

Appendix 3 of Equality Policy – Public Sector Equality Duty
Evaluation of Current Provision
2025 – 2026 (reviewed July 2026)

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.

2025 - 2026	Actions taken to show due regard to the Equality Act and Public Sector Equality Duty
Eradicating Discrimination	• As part of our behaviour policy, the phrase ‘call it out’ has been further embedded to encourage pupils to be active bystanders. This is discussed in both assemblies and PSHE lessons in the classroom. Pupil voice with both SLT and governors assesses how well pupils understand and utilise this phrase. We will continue to monitor and develop its use in forthcoming years. • ‘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. Over the past year, this has been evident in assemblies where buzz words have been linked to key messages. • All incidents of bullying or racism are dealt with promptly and appropriately in line with our policies. • Where there has been a racist incident, pupils have been asked to complete a racism reflection form with a member of SLT which has been shared with parents. This is to ensure there is a space for learning from what has been said. • 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. • Resources available as part of Jigsaw’s PSHE curriculum have been utilised to ensure that diverse images of people are utilised when delivering RSE lessons. • Planning is regularly monitored to ensure that training has been implemented. Planning guidance shares expectations around the use of images, ensuring there is representation of both our school community and the wider world throughout the curriculum. This is monitored by the curriculum leader. • 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 and/or local visits have been held in school regarding Christianity, Islam and Hinduism through the course of the year. This

	has included visitors to the school and members of our school staff and pupil community sharing their expertise about their religion.
Fostering Good Relationships	• The curriculum provides rich learning opportunities for all children, imparting knowledge and building intellectual curiosity. • Enrichment activities have been offered throughout 2025-2026 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 Meetings took place termly in 2025/2026 where feedback was sought and discussed with the Headteacher. • Diversity/Inclusion Week was held in the autumn term 2025. This year, the week focussed on culture and identity. Pupils participated in a range of activities which allowed them to explore this protected characteristic, developing their knowledge and understanding. • The new RSHE policy was shared with parents and governors ahead of implementation. This meant that we could capture views and ensure understanding. Parents were also invited to attend meetings regarding the puberty and health education content.
Advancing Equality of Opportunity	• 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. • 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'.