Brant Broughton Church of England & Methodist Primary School

Equality Objectives 2025-2029

Our inclusive church school celebrates each person and makes sure that everyone is known and valued. An ambitious and engaging curriculum strives to lay strong foundations to prepare pupils for their lives now and in the future. In the spirit of ubuntu (I am because we are) we travel together, discern possibilities and act in hope so that each person flourishes.

Equality Objectives 2025-2029

The Equality Act 2010 requires schools to publish specific and measurable equality objectives as based on our analysis of data and other evidence. Our equality objectives focus on those areas we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives. Please refer to the School's Equality and Diversity Policy for further information.

	Aim	Action to be taken	Impact
1	To develop all pupils' understanding of British values and protected characteristics.	To have a high focus on the working of the pupil council, how democracy works and how laws passed in our country. To maintain an active display showing the working of the pupil council. To have a robust curriculum which includes opportunities to cover BV and PC. To continue to celebrate different cultures by exploring the breadth of the school community.	All pupils will have an increased understanding of the British Values and protected characteristics and how they apply at BB. All pupils will have a greater awareness of the actions of the pupil council. All pupils will show a greater appreciation of different communities and cultures.
2	To raise awareness of hidden disabilities to increase pupils' and staff understanding of barriers to learning and relationships.	Awareness days/weeks shared in school. Curriculum timetable planned to ensure coverage. PSHE curriculum to cover hidden differences and tolerance of others. Staff training on ASD/ADHD/PDA.	Staff adapt interactions to ensure inclusion and maximise progress. Reduction in triggers for children with hidden disabilities and therefore less behaviour incidents at home and school.
3	To ensure that staff currently on maternity leave/long term absence are kept in touch with developments in policy and practice.	HT to have regular KIT conversations and plan KIT days.	Staff currently on maternity leave/long term absence feel informed and reintegrate quickly on their return so that there is no detriment to pupils learning. Staff return seamlessly into their roles and are happy with given hours.