



Brunswick House
Primary School



Equality Information & Objectives

Reviewed and Ratified: May 2019

Next Review: May 2020

By: Strategy

Brunswick House Primary School

Equality information and objectives

Brunswick House Primary School is proud to be a school that serves a diverse community. We are committed to equality in our work with children, our partnership with parents and our responsibilities as an employer:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation
- We welcome our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

Our objectives for the current academic year are:

- The attainment difference between PP and non PP pupils diminishes in all subjects across the school
- High quality provision means that boys and girls make similar progress in writing
- Enhance staff expertise in supporting children with English as an additional language (EAL) to improve outcomes for our increasingly diverse pupil community
- Provide tailored provision so that SEN pupils make good or better progress from their starting points.