



Equality Policy and Objectives

Written By	Senior Leadership Team & Staff	
Frequency of Review	Annually	
Date reviewed and approved by Governing Body	Autumn 2026	
Date of next review	Autumn 2027	
Display on Website	✓	
Purpose	To comply with the school's general duty to provide equality of opportunity and the specific duty to publish information about the school population: to explain how the school has due regard for equality and to publish objectives showing how it plans to address particular inequalities.	
Consultation	Governors	✓
	Parents	✓
	Pupils	X
	Staff	✓
Links with other policies	Attendance Inclusion SEND Prevent Radicalisation Safeguarding and Child Protection Anti-bullying Behaviour Accessibility Plan	

Our Vision:

Burlington Junior School inspires each individual child on their educational journey towards a lifelong love of learning and knowledge.

Our Mission:

Staff are committed to:

- Providing a broad and balanced curriculum that provides memorable learning experiences.
- Providing pupils with transferable knowledge, skills and understanding which they can utilise in later life.
- Creating a safe, caring environment where everyone is happy and can achieve.
- Working in partnership with our community to celebrate, respect and embrace our diversity.

1. Principles

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Burlington Junior School is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

Under the Equality Act (2010), it is our duty to eliminate discrimination, to advance equality of opportunity and to foster good relations. We also have specific duties to publish information about our school population and to explain how we have due regard for equality. The school gathers information on the pupil population broken down by ethnicity and gender and about significant differences in attainment between girls and boys, and between pupils of different ethnic backgrounds. The school ensures that individual pupils cannot be identified (please see appendix 2 for more details).

Burlington Junior School endorses Achieving for Children's (AfC) commitment to race equality:

"We recognise and work to ensure that all must have an equal right to succeed and that there will be no tolerance of racism, stereotyping and low expectations. We assist schools to work towards a society where there is respect for all, regardless of their colour, religion or ethnicity and a society that celebrates its cultural richness and ethnic diversity. We do not tolerate any form of discrimination and expect all those who work, visit or who are associated with the school to share this vision".

2. Responsibilities

The **governing board**¹ will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty (PSED) to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future planning.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in the recruitment of new governing board members.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The **headteacher** will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Ensure the school works towards addressing and removing inequalities where possible.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

¹ Please see the 'Governors' section on the website for further information and minutes of meetings:
<https://www.burlingtonj.kingston.sch.uk/page/?title=Governors&pid=25>

Staff will:

- Be mindful of any incidents of harassment or bullying in the school. Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, reporting to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Actively encourage equality and diversity in the school by providing opportunities to celebrate and listen to pupils' cultural experiences and values.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values, as well as celebrating and listening to the experiences of others.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

3. Our Equality Objectives

Burlington Junior School is committed to promoting the welfare and equality of all of its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

Date Objectives Set: Autumn 2025

Date Objectives to be Reviewed: No later than Autumn 2029

Objective 1:

To monitor pupil progress and attainment in order to ensure that pupils in vulnerable groups achieve their potential.

Objective 2:

To provide a variety of enrichment opportunities which give the opportunity for all children to become rounded individuals both physically and psychologically. This may include access to sports' clubs, extra-curricular activities, trips and visits, and multicultural weeks. All vulnerable pupils will be specifically offered enrichment opportunities in sports, arts or music.

Objective 3:

To ensure that planning and resources utilised in lessons are reflective of both our school and wider community. This can be seen through the texts studied, images used and references to inspirational figures and places.

Objective 4:

To ensure that reasonable adjustments are made for any staff member, parent or pupil with a physical disability, special educational need or mental health need to better meet their needs in line with our accessibility plan. Where any disadvantages are identified or experienced, they are addressed quickly and monitored accordingly.

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives. In line with the specific duties of the PSED, we will update this information and publish it as part of this policy (see appendix 2 and 3) every year.

The school will update and publish its equality objectives at least every four years.

4. Protected characteristics

We will not discriminate against, harass or victimise a pupil, a prospective pupil, our staff or a pupil's families, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Age.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We will regularly review our school practices to ensure that they are fair with regard to all the protected characteristics listed above.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

The Equality Act makes it unlawful for the governing board or Local Authority of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

5. Our Aims (in relation to the PSED and Equality Act)

Eradicating Discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful and tolerant of others.
- Consistently implementing our school behaviour policy² and ensuring that all forms of bullying or prejudice-related incidents are recorded, challenged and addressed.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Ensuring that our curriculum is inclusive and accessible to all³.
- Explicitly teaching pupils about heritage and identity throughout the school's curriculum as core curriculum concepts.
- Nurturing and celebrating the identity of all pupils so that they feel their protected characteristics are valued e.g., marking and/or informing the school community of religious festival days, raising awareness and talking positively about children and families with disabilities.
- Encouraging compassion and open-mindedness.
- Exploring with pupils (at the appropriate level) issues of racism and equality in a range of PSHE contexts, including promoting justice and challenging injustice, and providing positive images and role models in resources and displays which reflect the experiences and background of all pupils in our multicultural society.
- Critically examining resources in the school to ensure that stereotyped images and viewpoints are not being perpetuated.
- Ensuring we have a fair admissions policy for pupils.
- Challenging bias in order to move the conversation forward.

² Behaviour Policy -

<https://www.burlingtonj.kingston.sch.uk/page/?title=Non+Curriculum+Policies&pid=24>

³ Please see the SEND Information Report and Accessibility Plan on our website:

<https://www.burlingtonj.kingston.sch.uk/page/?title=Special+Educational+Needs+and+Disability&pid=45>

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others⁴. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs. We encourage dialogue with these parents to understand more about any concerns prior to pupils being withdrawn from particular lessons.

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Fostering good relationships across characteristics

Fostering and promoting good relations between people and groups of all kinds is at the heart of our school community. As a multicultural school, we recognise the importance of ensuring that we promote tolerance and friendship amongst groups of people in order to avoid any prejudice-related incidents occurring.

⁴ Please see the curriculum page on our website for more information
<https://www.burlingtonj.kingston.sch.uk/page/?title=Our+Curriculum&pid=55>

We achieve this by:

- Ensuring that all stakeholders are aware of our behaviour policy principles which encourage pupils to be ready, respectful and safe⁵.
- Explicitly teaching pupils about equality and community throughout the school's curriculum as core curriculum concepts as well as through British Values.
- Ensuring that equality and diversity are embedded in the curriculum and in assemblies.
- Providing enrichment opportunities, e.g. visits to religious buildings, utilising specialist teachers in music and sports, planning a variety of external trips that extend an understanding of positive role models and past events.
- Enabling parents to share their views of the school and engage with school leaders about their experiences through parent forums⁶, school surveys and direct contact via email or telephone conversations.
- Inviting parents to engage with school life through special events, such as 'bring a male/female relative to school', curriculum information meetings and PTA fairs.
- Ensuring each class has a parent representative⁷ who is able to support parents by communicating key messages from school and sharing parental concerns with class teachers;
- Building positive links with community groups and using support agencies to ensure that the multi-cultural dimension to the curriculum is fully developed.
- Ensuring pupils have opportunities to work with different individuals in their classrooms by mixing learning groups within a classroom.
- Offering current and prospective parents the opportunity to tour the school with one of our 'Language Heroes'. These multilingual pupils are able to offer to translate and answer questions in languages such as Tamil and Korean.

Ensuring equality of opportunity

As set out in the DfE guidance on the Equality Act⁸, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils whose parents identify as members of the LGBTQ+ community and are being subjected to homophobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic;

⁵ <https://www.burlingtonj.kingston.sch.uk/page/?title=Non+Curriculum+Policies&pid=24>

⁶ <https://www.burlingtonj.kingston.sch.uk/page/?title=Parent+Forums&pid=33>

⁷ <https://www.burlingtonj.kingston.sch.uk/page/?title=Parent+Reps&pid=32>

⁸

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

- Encouraging people who have a particular characteristic to participate fully in any activity (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Monitor pupil achievement with reference to racial, ethnic and cultural backgrounds (please see appendix 2);
- Monitor and analyse any incidents of bullying according to the protected characteristics in order to put support in place to ensure a reduction is seen in these incidents;
- Publish attainment data each academic year on our school website⁹ and through the Department for Education's 'Comparing School Performance'¹⁰ website showing how pupils with different characteristics are performing;
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and include this information in our school development plan;
- Make evidence available identifying improvements for specific groups to Governors i.e. in year assessment data;
- Encourage collaborative and cooperative approaches to learning and ensuring that pupils' cultural and linguistic experiences are reflected and built upon positively in the classroom;
- Enable Muslim pupils to pray in a designated space;
- Have high expectations of all pupils, ensuring that each pupil's individual learning and social needs are met.

6. Equal Opportunities

We see all learners and potential learners, and their families, as of equal value, regardless of any protected characteristic. Our policies, procedures and activities will not discriminate but must nevertheless take account of difference in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

Race and Ethnicity

The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups. We will ensure that pupils of all races and ethnicities (including those who are multilingual are not singled out for different and less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair. We will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

⁹ <https://www.burlingtonj.kingston.sch.uk/page/?title=Achievement+and+Progress&pid=108>

¹⁰ <https://www.compare-school-performance.service.gov.uk/school/102564/burlington-junior-school/primary>

Disability

The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life. We will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair. We will ensure that we do not discriminate against pupils with a disability by implementing a rule for all pupils that could have an adverse effect on pupils with disabilities only (for example, making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim. We will meet our duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

Sex

For the purpose of this policy, sex refers to a person's biological assignment at birth depending on their reproductive organs. We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes. The school will promote equality by eliminating unlawful discrimination and harassment, and will promote the equality of opportunity between different sexes. We will suggest areas of support and resources where necessary to ensure any disadvantage or inequality is reduced.

Religion and Belief

We will ensure that pupils are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair. We will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers. Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy.

Sexual Orientation

We will ensure that all gay, lesbian and bi-sexual members of our school community, are not singled out for different or less favourable treatment from that given to others, regularly reviewing our school practices to ensure that they are fair. We will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory. RSHE lessons will be taught in accordance with our Relationships, Sex and Health Education Policy.

Gender Reassignment (transgender)

According to the PSED¹¹, someone has the protected characteristic of gender reassignment if they are proposing to undergo, are undergoing or have undergone a

¹¹ <https://www.gov.uk/government/publications/public-sector-equality-duty-guidance-for-public-authorities/public-sector-equality-duty-guidance-for-public-authorities>

process or part of a process to reassign their sex by changing physiological or other attributes of sex. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the biological sex they were assigned at birth. We will ensure that members of our school community are not singled out or treated less favourably because they are undergoing or have undergone gender reassignment, and we will regularly check our school practices to ensure that they are fair. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

Looked after children (LAC)

LAC, and previously LAC (PLAC), will be given the highest priority for admissions, as per the requirements of our Admissions Policy. We will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state. A personal education plan will be created, and implemented, for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

7. Addressing prejudice-related incidents

The school is opposed to all forms of prejudice. We will ensure that pupils and staff are aware of the impact of prejudice. We will identify, record and challenge all prejudiced incidents and bullying including that which is racist, sexist, homophobic and transphobic.

Our Behaviour Policy and Anti-bullying Policy¹² will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm. Please see appendix 1 for more details about our prejudice-related harassment procedure. The school will address any incidents immediately and, in the case of racist incidents, report them to the LA.

Any incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Safeguarding and Child Protection Policy¹³. It is the responsibility of the headteacher to decide whether it is appropriate to notify social services, and/or the police, of any incident.

8. Complaints procedures

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure.

¹² Please see our Behaviour and Anti-Bullying policies for further details - <https://www.burlingtonj.kingston.sch.uk/page/?title=Non+Curriculum+Policies&pid=24>

¹³ Please see our Safeguarding and Child Protection Policy for further details - <https://www.burlingtonj.kingston.sch.uk/page/?title=Non+Curriculum+Policies&pid=24>

Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Policy¹⁴ to ensure a straightforward, impartial, non-adversarial process that allows a full and fair investigation, respects confidentiality and delivers an effective response and, appropriate redress.

If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Policy.

9. Pupil Progress

Pupils' attainment and progress is monitored by ethnic group as well as by gender. Attainment and progress of individual pupils is tracked through the school (please see our Assessment Policy¹⁵). We value the achievements and progress of pupils from all vulnerable groups, including achievements outside the school setting.

Please refer to both appendix 3 for the percentage of pupils on roll within vulnerable groups and our school profile on the Department for Education's 'Comparing School Performance' website¹⁶.

10. Staffing

Recruitment and selection procedures are consistent with the Code of Practice in Employment. Everyone involved in recruitment and selection adheres to the schools' procedures. Our governors and senior leadership team regularly review our recruitment, selection and professional development procedures to ensure that discrimination does not take place.

11. Staff training

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.

¹⁴ Please see our Complaints Policy for further details -

<https://www.burlingtonj.kingston.sch.uk/page/?title=Non+Curriculum+Policies&pid=24>

¹⁵ <https://www.burlingtonj.kingston.sch.uk/page/?title=Non+Curriculum+Policies&pid=24>

¹⁶ <https://www.compare-school-performance.service.gov.uk/school/102564/burlington-junior-school/primary>

- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- In addition to curriculum coverage in lessons, we hold an inclusion/equality week every year enabling us to learn more about the protected characteristics.

Monitoring:

The Equality Policy is regularly reviewed and there is also a Governor responsible for supporting the school with monitoring and implementation. The termly Headteacher's report to Governors also states the number of racist incidents each term.

Appendix 1 – Prejudice-Related Incident Procedure

Racial behaviour could be:

Any hostile or offensive action against groups, individuals or their family members because of their skin colour, ethnic origins, nationality or cultural background.

Transphobic or homophobic behaviour could be:

Any hostile or offensive action against groups, individuals or their family members because of their sexual orientation and/or gender identity.

Sexist behaviour could be:

Any hostile or offensive action against groups, individuals or their family members because of their sex.

Forms of harassment include:

- Physical assault
- Verbal threats and abuse
- Derogatory name calling
- Jokes or unpleasant comments (regular and reported), including those masked as 'banter' or 'roasting'
- Graffiti
- Incitement of others to behave in a racist/homophobic/sexist/transphobic way
- Derogatory comments about individuals or their families/friends
- Ridicule
- Refusal to accept or co-operate with other people because of their race, gender identity, sexual orientation or sex.
- Refusal to sit next to someone.
- Skirt lifting, groping or being asked inappropriate questions (with relation to gender identity).
- Sexual harassment
- Intentional incorrect use of language (names, pronouns), in relation to a pupil's gender identity.

Recording and Monitoring Incidents:

All incidents of bullying should be recorded on CPOMs in line with our behaviour and anti-bullying policy. All details of the incident should be included in the log. Patterns will be looked for by the Headteacher and Safeguarding Governor.

The Headteacher will notify the Governing Body and Achieving for Children through agreed procedures of incidents alleged to be racist.

Procedures for dealing with incidents

Pupil to pupil:

In dealing with perpetrators:

1. Explain what happened, what was wrong with it and complete a pupil reflection which could be verbal, written or include time away from others.
2. Restorative justice between the pupils, if appropriate.
3. Inform and involve the senior leadership team. Agree the sanction. If this is a racist incident, this will include completing a racial justice reflection form. Senior leaders will review the incident as a team.
4. Inform the parents and/or meet with them and discuss sanctions.

In dealing with victims:

1. Ensure that their voice has been heard and they have had the chance to share what has happened. Staff should make time to actively listen.
2. Check in with how they are feeling.
3. Share what has happened with the perpetrator so that they are aware that it has been taken seriously. An apology/repair may not be appropriate at this stage.
4. Inform parents and continue to monitor.

Member of staff to pupil:

1. The pupil and parents should be offered an interview with the Headteacher
2. The staff member concerned will be interviewed by a member of the management team, nominated by the Headteacher, and if appropriate, be accompanied by the staff member's union representative.
3. If there is clear evidence, the complaint should be followed up in accordance with the school's Disciplinary Procedures.
4. Where there is a complaint against the Headteacher, this should be raised with the Governing Body.

Pupil to member of staff:

1. If in a class situation, the child will be taken to see the Deputy Headteacher/Headteacher. The teacher may request the Headteacher or a senior teacher to collect the child from the class.
2. The Headteacher or another teacher will come and speak to the member of staff and cover organised if necessary.
3. The children (witnesses) then write down what happened.
4. Headteacher will speak with the member of staff and the child.
5. Parents will be contacted.
6. Counselling may be offered to the member of staff and support put in place for the child's return to the classroom within an appropriate timescale.

Staff member to staff member:

1. The aggrieved member of staff should immediately inform the Headteacher about the incident.
2. The Headteacher will institute immediate investigation into the incident.
3. A complaint for which there is prima facie evidence (strong evidence to suggest truth) will be pursued in exact accordance with the school's Disciplinary Procedures.
4. In the case of physical assault, if the Headteacher views the assault serious, then the police will be called. The victim can also notify the police at any point.

Dealing with an incident in the classroom:

1. Stop everyone if the incident is related to the whole class, or if heard by others.
2. Support the victim.
3. Use the incident to demonstrate the unacceptability of such behaviour if the victim is confident and it is appropriate to do so.
4. Follow pupil to pupil procedure

Parent to pupil (who isn't their child) or member of staff

1. Headteacher to be informed of the incident. Depending on the nature of the incident, police and/or social services may be contacted at this point.
2. An investigation will be instigated to find out more about the incident.
3. A meeting will take place with the Headteacher and the parent involved.
4. A meeting will take place with the member of staff or the parents of the pupil involved.
5. Resolution between all parties.
6. Counselling and/or ongoing support for those involved if required.

If the incident takes place in a small group, record any response contained within that group. When possible, question the victim and the perpetrator - this should be done at the earliest possible convenience. Address the issue both separately and collectively.

In the case of all the above:

Record the incident and the action taken on CPOMs.

All procedures should be carried out with the aim not only of correcting the perpetrators but also of demonstrating support for the victims.

Appendix 2 - Equality Data and Information

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of “protected characteristics”. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, and to set our equality objectives, the school collects information on the following protected characteristics:

- Race, nationality or ethnicity;
- Disability (The Act defines disability as when a person has a ‘physical or mental impairment; which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’);
- Sex;
- Religion or belief.

The school monitors the different religious beliefs within the school community so that special events and learning about different religions is carried out within curriculum time and through the wider curriculum opportunities. Planning can be adapted if there are changes in the school community.

Age and Marriage/Civil Partnership are also protected characteristics. We do not collect data about this characteristic but it is important to recognise that equality protection needs to be extended to the children’s family and the wider community.

Additional protected characteristics are sexual orientation, pregnancy and maternity, and gender reassignment. We do not feel it is appropriate to collect information from pupils in relation to these protected characteristics. However, as a school, we are aware that there may be equality issues for pupils, their families and the wider community with regards to these characteristics.

Please refer to the Department for Education’s ‘Comparing School Performance’ website for more information about pupil progress¹⁷.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Pupil Premium Grant;
- Pupils with Special Educational Needs and disabilities (SEND);
- Pupils with English as an Additional Language (EAL);
- Pupils with a Traveller heritage who are highly mobile but not from a minority ethnic group;
- Young carers;
- Looked after children (LAC);
- Other vulnerable groups such as Post LAC.

¹⁷ <https://www.compare-school-performance.service.gov.uk/school/102564/burlington-junior-school/primary>

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we indicate this by an asterisk (*) and no percentage is published. Characteristics are based around the Census classifications and parents choose groups to which they, or their children, belong. Where no data is provided, this is due to no pupils currently representing the race, ethnicity or religious group.

Looked After Children and Young Carers

This information is held by the Family Liaison Officer and designated safeguarding leads (DSLs) within the pupil information records.

At Burlington Junior School, we aim to ensure that any gap in attainment for pupils within any of the identified groups is diminished. This is achieved through rigorous tracking and monitoring of individuals, as well as groups of children, concerning their progress and attainment. We also provide equal opportunities for all pupils to access the curriculum.

Showing Due Regard to Equality Issues

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies or procedures. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

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'.