Connect Alliance Trust

Excellence - Collaboration - Respect

Equality information and objectives policy

Adopted by

Brookburn Primary School

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1. Aims

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

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our trust and school aims to promote respect for difference and diversity in accordance with our vision and values.

Connect Alliance Trust Excellence - Collaboration - Respect	***Our vision –*** We are committed to empowering every child and adult in our Trust to cultivate their talents, realise their achievements and reach their personal best. Our vision is to foster a love for learning that leads to success in life, equipping individuals with the knowledge, skills, and understanding needed to live happy and successful lives. We believe in education's transformational power and aim to create a safe, inclusive and thriving environment.
Our mission –	

To deliver an exceptional and transformative educational experience that motivates all our learners to reach their personal best and contribute positively to society. We are dedicated to fostering a safe, inclusive and thriving environment that promotes respect, integrity and lifelong learning for all, regardless of background. Through a commitment to academic excellence, creativity, well-being and leadership, we inspire our pupils and staff to grow, lead and make a meaningful impact in their communities.	
Our values – ● Academic Excellence ● Empowering learning ● Respect and Inclusivity Physical and Mental Well-being Creativity and the Arts Global Citizenship and Community Service	***Our goals –*** 1. Develop Good Citizens 2. Ignite Learning and Promote Excellent Teaching 3. Grow Exceptional Leaders 4. Focus on Performance and Development 5. Provide Public Value

At Brookburn our values include:

Respect yourself

Respect others

Respect our environment (our school, our community, our planet)

As a Rights Respecting School, the following articles underpin this policy for our approach to Equal Opportunities

Article 2 *The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.*
Article 8 *Every child has the right to an identity.*
Article 14 *Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.*
Article 23 *A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.*
Article 30 *Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.*

Our trust and school models itself in the spirit of the Convention of the Rights of the Child, a responsive and nurturing community of individuals who believe in the oneness of the human family. We uphold dignity, tackle stigma and create new norms whilst ensuring everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others is fostered. We are committed to the development of the whole person within a nurturing, secure and creative environment. Our children are encouraged to explore and develop all aspects of their characters in order to become confident, independent thinkers, and young people who are prepared for the next stage of their lives by the time they leave us.

A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, gender expression, gender identity, sex, race, ethnicity, religion or disability. We aim to give confidence and promote awareness of the valuable contributions of all members of our society including parents, trustees, governors and members of the wider community.

Within our trust and school, we aim to promote equality and tackle any form of discrimination and actively promote a deeper understanding of the human condition, relationships, emotional intelligence and self-regulation in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement.

Through our guiding principles of respect, equity and dignity for all, and through positive relationships, we can be ambitious to have a transformative influence on children's lives. We recognise the major influence we can have on the attitudes of society and of those we educate. We are in a powerful position to bring about change for good.

2. Legislation and guidance

This document meets the requirements under the following legislation:

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

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

As a UNICEF Rights Respecting school, we adhere to the 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.

3. Roles and responsibilities

The trust board and governing board 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/carers
- 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 equality link governor is xxxxxxxxxxxx. They will:

- Meet with the designated member of staff for equality at least yearly and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor at least yearly to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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

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

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

New staff receive training on the Equality Act as part of their induction, and all staff receive appropriate training and opportunities for professional development as required, both as individuals and as groups or teams.

-Online module delivered by The National College

-Specific training delivered by our HR provider, Fusion

-Training delivered by Healthy Schools

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

We recognise and embrace difference. Treating people equally does not necessarily involve treating them all the same. In our trust and school, we promote equity for all. This means giving everyone what they need to be successful. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.
- race and ethnicity

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

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

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

- Analyse pupil attainment and progress data for pupils with relevant and different characteristics to determine strengths and areas for improvement, implement actions in response and share this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of racist bullying)
- Share further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

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

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour, safeguarding and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute

- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising educational visits and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our rights champions/school councillors include representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

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

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

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

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning educational visits activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected, in relation to

- disability
- race, ethnicity, religion and cultural heritage
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference. Every four years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify, take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

Objectives to be identified by each school should be specific and measurable. They should be used as a tool to help improve the experience of a range of different pupils and the objectives should fit your school's needs and be achievable.

Equality objective 1:

Improve attendance rates for pupils with SEND and EHCP who are identified as Persistent Absentees (PA) by providing targeted support and multi-agency intervention.
(Addresses: Eliminating discrimination by removing barriers to attendance for SEND pupils; advancing equality of opportunity by improving access to education for SEND/PA pupils.)

We want to help children who find it hard to come to school because of special needs to come more often and feel happy here.

Increase parental engagement and partnership specifically for families of pupils with SEND/EHCP and those identified as PA to support improved attendance and wellbeing.
(Addresses: Advancing equality of opportunity and fostering good relations by building stronger home-school links.)

We want to work closely with families of children with special needs to help them come to school and feel good about it.

To achieve this objective we plan to:
• Continue to identify and monitor SEND/EHCP pupils with PA status using attendance data • Develop and implement personalised attendance plans with input from families and external agencies such as Early Help • Provide multi-agency support for pupils and families (e.g., mental health services, social care) • Regular review meetings to evaluate progress and adapt plans • Staff training on attendance barriers for SEND/PA pupils • Organise workshops and support sessions for parents on attendance importance and SEND needs • Collaborate with local community and support groups to provide holistic family support

Progress we are making towards achieving this objective:
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Equality objective 2:

Enhance staff understanding and implementation of inclusive strategies to support pupils with SEND/EHCP to engage fully with school life, particularly focusing on those with social, emotional, and mental health needs.
(Addresses: Eliminating discrimination and advancing equality of opportunity through improved teaching and support; fostering good relations by creating a more inclusive school environment.)

We want all teachers and helpers to know how to support children with different needs so everyone can join in and learn well.

To achieve this objective we plan to:
• Conduct whole-staff training on inclusive teaching strategies and mental health awareness • Embed adaptive teaching practises and reasonable adjustments in lesson planning • Develop and share a resource bank of strategies and interventions for SEMH needs • Monitor classroom implementation through peer observations and feedback • Provide specialist support and advice to staff from SENCO and external professionals (e.g. EP, SALT, CAMHS)
Progress we are making towards achieving this objective:
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Equality objective 3: Curriculum Diversity and Representation
Learning About Everyone: We want to make sure all the stories, people, and ideas we learn about in school include everyone and show lots of different cultures and ways of life.

Rationale: At Brookburn, we aim to foster a sense of belonging for all our pupils by ensuring they see themselves represented across the curriculum while also exploring diverse perspectives. This supports our vision to create a safe, inclusive environment and aligns with our values of respect, inclusivity, and global citizenship. It also addresses the need to broaden pupils' understanding beyond their protected 'bubble' and prepares them as responsible, respectful global citizens.

To achieve this objective we plan to:

- Review and audit curriculum content for diversity and representation across all subjects
- Develop and integrate diverse perspectives and materials into curriculum planning
- Provide staff training on inclusive curriculum delivery and unconscious bias
- Engage parents and community groups to enrich curriculum content and perspectives

Progress we are making towards achieving this objective:

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Equality objective 4: Foster Positive Relationships and Understanding of Protected Characteristics

Being Kind and Respectful: We want everyone to understand how to be kind and respectful to people who might be different from them and to stand up against bullying.

Rationale: To promote mutual respect and reduce any discrimination, bullying, or exclusion related to protected characteristics, we will embed age-appropriate PSHE and Rights-Respecting curriculum elements. This recognises the need for pupils to value differences and the need to deepen understanding of healthy relationships and protected characteristics.

To achieve this objective we plan to:

- Embed age-appropriate PSHE and Rights-Respecting curriculum focusing on protected characteristics and healthy relationships
- Deliver whole-school assemblies and activities promoting respect, diversity, and anti-bullying
- Train staff on equality, diversity, and inclusion including managing homophobic, racist, and other discriminatory behaviour
- Foster peer leadership roles to promote inclusivity and respect (eco-councillors, Brookieing etc.)

Progress we are making towards achieving this objective:

By successfully achieving these equality objectives, Brookburn Primary School will become an even more inclusive and welcoming place where every pupil feels valued, represented, and supported. Pupils will benefit from a rich, diverse curriculum that broadens their understanding of the world and fosters empathy and respect. Those with SEND and English as an additional language will have improved access to learning and extracurricular activities, helping them to achieve their full potential. The school community will experience stronger relationships, with pupils and staff actively promoting kindness, respect, and equality, leading to a positive, safe, and supportive environment for all. This will directly contribute to the school's vision of empowering every child to thrive as a confident, responsible global citizen.

9. Monitoring arrangements

The headteacher and the governing board will update the equality information we share, described in sections 5 to 8 above, at least every year and share with the trust board

School-specific equality objectives will be reviewed by headteacher and governing board at least every 4 years and share this with the trust board

This document will be reviewed by headteacher, governing board and the executive team annually, to ensure continued compliance with the PSED.

This document will be approved by the trust board and the governing board annually.

10. Links with other policies

This document links to the following policies and documents including:

- Accessibility plan
- Risk assessments
- SEN information report
- SEND policy
- Behaviour policy
- PSED policy
- School Improvement Plan