





# BRAMPTON PRIMARY SCHOOL

## EQUALITY POLICY & OBJECTIVES

### 2023 – 2027

Approved by <sup>1</sup> :		
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<b>Position:</b>	Head Teacher	Chair of Governors
<b>Signed:</b>		
<b>Date:</b>	14.10.23	14.10.23
<b>Proposed review date<sup>2</sup>:</b>	October 2025	

<sup>1</sup>The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher.

<sup>2</sup>Policy should be reviewed annually with objectives reviewed and republished every 4 years.

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	Sept 2023
2	Reviewed and updated objectives in appendix A	Oct 2024

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## Appendix A

Equality Objectives

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## 1. Introduction

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are equally valued.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement.

We recognise that these duties reflect international human rights standards as expressed in the [UN Convention on the Rights of the Child](#), the [UN Convention on the Rights of People with Disabilities](#), and the [Human Rights Act 1998](#).

**Our approach to equality is based on 7 key principles:**

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equality practices for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## 2. The Equality Act and Public Sector Equality Duty

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils, staff or the wider school community or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” and although are not part of the school provisions related to pupils, would apply to staff and the wider school community.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty (PSED) and two specific duties:

**The Public Sector Equality Duty or “general duty”.** This requires all public organisations, including schools to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups;

- foster good relations between different groups.

**Two “specific duties”.** This requires all public organisations, including schools, to:

1. publish information to show compliance with the Equality Duty;
2. publish Equality objectives at least every 4 years which are specific and measurable.

Further information on how the Equality Act applies to schools can be found in the Department for Education document [Equality Act 2010: advice for schools](#).

### 3. Purpose of this Equality Policy

To comply with our legal duties under the Equality Act 2010 our Equality Policy describes how we are trying to systematically set and implement good practice in equality and diversity as follows:

- Develop and review the Equality Policy and our objectives with appropriate timescales for the future.
- Eliminate discrimination.
- Promote positive attitudes and eliminate harassment or victimisation related to any aspect of social identity or diversity.
- Promote equality of opportunity.
- Encourage participation by people with disabilities and people representing different aspects of social identity in public life.
- Take steps to take account of difference even where that involves treating some people more favourably than others.
- Take proportionate action to address the disadvantage faced by particular groups of pupils, employees, or other members of the school community like pupils’ parents or carers.

### 4. Links to other policies and documentation

Although this Policy is the key document for information about our approach to equality in line with the Public Sector Equality Duty, evidence of our commitment to our responsibilities under the Equality Act can also be found in our:

- Accessibility Plan
- Admissions procedures
- Anti-bullying Policy
- Behaviour Policy
- Equality impact assessment procedures
- Equality training materials
- Governing body minutes
- Parent and pupil surveys
- Child Protection Policy and procedures
- School performance data
- School prospectus
- School website and newsletters
- Self-evaluation reviews
- SEND Policy
- Sex and Relationship Education Policy
- School development plans

As a school we also collect the following information, broken down by race, religion or belief, sex, disability and, where relevant, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership, and age:

- School admissions
- Pupil attainment and progress
- Prejudice-related incidents

- Sanctions (including exclusion)
- Staff recruitment and selection
- Promotions
- Professional development opportunities

The Equality Act also applies to schools in their role as employers, and the ways in which we comply with this are found in our Recruitment and Selection procedures.

## 5. Our school profile

Brampton Primary is a Local Authority maintained school. 199 children are currently enrolled and there is a strong ethos of inclusivity aimed at developing the whole child. The standard school intake each year is 30 pupils but there are several smaller classes. We have however, increased numbers in the last year. There is a ratio of 100 boys to 99 girls, very similar to the national average of 102 boys to 98 girls (DfE, June 2024). 33% of pupils take free school meals (FSM), well above the national average of 24.6% (DfE June 2024). 16% of our pupils have special educational needs.

90% of our pupils enter school from our nursery, 9% from private nurseries or settings other than the home, and the remainder enter school direct from home at reception age. Attainment and maturity is wide-ranging. To address this inequality, we have worked closely with the community to offer weekly parent and toddler sessions (and linked services), and in the term before starting school in September, all children who applied for a place are offered visits to the school. Home visits also take place in the first few days of term each September. This allows the children to settle into the school environment and for the EYFS staff to get to know them and make initial assessments of and form relationships with pupils ready for their start.

Our school is based in a market town which is approximately 8 miles from the city of Carlisle. The town does have a slight detachment from Carlisle and this can lead to children having limited exposure to a wide range of activities. A small number of children come to our school from out of catchment. They are attracted by our school's reputation and our breakfast club which operates from 7:45am and after-school wraparound care which operates to 5.30pm each evening. Over an average week, around 12% of our pupils use both clubs.

There are a small number of ethnic minority pupils. 99% of our pupils are white British but there is increasing diversity in the school. This has its challenges but school address this through assemblies, visitors and visits out of the local area. Children are respectful, accepting and understanding of other nationalities and there have been no racist incidents in the last academic year. The curriculum also addresses this e.g. Windrush taught in history and the PHSE curriculum. 4% of our pupils have English as an additional language.

We have several vulnerable groups including those with special educational, learning and medical needs. There were five referrals made to safeguarding in the last academic year about four families: 2 for a child and family assessment and the outcome was no further action, 1 for a child and family assessment which has resulted in family law proceedings and 1 resulted in a CP plan. We have two Early Help plans open which has reduced in the last year due to the changes in SEND. We made two fixed term exclusions in 2023-24 and no permanent exclusions. There have been no LADO referrals.

We have never had problems attracting staff and have a full teaching staff complement. As a foundation school, we manage our own school admissions. When we are made aware of pupils who are joining the school with special educational needs or disabilities, we arrange to meet the pupil and parents or carers and involve professionals from the LA and Health Authority to ensure any adjustments required to our buildings or curriculum are made in readiness for them starting school. The school has fully ramped access and level routes throughout the building, enabling access to wheelchair users. Our reception area is accessible to people with disabilities. The school has six disabled access toilets with handrails.

Information for parents and others is provided in verbal and written form and we offer it in alternative formats on request e.g. another language, braille etc. Our Class Dojo app provides translation for parents to allow for clear two-way messaging.

Recruitment procedures are based on those provided by our LA with all advertising being processed through the Council HR and Advertising Team.

**Note: If we do not provide actual figures in relation to pupils or staff from ethnic minorities or any other equality group with protected characteristics it is because they are a small number of people and we must maintain their privacy. We are also not required to collect any statistical data which we do not already collect routinely e.g. RAISE online and other data.**

## 6. Planning to eliminate discrimination and promote equality

Our Equality Objectives Action Plan identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need. We prepare this plan through consultation with key stakeholders including pupils, parents & carers, governors, staff, and others in the school community.

In order for us to assess and make reasonable adjustments and proportionate steps to overcome barriers that may impede some people, we also have an Accessibility Plan (published on the school website) which specifically focuses on how we will improve equality of access to:

- education for pupils with disabilities;
- work for employees with disabilities;
- work or a family life for visitors and other members of our school community;
- other user groups who access our building.

We publish them together because they overlap and we want to make sure we are meeting our duties to promote positive outcomes in relation to disability, and actions to address other social identities.

Progress towards our Equality Objectives and the Accessibility Plan is reported on regularly to the Governing Body and reviewed annually. We publish an updated Equality Information Report annually about diversity in our school and how we are doing against our Equality Objectives.

We take steps to ensure our Equality Information Report and our Objectives are understood and implemented by all staff and are published on the school website. They will be made available in different formats and in different languages on request to the school office.

In line with DfE guidance on what we must or should publish on the school website, we will consider collecting and publishing governing board members' diversity data so that such information is widely accessible to members of the school community and the public.

## 7. Advancing equality of opportunity between different groups

### 7.1 Disability equality

Our commitment to achieving equality of opportunity for pupils with disabilities, their families, school staff, and other school users has a number of objectives:

We will promote equality for people with disabilities by:

- removing barriers to the accessibility of education, employment, services, information and buildings;
- encouraging good practice by our partners by giving relevant advice or instructions;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of people with disabilities;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of pupils, staff or other school users with disabilities.



We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled;

We welcome the requirements of the disability equality duty and this section sets out our commitment to meeting the duty. Our Policy shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

For example, Brampton Primary School is lucky to have several rooms available for quiet working spaces, but recently we have also installed a sensory room and adjoined calm room for the children's use. Some of the children were involved in the design of this area in school and it is now used with success. All staff have undergone recent training in Autism and ADHD and we have completed a SEND review with the Local Authority to further inform action plans.

Our site is also fully accessible to wheelchair users and during visits from them we are always keen to check and discuss if/how we can improve this further.

## **7.2 Racial equality and community cohesion**

We recognise that people of Black, Asian and Minority Ethnic (BAME) origin experience discrimination based on colour, race, nationality, religion, and ethnic origin. Racial harassment and violence are the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

To ensure this school takes all necessary steps to prevent and tackle racial harassment and to help people of BAME origin live free from harassment, feel safe and enjoy and achieve throughout their education or working life at our school, we will take steps to:

- keep accurate records of all groups of faith or ethnicity, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the suitability of our educational provision;
- prevent racial discrimination, and promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure our staff and other adults working in our school, pupils and their families, as well as our partners and the wider community fully understand the principles of good race relations.

Our school community is a predominantly White British one. Through visitors to school, assembly themes and work within our curriculum we include a range of resources to highlight the greater diversity which is evident in Britain as a whole. This is reflected in objective four of our equality objectives.

## **7.3 Sex and gender reassignment equality**

We are committed to combating sex discrimination and sexism and promoting the equality of women, men, boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non-binary or

genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;

In school, we consider and monitor information about the sexes. For example, we regularly analyse pupil achievement by sex and consider at pupil progress meetings and as part of performance management processes with staff, where particular groups may benefit from interventions in specific areas. We have introduced a new PSHE curriculum which specifically targets and addresses gender stereotyping. We also ensure that during Science Week, that gender stereotypes are challenged and that a range of STEM careers are promoted for all.

Our school has no issues related to gender, and completes the following:

- Achievement by gender is monitored, and extra support is given when required
- Pupils see both genders within the school environment, and with also with planned visits and experiences.
- Single Status has meant that all staff regardless of gender are treated equally in terms of pay
- All opportunities within school are open both all children, irrespective of gender and race.

#### **7.4 Religion and belief equality**

This school recognises that people can face discrimination because of attitudes in society towards the religion, faith, or belief they hold or faith community they belong to. Faith-based hate crime has a character that is distinct from race-based hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We understand this means we must assess the impact that our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

The intent of our curriculum is to be inclusive for all pupils and for there to be equal access to all subjects, visits and experiences. We value looking for opportunities to expand pupils' views of the world beyond the faith trends in our immediate community. We have regular visitors to school who lead daily acts of worship and the parental right to withdraw a child from attending collective worship has been exercised by two parents over the last academic year.

#### **7.5 Sexual orientation equality**

This school is committed to combatting unlawful discrimination, harassment and victimisation faced by people who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ+) and we aim to ensure equality of opportunity in education, services, and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBTQ communities, both inside the community and across wider society.

We are committed to taking a proactive approach to preventing all forms of homophobia in the school community and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We endeavour to include realistic images of lesbian, gay, bisexual or transgender people and the contributions they have made to different aspects of the curriculum. For example, Our PSHE curriculum actively highlights loving relationships and different family setups as equally important. Rights, responsibilities and the rights of others is further explored in assemblies and also some Literacy units.

The school's anti-bullying policy details how homophobic bullying, language and stereotypes in school will be challenged. Staff awareness has risen due to staff training using explanatory videos and display of support lines materials.

## **7.6 Pregnancy and maternity equality**

This school is committed to ensuring that staff who are pregnant or have recently given birth are protected from both direct and indirect discriminatory practices, disadvantage and unfavourable treatment. For more information please see our suite of HR policies from the Local Authority.

We acknowledge that although unlikely in primary school, a pupil pregnancy could happen and we would be committed to ensuring pupils are protected from discrimination as entitled if they:

- are or have been pregnant;
- have given birth and unfavourable treatment occurred within 26 weeks of and including the day of the birth;
- are breastfeeding and unfavourable treatment occurs within 26 weeks of the birth as above;
- experienced a still birth, as long as the pregnancy reached 24 weeks;

To ensure pupils who are pregnant or have recently given birth or have experienced a still birth are protected from discriminatory practices, this school will not exclude them purely on the grounds of pregnancy and will provide up to 18 calendar weeks of authorised absence immediately before and after the birth to help reintegrated the pupil into education as quickly as possible.

## **7.7 Equal opportunities for staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **8. Roles and responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### **8.1 The Governing Body**

The Governing Body will:

- ensure our school complies with all relevant equalities legislation;
- undertake relevant and up-to-date training in relation to our equality duties;
- designate a governor with specific responsibility for the Equality Policy and action plan;
- draw up, publish and implement our school's equality objectives;
- establish our Equality Objectives Action Plan is part of our School Development Plan;
- support the Head Teacher in implementing any actions necessary;

- ensure people are not discriminated against when applying for jobs at our school on grounds of a protected characteristics (disability, race, sex, gender reassignment, sexual orientation, pregnancy & maternity, age, marriage & civil partnership, and religion or belief, including lack of belief).
- take all reasonable steps to ensure our school environment is accessible to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race etc.;
- ensure that no child is discriminated against whilst in our school because of their sex, disability etc.;
- inform and consult with parents, carers and the wider school community about the Policy;
- evaluate and review the information supporting the Policy annually;
- evaluate the objectives and action plan/school development plan at least every 4 years.

## **8.2 The Head teacher/senior leader responsible for equality**

The Head teacher is responsible for equality and will take steps to ensure:

- staff and parents are informed about the Equality Policy, objectives and action plan;
- staff understand the broad legal definition of disability;
- the Policy is implemented effectively;
- they manage any day to day issues arising from the Policy whether for pupils, for our school as an employer or for our local community;
- staff have access to training which helps implement the Policy;
- they monitor the Policy, objectives and action plan and report to the Governing Body at least annually, on their effectiveness;
- the SLT are kept up to date with any developments which affect the Policy or action plan;
- appropriate support and monitoring is in place for all pupils and specific and targeted pupils under the Policy, with assistance from relevant agencies;
- all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- the principles of equal opportunity are promoted when developing the curriculum, respect for other people, and equal opportunities to participate in all aspects of school life;
- all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are appropriately recorded and treated with due seriousness and in line with the Whole School Behaviour Policy and procedures;
- complaints of discrimination, harassment, or victimisation are dealt with speedily and complainants are notified of the outcome and actions taken;
- appropriate action is taken according to who is being affected e.g. pupil, member of staff, volunteer etc. in the event of equality expectations not being met.

## **8.3 All staff: teaching, non-teaching and other adults involved with our school**

All staff, both paid and unpaid are required to:

- understand and accept that equality is a whole school issue and support our Equality Policy and objectives;
- be aware of the Equality Policy and objectives and how they relate to them and their work;
- keep themselves up to date with relevant legislation and attend any training/information events;
- ask for support if they have questions or need training;
- ensure all pupils are treated fairly, equally (or equitably e.g. giving more or less support than to others to achieve the same aims), and with respect;
- strive to include materials that provide positive images, especially based on race, sex, and disability and that challenge stereotypical images;
- ensure that all pupils with a protected characteristic are included in all activities and have full access to the curriculum;

- promote equality and diversity through teaching and our relationships with pupils, staff, parents, and the wider community;
- understand how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know our procedures for reporting incidents of racism, harassment, or other forms of discrimination.

#### 8.4 Pupils

Pupils are expected, and will be supported, to:

- be involved in the development of the Policy to help them understand how it relates to them in an age or ability appropriate way;
- act in accordance with any relevant part of the Policy;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- help us ensure our peer support programme promotes understanding and supports pupils who are experiencing discrimination.

### 9. Disseminating, monitoring and reviewing the Policy

This Equality Policy along with the Equality Objectives and data is available:

- on the school website.
- as paper copies in the school office.
- in the staff handbook.
- on display for visitors, including parents and carers.

It can also be made available in other formats e.g. another language, or braille.

We update and re-publish our Equality Policy as necessary, our school profile and objectives annually to account for the September intake or staffing changes and how they affect diversity in school, and the action plan no less than every 4 years. We will also review our action plan in brief annually in light of any new objectives to ensure our longer-term goals remain relevant.

We publish copies of other relevant Policies and guidance, including those on behaviour, anti-bullying and special educational needs, on our school website.

### 10. Complaints

If a member of the public feels that they have suffered discrimination, harassment, or victimisation from this school because of their protected characteristic i.e. race (including nationality, ethnic group, regional or national origin), sex, gender reassignment, sexual orientation, age, marital or civil partnership status, pregnancy or maternity, disability, or religion or belief (including lack of belief), they should report it using our normal School's Complaints Procedure. For more information, please see our complaints Policy & Procedures [here](#).

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate. For more information, please see the Staff Grievance Procedure in Policies on the Teachers network].

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Governing Body about the nature of complaints made and action taken.

## REFERENCED STATUTORY AND NON-STATUTORY GUIDANCE

The following statutory and non-statutory guidance was used in research and/or referenced in formulating this Equality Policy, Objectives and Action Plan:

- [UN Convention on the Rights of the Child](#)
- [UN Convention on the Rights of People with Disabilities](#)
- [Human Rights Act 1998](#)
- [The Equality Act 2010 and Schools \(UK Gov Department for Education\)](#)
- [Public Sector Equality Duty: Guidance for Schools \(Equality and Human Rights Commission\)](#)
- [The Essential Guide to the Public Sector Equality Duty \(EHRC\)](#)
- [Technical guidance on the Public Sector Equality Duty: England \(EHRC\)](#)

## Appendix A

<b>EQUALITY OBJECTIVE 1</b>						
<p>To ensure that children with protected characteristics have equal opportunity to participate in extra-curricular activities (particularly gender, disability and also socially / economically disadvantaged)</p> <ul style="list-style-type: none"> <li>• At least 33% of every school group is represented by disadvantaged pupils.</li> <li>• Equal numbers of boys and girls engage with afterschool clubs.</li> <li>• Children with SEND account for 10% on average of every school group</li> </ul>						
<b>Why we have chosen this objective:</b>						
<p>We have analysed the engagement of children in school with afterschool clubs and found that the gender split at clubs is 67% boys and 33% girls. We find that 4% of the total places were utilised by children with SEND and 13% by pupil premium pupils.</p> <p>The number of children in receipt of FSM is now 33%, well above the national average. We have undertaken RADY training and want to ensure equal representation in all school opportunities including school sports teams, visits and school bodies such as school council and eco warriors.</p>						
<b>To achieve this objective, we plan to:</b>						
<p>Complete RADY training – Headteacher then filter to all staff</p> <p>Promote after school clubs in class, and engage children with SEND and girls in the clubs available and encourage them to try a variety.</p> <p>Collect pupil voice from specific groups of children to be able to offer clubs to match their interests.</p> <p>Monitor uptake and all pupil team / groups and address any barriers.</p> <p>Use examples of women and disability in sport assemblies: Women’s England team, Olympics/Paralympics</p> <p>Female role models through STEM clubs / science week.</p> <p>Sports premium to be used to ensure Inclusive sports opportunities – PE lead in school to investigate.</p>						
<b>Progress we are making towards achieving this objective:</b>						
<p>Monitoring of after school clubs at end of 2022-23 and 2023-24 shown below.</p>						
Clubs Summary	Clubs	Total	Boys	Girls	SEN	PP
2023-24	15	230	114 (49%)	116 (51%)	21 (9%)	58 (25%)
2022-23	6	129	87 (67%)	43 (33%)	6 (4%)	17 (13%)
<p>Female role models in Science Week to speak to the children in assembly and on Team presentations.</p> <p>Initial RADY staff meeting from Headteacher to raise awareness of disadvantaged representation.</p>						

<b>EQUALITY OBJECTIVE 2</b>
<p>To improve provision and therefore attainment for children with SEND.</p> <ul style="list-style-type: none"> <li>• Close the attainment gap between children with and without SEND at the end of each Key Stage.</li> </ul>
<b>Why we have chosen this objective:</b>
<p>16% of our school role are on the SEN register. 12.5% of these pupils have an EHCP. 84% of our children without SEN achieve their age-related expectations in reading compared with 34% of our SEN children. By focussing on improving reading outcomes, we aim to equip children more effectively to succeed in their secondary school education. We also hope this development will underpin further improvement in writing.</p> <p>The school's new Headteacher has high aspirations for all children and has the ambition for all children to achieve the expected standard in reading when they leave at the end of Year 6.</p>
<b>To achieve this objective, we plan to:</b>
<p>Ensure a strong commitment to SEND as a high priority across the school – performance management target for all</p> <p>Ensure provision enables children to develop independence</p> <p>Ensure children's strengths, abilities and successes are noticed and celebrated rather than a focus on barriers and needs</p> <p>Develop better parental partnership and enable parent voice with regard to inclusion, using this to inform improvements to practice and provision</p> <p>Review of current staffing structure relating to SEND provision to ensure this meets the needs of children effectively and builds capacity and expertise in staff</p> <p>Utilise experts to provide guidance, training and identify areas for development</p> <p>Provide ongoing training and support for staff regarding SEND practice and provision</p> <p>Review of current interventions to consider if they are having the desired impact and revise accordingly</p> <p>Pupil progress meetings with focus on pupils with SEND</p> <p>Complete SEND review with Local Authority</p> <p>Mark World Autism Acceptance Week, World Down Syndrome Day, Disability Awareness month, World Mental Health Day, International Day of People with Disabilities.</p>
<b>Progress we are making towards achieving this objective:</b>
<p>Restorative practice training INSET – the impact of support and accountability to increase independence</p> <p>Regular SEND staff meetings – see staff meeting minutes</p> <p>Staff training from Local Authority specialist advisors</p> <p>SEND review completed September 2024</p> <p>Awareness of SEND and pathways to support clearly shared with parents and staff</p> <p>Regular SEND Coffee Mornings are in place</p> <p>Reading review monitoring children from EYFS</p> <p>Virtual classroom and phonics intervention has included SEND children and this has been very successful</p> <p>SEND children are all fully integrated to their year group classes</p> <p>A space for space for a sensory room has been identified and resourced.</p> <p>KS2 staff member keen to enrol in SEND NPQ.</p>



<b>EQUALITY OBJECTIVE 3</b>
To improve the attendance of Pupil Premium children.
<b>Why we have chosen this objective:</b>
<p>Children in receipt of Pupil Premium accounts for 33% of the school cohort.</p> <p>In year 2022-23, whole school attendance was 93.08%. PP:nonPP attendance was 91.3% : 93.4%. FSM to non-FSM was 90.9% : 93.7%</p> <p>In year 2023-24, whole school attendance was 94.04%. PP:nonPP attendance was 91.7% : 95%. FSM to non-FSM was 91.9% : 95.1%</p> <p>Of the 16 families classed as persistent absentees, 9 are in receipt of PP.</p>
<b>To achieve this objective, we plan to:</b>
<p>Monitor attendance weekly</p> <p>Raise the profile of attendance with pupils – in class, whole-school assemblies, displays, incentive weeks</p> <p>Improve parental engagement with attendance – change report format to include school, class and individual percentages for comparison; letters home for poor attendance; LA attendance updates sent out;</p> <p>HT / SL team to identify barriers to attending with parents and take steps to remove these</p> <p>Engage with LA attendance officer</p> <p>Involve pupils in the development of attendance reviews and awards (School Council)</p>
<b>Progress we are making towards achieving this objective:</b>
<p>Persistent absence has reduced from 16% (2022-2023) to 12% (2023-2024).</p> <p>Spring 2024 – National attendance award from FFT Aspire</p> <p>12 days of Christmas attendance drive – improved attendance figures during this period</p> <p>New report format detailing attendance used summer 2024</p> <p>Weekly assemblies each Friday with praise for good attendance</p> <p>The School Council has decided on rewards for classes with best attendance figures. Introduction of trophies and certificates.</p>

<b>EQUALITY OBJECTIVE 4</b>
To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different cultures.
<b>Why we have chosen this objective:</b>
BPS has increased numbers of children joining the school from a variety of countries, cultures and faiths and have English as an additional language.
<b>To achieve this objective, we plan to:</b>
<p>Two members of staff from each Key Stage will attend 'The mountain we climb' training.</p> <p>Local Authority EAL specialist staff training.</p> <p>The SENDCO will be assigned as EAL point of contact for school.</p> <p>We will increase the number of notices around school that use languages other than English.</p> <p>Use of the 'anti-racist' framework from the NEU to review current provision in relation to inclusion of children from all backgrounds, race and culture and use this to identify actions</p> <p>Review current PHSE lessons and other curriculum opportunities</p> <p>Explicitly teaching about and challenging use of careless racist words.</p> <p>School Diversity walks throughout the year to capture pupil voice and school environments.</p> <p>Highlight Anti- bullying week.</p> <p>Offer translated materials where appropriate and possible.</p> <p>Explicitly teach pupils about Protected Characteristics through assemblies and SMSC curriculum. Discuss how these are applicable to our school.</p>
<b>Progress we are making towards achieving this objective:</b>
<p>Curriculum modified to give greater focus on inclusion and diversity i.e. Windrush</p> <p>Mountain we climb training completed with Anti-Racist Cumbria</p> <p>New PSHE curriculum implemented</p> <p>Class Dojo translates posts for parents with EAL</p>