



Equality Policy and Objectives

Date: Summer 2026

Review date: Summer 2030



Little Bears @ Brierley

EQUALITY POLICY AND OBJECTIVES

Nurture, Aspire, Believe, Achieve

Equality and Diversity Statement

At Brierley Primary School, equality is at the heart of everything we do. Through our values of Nurture, Aspire, Believe and Achieve, we ensure that every child is supported to overcome barriers, feel a strong sense of belonging and achieve their full potential.

Brierley Primary School is an inclusive school where the wellbeing, progress and achievement of every child are central to all that we do. We are committed to ensuring that all members of our community are valued equally and feel a strong sense of belonging.

We are a family school, and our core values of Nurture, Aspire, Believe and Achieve underpin everything we do. These values are embedded in daily practice and reflected in the relationships we build with pupils, families and staff.

We recognise that the Equality Act 2010 provides a clear framework to support our commitment to valuing diversity, tackling discrimination, promoting equality of opportunity and fostering positive relationships. It underpins our ongoing work to address disadvantage and ensure that all pupils are able to achieve their full potential.

Our approach to equality is underpinned by the following principles:

- all learners are of equal value, and we are committed to ensuring that every child is supported to succeed
- we recognise and respect difference, understanding that diversity strengthens our school community
- we actively foster positive relationships, mutual respect and a shared sense of cohesion and belonging
- we ensure equality of opportunity in staff recruitment, retention and professional development
- we work proactively to identify and remove barriers to learning and participation
- we maintain high expectations for all pupils, regardless of their starting points or background

We do not tolerate less favourable treatment of anyone on any grounds. This applies to pupils, staff, governors, parents, members of the school community, partners and contractors.

Guidance

The Government has issued guidance which sets out that having due regard means consciously thinking about the three aims of the Public Sector Equality Duty (PSED) as part of decision-making. This means that considering equality issues must influence the decisions reached by schools in relation to:

- how we act as employers
- how we develop and implement policies
- how we commission and procure services

Schools have a responsibility to:

- publish equality objectives at least every four years
- publish equality information annually to demonstrate compliance with the Public Sector Equality Duty
- ensure this information is accessible to the public

Public bodies with fewer than 150 employees are not required to publish workforce data; however, Brierley Primary School remains committed to fairness and transparency.

This document meets the requirements under:

- The Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- Department for Education guidance: *The Equality Act 2010 and schools*

Protected Characteristics

In accordance with the Equality Act 2010, the school recognises the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The school is committed to ensuring that no individual or group is disadvantaged as a result of these characteristics.

School Context

Brierley Primary School serves a community with:

- above average levels of disadvantage
- above average SEND and EHCPs
- high and increasing numbers of English as an Additional Language
- high pupil mobility, including mid-year arrivals
- significantly low starting points, particularly in communication, language and independence

Many pupils enter the early years without key developmental skills such as independence, communication or self-care. Some pupils join the school later with little or no prior formal education and with attainment significantly below age-related expectations.

Leaders respond by:

- prioritising early language development
- using small group teaching and targeted interventions
- embedding adaptive teaching approaches
- ensuring strong foundations in the early years

We are ambitious for all pupils and committed to ensuring every child is given the best possible start.

Equality in Practice

The school actively promotes equality across all protected characteristics. We are committed to challenging discrimination wherever it occurs and to fostering a culture of respect, understanding and inclusion. Diversity is recognised and celebrated as a strength within our school community, and we work to ensure that all pupils feel safe, valued and included. Through our curriculum, relationships and daily practice, we promote positive attitudes and ensure that every child feels a strong sense of belonging.

Accessibility

The school is committed to making reasonable adjustments to ensure that disabled pupils are not disadvantaged. We work proactively to improve access to the curriculum, the physical environment

and information, ensuring that all pupils are able to participate fully in school life. Further details are set out in the school's Accessibility Plan.

Anti-Bullying

All forms of bullying and discrimination are unacceptable at Brierley Primary School. We act promptly and effectively to address any incidents, ensuring they are recorded, monitored and followed up appropriately. Pupils affected by bullying are supported, and our behaviour systems are designed to be inclusive, promoting respect, safety and positive relationships across the school community.

Employment Practices

The school is committed to ensuring equality of opportunity in all aspects of employment. We aim to ensure that recruitment, professional development, promotion and working conditions are fair, transparent and free from discrimination. In doing so, we seek to create a supportive working environment in which all staff feel valued, respected and able to contribute fully to the life of the school.

Roles and Responsibilities

We believe that promoting equality is the whole school's responsibility.

Governing Body

The Governing Body is responsible for involving and engaging the whole school community in identifying and understanding equality barriers and in setting objectives to address these. Governors will monitor the impact of this policy and ensure that equality objectives are aligned with school improvement priorities.

Headteacher

The Headteacher is responsible for promoting key messages to staff, parents and pupils about equality and what is expected of them. The Headteacher will ensure that staff have appropriate skills to deliver equality and inclusion effectively, including raising pupil awareness, and that all staff understand their responsibility to record and report prejudice-related incidents.

Senior Leadership Team

The Senior Leadership Team will support the Headteacher in implementing this policy, ensuring fair treatment and access to services and opportunities, and making sure that all staff understand their responsibility to record and report prejudice-related incidents.

Teaching Staff

Teaching staff are responsible for helping to deliver positive outcomes for pupils, upholding the commitment made to pupils and parents about how they can expect to be treated, designing and delivering an inclusive curriculum, and ensuring that they understand their responsibility to record and report prejudice-related incidents.

Non-Teaching Staff

Non-teaching staff are responsible for supporting the school and the Governing Body in delivering a fair and equitable service to all stakeholders, upholding the commitment made by the Headteacher on how pupils and parents can expect to be treated, supporting colleagues within the school community, and ensuring that they understand their responsibility to record and report prejudice-related incidents.

Parents and Carers

Parents and carers are encouraged to take an active part in identifying barriers within the school community and informing the Governing Body of actions that can be taken to address these. They also play an important role in supporting and challenging the school to achieve equality of opportunity for all.

Pupils

Pupils are encouraged to support the school in tackling inequality and to uphold the standards set by the Headteacher in relation to how pupils, parents, staff and the wider school community should be treated.

Local Community Members

Local community members are encouraged to play an active part in identifying barriers for the school community and in supporting the school's commitment to tackling inequality and promoting equality of opportunity.

EQUALITY OBJECTIVES

Objective 1: Outcomes and Core Subjects

To sustain strong outcomes for disadvantaged pupils and reduce the gap in reading attainment, while maintaining strong outcomes in writing and mathematics and ensuring consistency across cohorts over time.

Objective 2: Inclusion and Access

To embed a consistent, high-quality inclusive approach across the school, ensuring all pupils, particularly those with SEND, EAL and mobility, can access the curriculum and make strong progress.

Objective 3: Belonging, Engagement and Opportunity

To foster a strong culture of belonging and ensure all pupils, staff and families feel valued and included, with equal access to enrichment opportunities that broaden experiences and aspirations.

Legal Duties

As a school, we welcome our duties under the Equality Act 2010.

The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

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.

In order to meet our general duties, the law requires us to undertake specific duties to demonstrate how we meet them. These are to:

- publish equality information to demonstrate compliance with the general duty across our functions, while ensuring that no published information identifies any individual child
- prepare and publish equality objectives

To do this, we will collect and analyse relevant data related to protected characteristics and other aspects of school life in order to determine the focus for our equality objectives.

This will include:

- admissions
- attendance
- attainment

- exclusions
- prejudice-related incidents

Our objectives demonstrate how we will ensure equality is applied across these areas. Where evidence shows that other areas have a significant impact on any particular group, we will include work in those areas too.

We also recognise our duty under the Education and Inspections Act 2006 to promote community cohesion.

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 Persons with Disabilities and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- recognise and respect diversity
- foster positive attitudes and relationships and a shared sense of belonging
- observe good equalities practice, including staff recruitment, retention and development
- aim to reduce and remove existing inequalities and barriers
- consult and involve the wider community
- strive to ensure that society as a whole benefits

Addressing Prejudice-Related Incidents

This school is opposed to all forms of prejudice. We recognise that children and young people who experience prejudice-related discrimination may fare less well in the education system. We provide both pupils and staff with an awareness of the impact of prejudice in order to prevent incidents from occurring. If incidents do occur, we will address them immediately and report them in line with Local Authority guidance. Support from the Local Authority will be sought where appropriate.

We will ensure that the whole school community is aware of the Equality Policy, published equality information and equality objectives by publishing them on the school website.

Complaints

Complaints in relation to this policy will be dealt with through the school's complaints procedure, a copy of which is available on the school website.

DATA PROTECTION

All information related to equality, inclusion and pupil characteristics is handled in accordance with the school's Data Protection Policy, the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. The school collects and analyses data relating to protected characteristics, attainment, attendance and participation in order to monitor the impact of its policies and practices, identify and address inequalities, and inform equality objectives and wider school improvement priorities. All data is stored securely, anonymised where appropriate, and shared only when lawful, necessary and proportionate.

GOVERNOR REVIEW AND MONITORING

The Governing Board holds overall responsibility for ensuring that this policy is implemented effectively and that the school meets its duties under the Equality Act 2010. Governors will monitor the impact of this policy through regular review of equality information and updates on pupil outcomes, attendance, behaviour and participation for different groups. Equality objectives will be reviewed at least every four years, or sooner if there are significant changes to statutory guidance or school context.

Chair of Governors	Ratified	Review
Mike Birchall 	Summer 2026	Summer 2030