

Brocklewood Primary School



Equality Statement and Objectives

November 2025

Transform Trust Diversity, Equality, Inclusion and Belonging

As a member of Transform Trust we are committed to celebrating and valuing diversity; to providing equity and in the fair treatment, opportunity and advancement of all people; and to inclusive practices.

Transform Trust's DEI Statement can be found on the Transform Trust website:

<https://www.transformtrust.co.uk/dei-statement/>

Brocklewood Primary School Equality Statement:

Equality Duty:

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Equality statement:

Brocklewood Primary School is committed to the principle of equality for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values, which we uphold as a school, help to emphasise equality for all staff and pupils at all times.

Aims & Objectives:

- To ensure that all pupils achieve their full potential
- To identify barriers to learning and close any gaps in achievement
- To promote a deep awareness, understanding and appreciation of the diversity of our local, national and global communities
- Key principles in achieving our equality objectives:
- Maintaining the highest possible expectations of all pupils. We will communicate our ambition by ensuring teaching is consistently of the highest quality, using assessment to inform planning, and rigorously monitoring progress and standards.
- Identifying vulnerable groups and individuals and developing teaching and learning that is tailored to individual needs, thus ensuring good progress is sustained and achievement gaps can be closed.
- Identifying and exploiting every opportunity in the curriculum and in all the activities of the school for deepening the appreciation, understanding and respect we promote for diversity.

Brocklewood Coverage of the Protected Characteristics Demonstrating our Compliance with the Public Sector Equality Duty

Age

EYFS (aged 4 and 5) provision addresses children's social and emotional needs to prepare for year 1 curriculum (aged 5 and 6).

Whole school transition days are in place to support to support all pupils moving up year groups. Children from Y1 to 6 participate in the whole school council making decisions based on our school values.

Additional transition in place to support transition of our any pupils who require additional support to be ready for the next stage of their school life.

Nurture opportunities are available to pupils support their emotional needs.

Adults working in school range from their twenties to their sixties and we value the life experience and differing viewpoints on life that comes with different generations of staff.

Enhanced provision has been developed to meet the differing needs of the different aged children.

Disability

All school staff have training to enable them to support pupils with ASD, ADHD, MLD, and trauma. The school is accessible for pupils, parents, and carers (see accessibility policy).

To support the need of pupils with Autism and ADHD, we provide adjustments such as alternative timetables, movement breaks, headphones, fidget tools, visual timetables, bespoke hubs to support pupils' difficulties in an individualised provision in a mainstream school.

Educational Health Care Plans for children are written and reviewed in line with statutory timelines and expectations and are reviewed at least annually (more often if necessary).

We work closely with external agencies to ensure all children's needs are supported effectively (see SEND policy).

Gender re-assignment

As part of our curriculum, children are taught about respecting similarities and differences, discussing differences sensitively and recognising prejudice and discrimination.

Our school uniform is not gender specific.

Marriage and Civil Partnership

Through our curriculum, children are taught about what a family is and the different ways that this might look.

As part of home-school communication we use the term "parent/carers" and refer to "families".

Pregnancy & Maternity

Staff are supported through risk assessments and additional advice or support from HR where needed.

There are opportunities for adjustments such as reduction in the time standing and removal of physical tasks such as teaching PE and playground duty.

On return from maternity leave staff have opportunities to adjust their working patterns through flexible working requests.

The school provides a clean and private space so nursing mothers can express milk.

Keeping in touch days are offered to all staff on maternity/ paternity.

Support is offered for parents struggling with bringing their children to school whilst pregnant, such as walking bus.

Race

We are a culturally rich and diverse school with 52% of the community from ethnic groups other than White British and 28% of our pupils speaking English as an additional language.

Throughout the school we have increased the diversity of text used across the curriculum

The school utilises ClassDojo for communication (this can be translated) to overcome language barriers.

The school values of Be Respectful and Be Inclusive are taught so that children value differences and opinions in people, culture and communities.

British value of tolerance and respect is taught consistently throughout the school.

Pupils who are new arrivals from overseas are supported through multi lingual resources including Flash Academy.

Teachers receive training in supporting the needs of EAL learners.

Religion or Belief

Pupils visit places of worship of different religions.

Religious Education is taught to children of all ages.

All staff have training on extreme issues and annual Prevent training.

Prayer space available for staff and pupils to use as required.

Adaptations and support for staff and pupils available for those fasting.

Authorisation for religious observation is in line with school's attendance policy.

Celebration of different faiths and events in whole school assemblies.

RHSE lesson plans available to parents on request.

Sex

All children have equal opportunities to participate in sports and other activities.

Challenge gender stereotypes in the everyday interaction, literature, and the curriculum.

Model inclusive language and behaviour.

Sanitary provision in school for menstruation including spare products where needed.

Safeguarding training on child to child abuse for all staff.

There's zero tolerance to child on child abuse, and it is addressed through further targeted interventions, the school Behaviour policy, school safeguarding procedures and support from the local police.

Sexual Orientation

All children learn about similarities and difference in families.

Staff address homophobia and challenge stereotypes.

Staff model respectful and inclusive language and behaviour in the classroom and the community.

Pastoral support is given to pupils and families for children showing emerging feelings and questions around gender and orientation.

There's zero tolerance to inappropriate language aimed at the LGBTQ+ community, and it is addressed through further targeted interventions, the school Behaviour policy and school safeguarding procedures and support from the local police.

Equality Objectives September 2025 – September 2028

Identified barrier September 2025				Protected Characteristic
Curriculum planning and delivery is inclusive and responsive overall, but high pupil mobility and evolving needs mean that adaptations for pupils with SEND are not always embedded or implemented in a timely way. (Data: learning walks, SEND reviews, lesson observations, parent feedback)				Disability
Objective and Intended Outcomes	Action	Responsibility	Monitoring	Mid-Review July 2026
Teaching across the school is adaptive, accessible, and ambitious for all pupils, in line with the 2024 DfE SEND and AP Improvement Plan.	• Regular CPD refresh on R2i and adaptive teaching linked to Universal SEND Services • Strengthen the Graduated Approach in planning, teaching, and assessment • All subject leaders reflect SEND considerations in curriculum • Monitor classroom practice for effective adaptation	Leadership SENCO Teaching staff All staff	Lesson observations, learning walks, book looks, planning scrutiny, SEND provision reviews	

Identified barrier September 2025				Protected Characteristic
There are observable differences in attainment, confidence, and engagement between boys and girls across different aspects of school life. (Data: attainment data, pupil voice, learning/lessons monitoring)				Sex
Objective and Intended Outcomes	Action	Responsibility	Monitoring	Mid-Review July 2026
Engagement and outcomes are equitable across genders, with no persistent gaps in attitudes, aspirations, or participation in learning.	- Analyse attainment in core subjects and review planning. - Analyse engagement patterns across subjects and activities - Ensure inclusive resources and gender representation in curriculum - Promote balanced participation in leadership and enrichment	Leadership All staff	Lesson observations, learning walks, book looks, planning scrutiny, data analyses, pupil progress meetings, pupils' voice, behaviour and engagement data	

Identified barrier September 2025				Protected Characteristic
Children are exposed to homophobic language in the community, online and sometimes in school. There's some homophobic verbal abuse. Language is occasionally used jokingly among peers. (Data: behaviour logs, pupil voice, community reports)				Sexual Orientation
Objective and Intended Outcomes	Action	Responsibility	Monitoring	Mid-Review July 2026
Children understand that homophobic language and behaviours are discriminatory and harmful, and staff respond consistently to all incidents.	- Inclusive teaching in PSHE and assemblies - Use curriculum materials that represent diverse families and identities - Continue targeted work with pupils misusing language	Leadership All staff	Behaviour logs, safeguarding logs, pupils' voice, parent feedback	

Identified barrier September 2023				Protected Characteristic
Some children use racial abuse; some children use racist words to tease their peers and/or to address their friends as a joke. Children are exposed to racist language in the community and on social media. (Data: Behaviour logs, pupils' voice, parents' reports)				Race
Objective and Intended Outcomes	Action	Responsibility	Monitoring	Mid-Review July 2026
Children to understand that using racist language is against the law, even when used between friends, or by people of the specific protected characteristic.	- Assembly programme - Individual targeted work - Communication with the community - TransformTrust DEIB network and support from the trust DEIB lead	SDG DEIB Lead All staff	Behaviour logs Pupils' voice	