



Broomwood Primary School

**Equality Policy**

September 2025

**Mission Statement**

*'Together we believe, together we achieve'*

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## 1. Introduction

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Amendment Act 2000, Disability Equality Duty 2005 and Equality Act 2010. The single Public Sector Equality Duty (PSED) April 2011

Broomwood Primary School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people of different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

It is against the law to discriminate against someone because of;

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

These are called *protected characteristics* and will be referred as such throughout this policy.

We are committed to Trafford LAs Equality and Diversity Mission Statement and hold the same values;

- We believe and recognise that the diversity of our population is one of our greatest strengths and assets.
- We are committed to ensuring that people are treated fairly and to promoting equality of opportunity for everyone to live, learn, work and relax in the Borough
- We will address inequality both in the workplace and in relation to access to services and outcomes.
- We will use our position of influence in Trafford and work with partners to eliminate discriminatory barriers and ensure that individuals and communities within Trafford have a sense of shared, common belonging and understanding

The purpose of this document is to describe the how the key messages in the above documents are reflected in our school ethos; reflected in our policies, curriculum and day to day running of the school. We recognise that in order to establish true equality, as a school community we should regularly review and evaluate our effectiveness in meeting these values and duties; this policy outlines our

commitment to ensuring equal opportunities for all by outlining equality objectives and how these will be reviewed.

This Policy will be reviewed regularly and will be readily accessible to Parents/Carers and staff through our school website. It also takes account of and should be read alongside the following policies;

- Relational Inclusion Policy
- SEN policy
- Managing Medicines and First Aid in Schools Policy
- Mental Health for Children Policy
- Accessibility Plan
- Whistleblowing Policy
- Admissions Policy
- Pupil premium Policy
- PHSE Policy

## 2. Aims

We are committed to creating a culture where harassment, including sexual harassment, is actively prevented through clear policies, staff training and pupil education. We recognise our duty to make reasonable adjustments not only for pupils but also for staff in relation to flexible working and accessibility.

**The overarching aim of this policy is:**

***To ensure every member of our school community feels safe, secure, valued and of equal worth and have a sense of belonging. That diversity is celebrated and policies actively strive to break down barriers to ensure equality of opportunity for all.***

In order to do this, our equality policy and accessibility plan also aims to:

- Build understanding that equality is the responsibility of every member of our school and wider community.
- Protect all pupils, staff and families from any type of discrimination, so they are not intentionally treated less favourably due to a protected characteristic, or indirectly negatively impacted by policy or practice, which disproportionately impacts a group of pupils sharing a protected characteristic.
- Ensure that equality at our school permeates all aspects of school life; our curriculum, school ethos, and policies promote and nurture equality
- Identify barriers people may experience, and work to reduce these barriers.
- Provide a curriculum that is accessible and engaging for all and to allow children to have a wide variety of experiences.
- Expect that consideration of equality crosses all curriculum areas and all aspects of learning and school life.
- Make our school environment as barrier free as possible.

Through the application of this policy we wish to;

- **Be Committed** – To abolish discrimination of any kind. We know that, despite legislation discrimination still exists and it is for us to strongly address this, when and if it does. We aim to give our children and adults strategies to deal with discrimination, to know how to address discrimination if they hear it in others and how to know that discrimination is completely unfair and, as such should not be tolerated.
- **Be proactive** – To be a forward thinking, stimulating and child centred school where all pupils meet their potential. Take targeted action to address the disadvantages experienced by a specific group.
- **Be dedicated** – To equality; As senior leaders, staff members, pupils and families to challenge stereo types and discrimination. To foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it
- **Be reflective**- Understanding that equality is a process and of great importance so should be regularly reviewed and monitored.
- **Be approachable** – listen to the members of our school community and respond their developing needs.
- **Reduce barriers**- Understanding that equality of opportunity is not treating everybody the same; but understanding that reasonable adjustments need to be made.

This policy is based on the following legislation and statutory guidance:

- Race Relations (Amendment) Act 2000
- Disability Equality Duty 2005
- Equality Act 2010 (including all subsequent updates and case law)
- Public Sector Equality Duty (2011)
- Worker Protection (Amendment of Equality Act 2010) Act 2023 (duty to prevent sexual harassment, effective Oct 2024)
- Employment Relations (Flexible Working) Act 2023 (in force April 2024)
- DfE statutory guidance on Relationships, Sex and Health Education (latest version)
- Ofsted frameworks and guidance on equality, diversity and inclusion

### **3. Legislation and guidance**

This policy is based on the statutory

- Race Relations Amendment Act 2000
- Disability Equality Duty 2005
- Equality Act 2010
- The single Public Sector Equality Duty (PSED) April 2011

### **4. Equality objectives and equality information**

The public sector equality duty (PSED) requires schools to:

- Update this equality information at least annually
- Prepare and publish equality objectives every 4 years

## **5. How our curriculum and teaching approaches to foster equality**

We believe that in order to achieve true equality, understanding and empathy should be central to all we do in school. This should impact how we communicate and respond to pupils, families and each other. Cooperative learning is used within our curriculum which improves social skills and cooperativeness between pupils. We also have a huge emphasis on adaptive teaching methods and implement the graduated approach towards inclusion. Within our curriculum, we prepare the children for life in the real world by providing them with experiences to empathise, perform and communicate in the community.

Through our teaching of PSHE and RSE, we aim to build a supportive and inclusive curriculum that enables children to become confident, self-aware, healthy, respectful and resilient individuals who are well equip to deal with the challenges that they will face as they grow up.

We believe that, our curriculum should teach children about our diverse world. In PHSE, within the valuing difference topic, children are taught to embrace their unique personality and understand the differences between us, whether it be race, religion, gender, disability or different family structures. They learn about discrimination and stereotypes; that people are sometimes treated differently and the implications of this, and also that difference can lead to great success.

We also teach pupils through zones of regulation, how to effectively manage their own emotions.

### **Roles and responsibilities**

Equality is a whole school issue; it is everybody's responsibility to ensure that no pupil, staff member or member of the wider school community is victim of discrimination either directly or indirectly.

Ensure compliance with new duties under the Worker Protection (Amendment of Equality Act 2010) Act 2023 by taking reasonable steps to prevent harassment, including sexual harassment.

#### **6.1 Senior Leaders**

It is the senior leaders responsibility to:

- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- To write policies and practices in school; these should reflect our commitment to equality and provide staff, pupils and families clear guidelines of the processes in place to prevent discrimination of any kind. Policies and practices should be monitored reviewed regularly with equality in mind; to ensure that they are not having a negative, albeit indirect impact on any person who falls into a protected group.
- Have day-to-day responsibility for the operation of these policies and the co-ordination of curriculum.

- Provide professional guidance and training to colleagues and work with staff, parents, and other agencies to ensure that pupils in protected groups receive high quality teaching.
- Advise and make decisions on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Ensure the school keeps the records of pupils up to date
- Monitor the academic progress of all students who fall into protected groups.
- Ensure that access arrangements are in place, when required, for external examinations
- Collect and collate data (attainment, progress, attendance) about pupils in protected groups and analyse this regularly.
- Identify potential barriers or inequalities and respond to these by reviewing policies and practice.
- Record and monitor incidents of discrimination if they occur.

Monitor compliance with new statutory duties including prevention of harassment, flexible working rights for staff, and ensuring school policies remain up to date with equality legislation.

## **6.2 The school governors**

It is the SEN governor's responsibility to:

- Help to raise awareness of equality issues at governing board meetings
- Monitor the quality and effectiveness of policies and practices and challenging these if they are having a negative impact on groups of pupils from a protected group.
- Work with senior leaders to determine the strategic development of the school- taking into account whether this promotes equality.

## **6.3 Class teachers**

It is the class teachers' responsibility to:

- Ensure progress and development of every pupil in their class
- Differentiate the teaching and curriculum for pupils with special educational needs and disabilities
- Familiarise themselves with the school policy and procedures.
- Know those students in their teaching groups and their category of need and how best to meet those needs, seeking support from the senior leaders as necessary
- Contribute to reviews of students they teach with SEND
- Ensure their classrooms reduce barriers by following the SEN monitoring checklist
- Make reasonable adjustments, with advice and support from senior leaders or other specialist professionals if needed.

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Approved By Governing Body September 2025

Reviewed September 2025- Headteacher