

The Headteacher is responsible for co-ordinating the monitoring and evaluation of the objectives outlined in this policy. Next annual review: October 2027, or sooner if needed. The 2026–27 objectives below are proposed for governing-body agreement; the approval and publication dates must be recorded. Objectives must be republished at intervals of no more than four years.

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, suspensions and permanent 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 pupils – October 2026

Gender	52% male – 48% female
Ethnicity	White English 92% Other White 3% Asian + any other ethnic group 1% Chinese + any other ethnic group 1% Other mixed background 2% Other Gypsy/Roma 1%
Religion/Belief	Christian 49% No religion 29% Not Stated 22%
English as Additional Language	0%
Pupils eligible for Pupil Premium	2.88%
Special Educational Needs	15%
Looked After Children	0%
Pupils with a named disability	2.8
Young Carers	None

Appendix B – Equality Objectives for 2026–27

Objective	Actions	Success Criteria	Monitoring & Timescale
Ensure pupils with disabilities are fully included in all aspects of school life.	• Identify how each condition may affect school life (e.g. hearing loss, diabetes monitoring). • Consult pupils, parents and specialist professionals to remove barriers. • Provide/adapt resources and agree reasonable adjustments. • Train staff where necessary. • HT and Governors to consider financial implications. • Review adjustments termly and when needs change.	• By July 2027, 100% of identified disabled pupils have necessary adjustments agreed and reviewed. • No pupil misses an activity because the school has failed to make a reasonable adjustment. • Participation barriers and responses are recorded.	• SENCo termly review. • Governor SEND link visits. • Annual SEND/equality report, July 2027.
Ensure all pupils have equal access to extra-curricular provision.	• Provide fair sporting opportunities for girls and boys, including mixed activities where appropriate. • Extend the extracurricular offer across age groups. • Review cost, timing, accessibility and pupil choice with families. • Target disadvantaged and SEND pupils for participation.	• By July 2027, at least 90% of pupils participate in an extracurricular activity during the term; SEND and disadvantaged groups are checked separately. • Each term, review barriers with non-participating pupils and families and record action.	• HT monitors termly club registers and group participation. • Governors review termly; annual evaluation July 2027.
Ensure pupils with SEN make strong progress from their starting points towards ambitious individual outcomes.	• Maintain and regularly review register of SEN and “at risk” pupils. • Teachers, SENCO, HT to discuss required support (quality first teaching and/or interventions). • Provide/adapt resources as needed. • Regularly review pupil progress and impact of interventions. • HT and Governors to factor into budgeting.	• Every pupil with SEN has agreed outcomes reviewed termly using suitable assessment. • By July 2027, evidence shows progress against these outcomes. • Where progress is below expectation, support is reviewed and the response recorded.	• SENCo reports three times a year to HT and Governors/T&L committee. • Annual equality evaluation July 2027.

Objective	Actions	Success Criteria	Monitoring & Timescale
Improve outcomes for disadvantaged pupils, including those eligible for Pupil Premium, and reduce avoidable gaps.	• Keep an updated register of Pupil Premium pupils. • Target funding using identified academic and social barriers. • Monitor attendance and progress against starting points. • Align actions with the published Pupil Premium strategy.	• Termly assessments identify pupils below expected progress and record responsive support. • By July 2027, evaluate progress and attendance against the autumn 2026 baseline and Pupil Premium strategy targets. • Explain remaining gaps and next steps.	• HT and Governors monitor funding impact three times a year at T&L committee. • Annual equality evaluation July 2027.
Broaden pupils' understanding of diversity and prepare for life in a wider society.	• Add diversity objectives to the School Improvement Plan. • Promote role of school in the local community. • Staff CPD on unconscious bias and cultural awareness. • Embed diversity across curriculum (history, literature, RE, PSHE). • Invite diverse speakers/plan cultural visits.	• Pupil voice surveys show at least 85% of pupils can demonstrate age-appropriate understanding and respect for diversity by July 2027. • Governor monitoring confirms curriculum coverage and follow-up where understanding is weaker.	• Governors monitor through SIP termly. • Pupil voice baseline autumn 2026; repeat by July 2027.
Promote equity in wellbeing and mental health support, particularly for vulnerable groups (young carers, military families, children with SEND).	• Staff CPD in mental health awareness. • Assess identified pupils' needs and agree support through school provision or external referral. • Review ELSA, counselling or other support plans each term. • Urgent safeguarding concerns are referred immediately to the DSL.	• 100% of identified vulnerable pupils needing support have an initial assessment and support plan within four school weeks; immediate risks are addressed promptly. • By July 2027, at least 85% of responding pupils report feeling supported, using accessible surveys. • Case reviews assess impact; external waiting times are monitored.	• HT monitors with SENCo, ELSA and relevant counselling provider. • HT reports termly to FGB. • Annual equality evaluation July 2027.

Sources checked for this update: DfE Equality Act advice; DfE publication requirements; Public Sector Equality Duty guidance; Supreme Court judgment, 16 April 2025; Ofsted equality duties; Acas: sexual harassment duty from 30 October 2026.