

SINGLE EQUALITIES POLICY FOR BRUNSHAW PRIMARY SCHOOL

September 2025

The Governors and staff at Brunshaw Primary School are committed to:

*‘Inspiring children to be resilient and aspirational learners, within
a positive and considerate community’.*

The policy outlines the commitment of the staff, pupils and governors of Brunshaw Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Brunshaw Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

2 School in Context

As of July 2025 we currently have 402 children on roll. This is made up of 204 boys and 198 girls in years Reception to Year 6.

We have a wide range of ethnic backgrounds of the pupils registered at school: White British, Black British, Bangladeshi, Indian, Pakistani, any other Asian background, Black African, Greek, any other mixed background, any other Ethnic group, other Gypsy/Roma and any other White background.

The linguistic profile of the school is: English, Punjabi (Pakistan), Dari Persian, Malayalam, Yoruba, Urdu, Punjabi, Sinhala, Farsi/Persian, Bengali, Slovakian, Hindi, Latvian, Greek, Bulgarian and Arabic.

We have children with a range of disabilities including Visual & Hearing Impairment; Physical Disabilities; Dyslexia; Dyspraxia; ASD; ADHD and Speech and Language difficulties.

The school is physically accessible with wide doors into school at all entrances except the back door. There are ramps to all except two entrances. The rooms are carpeted to aid people with Hearing Impairment. There are daylight bulbs in all classrooms to aid visually impairment.

Children with specific needs use a range of resources/strategies including iPads, ear defenders, wobble cushions, sloping boards, visual support, sensory processing, reading rulers, visual timetables.

We have strong links with outside agencies which enhance the equality of opportunity for all.

Parents are given the opportunity to let school know about any specific needs/disabilities they have and any information is acted upon, making reasonable adjustments whenever possible.

3 Ethos and Atmosphere

At Brunshaw Primary School, all leaders and staff promote mutual respect between all members of the school community.

School operates an 'open door' policy, with parents/carers being encouraged to take an active role in their children's school life.

All adults within the school community will challenge any type of discriminatory and/or bullying behaviour.

All pupils follow the PSHE curriculum, which promotes social and emotional skills and awareness as a priority. It is taught discreetly from Reception to Year 6.

Staff are deployed across school to meet the varying needs of our children, this includes times of the day when children can find it more difficult, including lunchtimes.

Provision is in place to meet the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

4 Policy Development

This policy applies to the whole school community.

5 Monitoring and Review

Brunshaw is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which everyone is encouraged to fulfil her or his potential.

We update our medical list each year to ensure that we meet the needs of our children. Care plans are reviewed at least annually.

We are constantly assessing learning and impact of any interventions but make formal assessments of pupils' learning each term and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, including support staff deployment and interventions. Intervention, in response to identified needs, is targeted by teachers and impact is measured and feedback to SLT at least termly. The governing body receives regular updates on pupil performance information.

IEPs/PPPs are reviewed and updated termly but targets set on them are reviewed on a regular basis by the teacher and teaching assistant.

School performance information is compared to national and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental engagement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Brunshaw Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors:

The person responsible for the monitoring and evaluation of the policy and action plan is the Head teacher, Gina Smith.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

6 Developing Best Practice

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupil's advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets

- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development
- Specific work for social and emotional development.

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents/carers are also encouraged to view their own children's achievements in this light.

Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils. Adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity.

The school places a very high priority on the provision for Special Educational Needs and Disability.

We will meet all pupils' learning needs including the more able by carefully assessing what the children know, what 'gaps' they have and adapting the curriculum to challenge them appropriately.

The school provides an environment in which all pupils have equal access to all facilities and resources.

All pupils are encouraged to take responsibility in their own learning.

A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At Brunshaw Primary School, we aim to ensure that:

Planning reflects our commitment to equality in all subject areas and each subject promotes positive attitudes to equality and diversity.

Pupils will have opportunities to explore concepts and issues relating to identity and equality.

Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.

All pupils have access to qualifications which recognise attainment and achievement and promote progression.

Resources and Materials

The provision of good quality resources and materials within Brunshaw Primary School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at Brunshaw Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g., sports helpers, coach drivers) by providing them with guidelines drawn from this policy.

Children are supported at clubs etc in order that they can have access. Reasonable adjustments are made in order that all children can take part in visits or after school trips e.g., pantomime.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for EAL pupils

At Brunshaw Primary School we aim to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. This includes accessing support from the EAL team, as needed.

These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils

All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)

All pupils/staff/parents/carers are given support, as appropriate, if they experience discrimination

We recognise that perpetrators may also be victims and require support.

Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community

Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff at all key stages where possible

We encourage the career development and aspirations of all school staff.

It is our policy to provide staff with training and development, which will increase awareness of the

needs of different groups of pupils

Access to opportunities for professional development is monitored on equality grounds.

Staff Recruitment

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.

Equalities policies and practices are covered in all staff inductions.

All temporary staff are made aware of policies and practices.

Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However, this would not apply for all staff in School. In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We work with parents/carers to help all pupils to achieve their potential. All parents/carers are encouraged to participate in the full life of the school.

As part of the schools' commitment to equality and diversity, parents and carers views are sought in a number of ways including through meetings in order for school to develop areas related to its equality's duties.

Members of the local community are encouraged to join in school activities.

Exploring the possibility of the school having a role to play in supporting new and settled communities.

7 Roles and Responsibilities

Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.

The Headteacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.

The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.

Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Brunshaw Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

9 Publicising the Policy and Plan

The policy and action plan will be published on the school website.

Review date: September 2025