



Equality Policy

Document Name: Equality Policy

Review Date: June 2025

Next Review Date: June 2027

Bramhope Primary School Equality policy

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

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share any of the protected characteristic and people who do not share them
- Foster good relations across all characteristics – between people who share any protected characteristics and people who do not share them

Legislation and guidance

This document meets the requirements under the following legislation and is based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

- [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

Roles and responsibilities

The local governing committee at Bramhope Primary 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
- 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 Ian Wrightson. The link governor will:

- Attend Equality/Inclusion meetings as needed. **These meetings are open to all staff and governors who are keen to help us achieve our current objectives.** Also present at the meeting will be the Headteacher, the PSHE leader, the Assistant Head (Behaviour and Attitudes) the SENDCO and Pastoral leader.

The purpose of our Equality/Inclusion meetings are

- To discuss our school equality objectives and how these are being addressed
- To ensure the group is familiar with all relevant legislation and the contents of this document
- To attend appropriate equality and diversity training

- To report back to the local governing committee regarding any issues

The head teacher will:

- Promote knowledge and understanding of our EDI objectives among staff and pupils,
- Monitor success in achieving the objectives and provide evidence to report back to governors

Eliminating discrimination and advancing equality of opportunity

As our school grows and our parent and pupil community become increasingly diverse, we have chosen to focus on developing greater equality as one of our whole school objectives

This is demonstrated in the following ways:

- **The school has an Inclusion team and a link governor who monitors equality issues and ensures school objectives are being met. The team meet at least 3 x a year and EDI is a standing item at our governor meetings**
- **Subject leaders observe lessons to ensure that class teachers use different strategies so that all pupils can access learning. These focused observations form part of our whole school monitoring cycle.**

2024: We introduced SEND focused learning walks and case studies

2025: Staff training sessions devoted to further developing confidence and expertise with SEND

- **All staff and pupils understand the importance of *belonging* and *helping others feel that they belong*. 'Belong' is part of our school motto. Activities to promote 'belonging' are one of three key strands within our personal development curriculum**

2024: We introduced whole school learning behaviours which also focus on the importance of belonging and teamwork

2024: We worked with pupils to create an anti-bullying leaflet which was shared during National Anti-Bullying week

2025: We introduced a Learning Behaviour focus for each half term with relevant focus days. Pupils who excel have afternoon tea and/or certificates

- **All staff and pupils understand that discriminatory language will never be tolerated, and any reports are recorded on CPOMs and dealt with immediately. For example:**

2023: We led assemblies in response to sexualized language

2024: We introduced specific questions about sexualized language into pupil voice

2025: Pupil voice and CPOMs indicate that sexualized language is rare at Bramhope

- **All staff take steps to meet the particular needs of people who have a particular characteristic. For example:**

2022 onwards: We enabled Muslim pupils and staff to pray at prescribed times

2024: We used our 'mystery visitors' to help challenge stereotypes

2024: We introduced more focused conversations about respect and discrimination within our SMSC assemblies. We also challenged all pupils to reporting discrimination, so they are never being a bystander

2024: We used Neurodiversity week to celebrate differences and discuss how we respond to those who are different to ourselves.

2025: We used famous people and staff role models to demonstrate the impact and positives of neurodiversity

- **All staff encourage all pupils to participate fully in activities. For example:**

2022 onwards: We provided funding and signposted parents so that disadvantaged pupils could access clubs and residential visits

2024: We introduced chess club and ensured 2 free places per club for PP/VP pupils

2024 We asked class teachers to be actively involved in encouraging PP/VP pupils within their class to attend clubs

2024: We worked with the PTA to ensure there were always free tickets for pupil events

2024: We digitized and re-housed our Pre-love uniform shop so all parents can access a wide range of branded uniform

2025: Club data demonstrates that PP and VP pupils access clubs on a termly basis

- **All parents should demonstrate respect for all staff, other parents and pupils. For example:**

2022 We introduced a parent charter [Parent Charter 2022.pdf](#) which we circulate annually. We may refer to this document in instances where parents feel they have not been treated with respect.

2024: We introduced a road safety charter to encourage and promote courteous driving within and around school

2025: We launched a parent communication policy to clarify expectations for parents

Fostering good relations

As our school grows and our parent and pupil community become increasingly diverse, we are committed to fostering good relations between pupils, parents and staff, regardless of difference.

This is demonstrated in the following ways:

- **We promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, assemblies, PSHE and other curriculum areas. For example:**

2022: As part of our reading provision, we introduced our teacher led 'E&D readers'

2024: Our Peters subscription (and the purchase of new library books) also increases awareness of diversity

2024: We started termly multi faith visits

2024: Our revised curriculums evidenced our focus on diversity eg our choice of scientists, musicians and artists

2025: Our Christian focused workshops emphasize common themes across all religions (eg thankfulness)

- **We hold assemblies dealing with relevant issues and invite external speakers to contribute. For example:**

2022: Our visitors from the Guided dogs Association formed part of disability awareness week

2024: We started termly multi faith visits

2024: We held an Interfaith week in school

2024: Our inspirational athlete visit (and associated workshops) centered on a Paralympian

2024: Our preventative assembly schedule included Black History month

- **We work with our local community. For example:**

2022-23: We visited our local church (St Giles) and our local vicar created a temporary prayer and reflection space

2024: Our school choir performed Christmas songs at our local Dementia Cafe

2024: We launched SEND focused coffee mornings

2025: We asked Otley Wildlife group to run some sessions for our Y1 classes

2025: A local enterprise group ran some sustainability workshops for our Y6 classes

- **We encourage and implement initiatives to deal with different groups of pupils. For example:**

2022-23: We worked closely with CRMI to promote knowledge and understanding of our link school in Uganda. This included letter writing and Facetime opportunities

2024: We made a commitment to pay the school fees for our sponsored child in Uganda

2024: We employed a neurodiverse artist to work on an art project with our Y5 pupils

2024: Our pupils joined a singing event with pupils from schools across the Trust

2025: Our neurodiversity week promoted a local neurodiverse rugby club

- **We have developed links with people and groups who have specialist knowledge about characteristics, which helps inform and develop our approach. For example:**

2023: We employed an Equality and Diversity Consultant to lead staff training and support us in updating our policy

2024: Our Trust worked with a specialist to create and launch an Equality charter

2025: Our Trust training day has a speaker who will be speaking about Equality

Equality objectives

The percentage of vulnerable and disadvantaged pupils accessing extra-curricular clubs over the course of the year increases from 10% to 50%

Reported incidents of derogatory language from boys ('KS2 banter') decreases from 20% to 5%

The number of curriculum subjects which demonstrate a commitment to increasing diversity increases from 30% to 60%

Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by our equality committee at least every 4 years.

This document will be approved by the local governing committee.