

Appendix 3 of Equality Policy – Public Sector Equality Duty
Evaluation of Current Provision
2022 - 2023 (reviewed July 2023)

Schools are required to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish equality objectives. This information must be updated annually and objectives (seen earlier in the equality policy) should be reviewed and published at least once every four years.

The information below demonstrates how we have shown ‘due regard’ to the Equality Act 2010 and the Public Sector Equality Duty. Our aims are stated earlier in the equality policy. We are committed to achieving equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

2022 - 2023	Actions taken to show due regard to the Equality Act and Public Sector Equality Duty
Eradicating Discrimination	<ul style="list-style-type: none"> ● As part of our behaviour policy, the phrase ‘if you see it, say it, so we can learn from it’ has been used to encourage pupils to be active bystanders. Pupil voice assesses how well pupils understand and utilise this phrase. We will continue to embed its use in 2023-2024. ● Pupils have been introduced to the concept of being an ‘active bystander’ through assemblies and PSHE lessons. ● ‘Equality’, ‘Community’, ‘Heritage’ and ‘Identity’ are Burlington Buzz Words – core concepts which pupils encounter across year groups and subject areas whilst at Burlington Junior School. There are multiple opportunities to revisit these words and how their meanings apply to our community. ● All incidents of bullying or racism are dealt with promptly and appropriately in line with our policies. ● All prejudice-related incidents are recorded on CPOMs and categorised according to the prejudice involved. Incidents are analysed by our Deputy Headteacher to identify patterns and trends and to ensure impact from interventions is seen. ● The art curriculum has been developed to include key artistic heroes. Due regard was given to the protected characteristics when selecting these figures. ● New resources have been made available as part of Jigsaw’s PSHE curriculum to ensure that diverse images of people are utilised when delivering RSE lessons. ● An equality review of images used in teaching slides highlighted a need to diversify. Training has been delivered to staff regarding representation and planning is regularly monitored

	<p>to ensure that this has been implemented. A cycle of CPD has been introduced to review curriculum content. This has started in summer term 2023 and is due to be finished in autumn 2023. It has been delivered by Sabrina Edwards.</p> <ul style="list-style-type: none"> • The R.E. curriculum ensures children celebrate diversity and show respect for all faiths. Children recognise that their own views are important, whether they have a specific faith or not. Workshops have been held in school regarding Christianity, Islam and Hinduism through the course of the year. • All staff were given a children's book to read over the summer, selected by our English Leaders, to encourage staff to broaden their knowledge of children's authors and diversify our class reader selection. This is due to take place again in summer 2023.
<p>Fostering Good Relationships</p>	<ul style="list-style-type: none"> • The curriculum provides rich learning opportunities for all children, imparting knowledge and building intellectual curiosity. • Enrichment activities have been offered throughout 2022-2023 including after-school clubs and trips within the school day. Parents/carers have been invited to attend as parent helpers. Workshops, trips and visits took place across a range of subjects: history, English, science, R.E. • Parent Forum and Parent Representative Meetings took place termly in 2022/2023 where feedback was sought and discussed with the Headteacher. Changes were made to homework, and the use of resources in RSHE in Year 5 as a result of feedback from our parent community. • Diversity/Inclusion Week was held in January 2023 and activities enabled pupils to learn more about different cultures and disabilities (including hidden disabilities such as ASC).
<p>Advancing Equality of Opportunity</p>	<ul style="list-style-type: none"> • Governors continue to play an active role in ensuring policies provide equality of opportunity through regular monitoring and discussion of school practice. • Children identified with Special Educational Needs and disabilities (SEND) are provided with highly personalised activities to ensure access towards learning and appropriate external advice and support that ensures access to social inclusion and learning. • Where needed, resources are printed in a larger font size to support pupils with a visual impairment. Technology is utilised to enable access to teaching slides shared at the front of the classroom. Additionally, radio microphones are used to support pupils with hearing impairments. • Tracking of pupil progress ensures that all groups of children are monitored and appropriate provision is put in place where necessary e.g. financial access to clubs, uniform, resources and enrichments.

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| | <ul style="list-style-type: none">• Children with medical disabilities are identified and individual health care plans are devised between school and the family, to enable access to the curriculum and safe inclusion to all enrichments and where necessary, specific staff training is provided.• All children have an opportunity for a leadership role within the school, e.g. elected school councillors, Eco Champions and house captains. Pupils are also able to take on roles within their classroom by being 'classroom monitors'.• We continue to offer a text only version of our newsletter to enable those who access 'read-aloud' software to |
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