

# Burton Joyce Primary School

## Equality Objectives and Action

### Plan 2026-2028



At Burton Joyce Primary School, our commitment to equality is rooted firmly in our PRIDE values: **Positivity, Respect, Integrity, Determination and Equality**. These values shape the way we work, the way we behave, and the way we ensure that every child in our school community feels safe, included and empowered to achieve their best.

We recognise our responsibilities under the **Equality Act 2010**, which requires schools to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations for all pupils and families. Setting clear equality objectives is an important way of fulfilling these duties. They help us identify and act on the areas where we can make the greatest difference to the experiences and outcomes of our children.

Our equality objectives reflect our PRIDE values in action:

- **Positivity:** We promote a school culture where every child can see themselves succeeding, and where differences are seen as strengths.
- **Respect:** We teach and model respect for all, celebrating the diverse backgrounds, identities and experiences that enrich our community.
- **Integrity:** We are honest about the barriers some pupils face and committed to addressing them with fairness and transparency.
- **Determination:** We work tirelessly to reduce inequalities in attainment, wellbeing and access, ensuring that no child is held back.
- **Equality:** We actively remove barriers so all pupils, including those with SEND, those who are disadvantaged, and those with protected characteristics, can thrive.

These objectives are shaped by a thorough review of our school data, pupil voice, staff insights and the needs of our community. They ensure we remain ambitious for every child and hold ourselves accountable for continual improvement.

By embedding our PRIDE values within our equality objectives, we strengthen our commitment to creating a school where every child feels valued, every voice is heard and every learner has the opportunity to flourish.

Objective	Action Steps	Success criteria	Resources	Timescale	Monitoring
To ensure pupils with SEND, those who are Looked After, and those eligible for Pupil Premium achieve outcomes comparable to national expectations for all pupils.	<ul style="list-style-type: none"> <li>Deliver targeted interventions and review provision termly.</li> <li>Strengthen use of assessment data to identify and respond to emerging gaps.</li> <li>Continue effective engagement with external agencies to support SEND, medical needs and complex vulnerabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of accelerated progress for identified pupils.</li> <li>Annual data review shows narrowing of gaps in core subjects.</li> </ul>	External funding  Staff mtg time to analyse data and plan for different cohorts accordingly.	Ongoing – termly basis	Termly monitoring of progress data.  Class Teachers/SLT Pupil Premium Lead SENCo Headteacher
To ensure that all children feel safe and that discrimination, including racism, homophobia and transphobia, is tackled swiftly and consistently.	<ul style="list-style-type: none"> <li>Revisit procedures annually, including during induction and autumn INSET.</li> <li>Provide ongoing CPD using current PSHE/RSE and anti-bullying frameworks.</li> <li>Raise pupil awareness through assemblies, Anti-Bullying Week and the wider curriculum making use of our PRIDE ambassadors.</li> </ul>	<ul style="list-style-type: none"> <li>Recording demonstrates timely responses and reduced repeat incidents.</li> <li>Pupil voice indicates that children feel safe and know how to report concerns.</li> </ul>	SLT-Antibullying Lead  Anti-bullying week PRIDE ambassador action plans	To be revisited on an annual basis – autumn term INSET day.	Reported back to FGB via HT report
To prepare pupils for life in modern Britain and to ensure all children see themselves positively represented.	<ul style="list-style-type: none"> <li>Embed global citizenship, diversity and inclusion themes within RE, PSHE, English, Geography and assemblies.</li> <li>Celebrate a range of cultural events and significant days across the year.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence in curriculum planning and pupil work.</li> <li>Pupil voice shows increased understanding and respect for different cultures and identities.</li> </ul>	Curriculum plans  Assembly rota	Ongoing	Headteacher/ SENco Class teachers

<p>Ensuring equitable access to school information and events supports stronger engagement and community belonging.</p>	<ul style="list-style-type: none"> <li>• Collect and maintain information on parents/carers who have accessibility needs.</li> <li>• Provide accessible formats where needed (large print, digital versions, adjusted meeting arrangements).</li> </ul>	<ul style="list-style-type: none"> <li>• Parents report improved access and communication.</li> <li>• Increase in attendance at school events by families previously facing barriers.</li> </ul>	<p>More opportunities for parents to feel a part of school life/events</p>	<p>Ongoing - annual basis</p>	<p>Headteacher/AHT Report to FGB – HT report</p>
<p>To increase social and emotional skills for pupils/students with social, emotional and mental health needs</p>	<ul style="list-style-type: none"> <li>• Provide half termly wellbeing days and assemblies that teach resilience, self-regulation and self-care.</li> <li>• Offer staff CPD on identifying and supporting SEMH needs.</li> <li>• Expand access to ELSA and nurture-based interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved emotional literacy and self-help skills (evident through pupil voice and teacher observation).</li> <li>• Reduction in SEMH-related behaviour incidents.</li> </ul>	<p>Staff mtg time as required ELSA staff training</p>	<p>Annual review summer term</p>	<p>Headteacher Review of pastoral register- record also on CPOMs</p>
<p>To ensure the successful implementation of the updated Relationships and Sex Education (SRE) curriculum from September 2026 in a way that promotes equality, inclusion, and respect for all pupils and families.</p>	<ul style="list-style-type: none"> <li>• Ensure all SRE curriculum updates for 2026 are fully incorporated into the PSHE/RSE long-term plans.</li> <li>• Audit all teaching materials to ensure they are inclusive, non-stereotyped, accessible, and sensitive to SEND, cultural, religious, and family-structure differences.</li> <li>• Provide staff CPD on delivering the updated curriculum confidently and consistently, with a focus on equality, respectful</li> </ul>	<ul style="list-style-type: none"> <li>• SRE curriculum for 2026 is fully embedded and delivered consistently across the school.</li> <li>• Staff report increased confidence and clarity in delivering inclusive relationship education.</li> <li>• Pupils demonstrate improved understanding of respectful relationships, personal boundaries, and emotional wellbeing.</li> <li>• Feedback from parents and carers indicates that communication is clear,</li> </ul>	<p>PSHE curriculum – as outlined in SRE policy</p>	<p>Annually</p>	<p>RSE lead SLT/Headteacher</p>

	<p>relationships, and safeguarding.</p> <ul style="list-style-type: none"><li>• Update parent-facing information and policies to reflect the 2026 changes and ensure communications are clear, accessible, and supportive.</li><li>• Ensure resources and lesson adaptations meet the needs of children with SEND or additional vulnerabilities.</li></ul>	<p>accessible and supportive of diverse family backgrounds.</p> <ul style="list-style-type: none"><li>• Lesson observations, planning scrutiny and pupil voice reflect inclusive, non-biased curriculum delivery.</li></ul>			
--	--	---	--	--	--