



Bere Regis Primary and Pre-school

# Equality Objectives

Last reviewed: May 2026

Next review due: May 2027

## Objective 1:

The school's commitment to equality is evident in its strategic and development planning.

Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review
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a) Ensure that Bere Regis School's commitment to equality is evident in its key strategies, policies and documents	Commitment to be included in all documents for 2026-2027	The school's commitment to equality is evident in the following key documents:  WMAT and Bere Regis school's SDP School prospectus / starting school brochure.  Website  Staff Handbook and induction	Headteacher (RB)	Annually by LGB
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<b>Objective 2:</b>				
<b>Barriers to participation are removed to enable all our staff and pupils to play a full part in the life of the school and Wessex MAT.</b>				
<b>Actions</b>	<b>Target Date</b>	<b>Evidence/Outcomes</b>	<b>Responsibility</b>	<b>Monitoring and Review</b>
a) Ensure that Bere Regis School's commitment to equality is evident in its admission procedures	Admission procedures for admission by July 27	<ul style="list-style-type: none"> <li>Admission procedures (including in-year applicants)</li> <li>Diverse, non-stereotypical images in all marketing materials, including resources shown at school information events.</li> </ul>	Headteacher	Annually by LGB - <u>Review May 2026</u>  We work closely with individual families to get to know their lived experience and support where needed. Careful consideration is given at school level to ensure staff, families, and children can access every opportunity available.
b) Develop further Bere Regis School's employment policies and procedures in order to provide a barrier-free environment for recruitment and employment	Recruitment procedures reviewed annually	<ul style="list-style-type: none"> <li>All applicants receive full and fair treatment and are considered solely on their ability to do the job</li> <li>All applicants for employment who have a disability and who meet the essential criteria are invited for interview</li> <li>Availability of information about vacancies in alternative formats (large print, audio)</li> <li>Ensure that school policies and procedures reflect the challenges faced by individual groups e.g. Menopause policy / wellbeing survey for staff.</li> </ul>	SLT or recruitment team	September 23 -Introduced adapted uniform policy and included in home school agreement.

<p>c) Ensure that where practicable, all new and existing school buildings are accessible to all staff and pupils</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Planning documentation</li> <li>• Wheelchair access wherever possible to all areas of the school</li> <li>• Provision of study / social space for pupils with disabilities</li> <li>• Contractors employed by the academy are aware of the academy's expectations regarding equality</li> </ul>	<p>Headteacher, SENDCo and Govs.</p>	<p>Equality statements are included in all recruitment adverts. Any applicants with a disability who meet the criteria have been invited for an interview.</p> <p>MAT Menopause policy is in place and has been shared with staff.</p> <p>A Staff Wellbeing survey is completed annually. Next survey is due May 2026 as part of the School Mental Health Survey.</p> <p>Accessibility plan reviewed May 23 and May 24 and Sept 25. Next review Sept 2026</p> <p>Sept 23 -Gender neutral toilet facilities introduced across all year groups.</p> <p>June 24 -Marketing materials were reviewed as part of SLT marketing course</p> <p>Next steps: School Mental Health Survey– May 26 Mental Health action plan – June 26</p>
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**Objective 3:**

**All our staff and pupils are aware of their own, the school's and the MAT's responsibilities for advancing a culture of equality.**

Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review
a) Provide a clear and coherent learning experience for all pupils which enable them to understand others, value diversity and human rights, and participate responsibly in their communities	Ongoing	<ul style="list-style-type: none"> <li>Curriculum provision/documentation</li> <li>To ensure that our curriculum design reflects the multicultural nature of British society and the significant achievements of both men and women.</li> </ul>	HT/SLT	<p>Annually by LGB <u>Review May 26</u></p> <p>Our culture of inclusivity is very strong. Further work continues to be undertaken in PSHE, assemblies, and day-to-day restorative work to support understanding of equity.</p>
b) Provide opportunities for pupils and their families to interact positively with people from different backgrounds and communities and provide extended services which make a positive contribution to the community	Ongoing	<ul style="list-style-type: none"> <li>Curriculum provision/documentation</li> <li>Provision of activities - To maintain and evaluate records of engagement in extra-curricular activities by gender, ethnicity, age, and disability.</li> <li>Assemblies involving members of different communities</li> </ul>	HT / SLT	<p><u>Curriculum:</u></p> <p>PHSE curriculum for each year group includes a 'Valuing Difference' unit.</p> <p>Whole school assemblies that support our school Virtues include themes such as racism, human rights and community service e.g. learning about Forgiveness through the work of Desmond Tutu.</p>
c) Integrate appropriate forms of on-going training on equality and community cohesion issues into the school's staff development programme.	Ongoing	<ul style="list-style-type: none"> <li>The school's and the MAT's staff development programme</li> <li>Training for new teachers in providing reasonable adjustments (e.g. handouts, board work, use of voice) and in how to approach the possible differences in learning needs</li> <li>Raised awareness of new staff of the range of disabilities and associated technical terms</li> <li>Raised awareness of new staff of the range of disabilities and associated technical terms.</li> </ul>	HT/SLT and MAT	<p>Summer 2023 - Children attended a collaborative writing event at TH – theme of Diversity.</p> <p>2023-2024 Increased books for the library that include a more diverse range of authors, themes and includes biographies of significant individuals. This was achieved</p>

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through amazon Wishlist and use of 'Windows and Mirrors' booklist from Ruth Miskin.

Some additional activities (clubs / nurture groups) targeted to meet the needs of identified groups.

'Priority' children identified and spaces allocated on a 'block' basis.

A new curriculum was created - ensure inclusion of diverse groups, opportunities to break down stereotypes (e.g. through learning about significant women scientists)

24-25 – School council looked at new books and looking for opportunities to celebrate differences. Some new books were purchased for the library – this is ongoing. A diversity day was planned for the summer term – the chair of the school council met with the HT to discuss and plan

Nov 24 onwards –RB started NPQ SENCo qualification - May 26 this is now completed.

Training:

DEI Leadership course for Lead

Facilitator completed (RB) 22-23

June 23 - Mental health lead training

Sept 23 - General principles of SEN inclusion in the classroom – all class based staff.

Feb 24 – MAT TA conference

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'Adaptive teaching'

Oct 23 -Gateway to Goals and individual plans training.

April 24 - Autism Awareness Training – SENSS Team for all class-based staff.

EYFS staff are enrolled on DfE EYFS child development training.

Sept 24 – Good Autism Practice training – SENSS training for all class-based staff.

Oct 24 – Relational Practice training – all class-based staff.

Annual training – All staff complete Equality and Diversity training as part of annual compliance training.

May 26 -Whole school training for ICPS and Dyslexia has been completed this academic year.

Next steps:

- Staff CPD to be arranged for 2026-2027
- Space Youth Project (Mel Lane)– Inclusive education
- Ongoing audit of current resources and purchase of new texts that reflect gender and family group diversity

**Objective 4:**  
**Equality is reflected in our learning, teaching and assessment activities leading to an excellent pupil experience at school.**

Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review
a) Provide a broad and balanced curriculum that meets all pupils' needs		<ul style="list-style-type: none"> <li>Evaluation of the quality of the curriculum – its match to pupils' needs – and improvement over time</li> </ul>	HT/SLT	Annually by LGB <u>Review May 26</u>
b) Evaluate the quality of teaching and its impact on the learning of all protected characteristic groups		<ul style="list-style-type: none"> <li>The academy's own evaluations of the quality of teaching</li> <li>External evaluations of the quality of teaching</li> <li>The views of pupils, parents and staff of the quality of teaching</li> <li>Analysis of pupil progress by subject, cohort, pupil group and teaching group</li> <li>The effective strategies for improving teaching: identifying and using best practice; monitoring and acting on the findings; coherent CPD (including coaching, training (inc Child Protection), mentoring, curriculum development, and tackling underperformance)</li> <li>Systematic performance management</li> </ul>	HT/SLT	Teaching and learning is adaptive, closely supported by our SENDCo; we endeavour to ensure our curriculum is accessible to all pupils. Each child is given the scaffolding they need to access learning. We are continuously reviewing how we adapt for all children in line with growing needs. June 25 – QoE judged to be good Pupil view questionnaires are conducted annually Parent view questionnaires are completed twice a year. Pupil progress meetings are conducted each Autumn, Spring and Summer. Lesson drop ins, work scrutinies and pupil voice monitor quality of teaching and learning.

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For any ECTs, formal lesson observations and reports are completed.  
 Performance management is supported by relevant CPD and mentoring for each staff member.

<b>Objective 5:</b>				
<b>Our commitment to equality is reflected in behaviour and practices throughout the school.</b>				
<b>Actions</b>	<b>Target Date</b>	<b>Evidence</b>	<b>Responsibility</b>	<b>Monitoring and Review</b>

<p>a) Ensure the systematic and consistent management of behaviour</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Policies and systems for managing behaviour, exclusions and attendance</li> <li>• Views expressed by pupils, parents, staff and governors about behaviour, bullying, safety, respect and courtesy</li> <li>• Behaviour evidence from lesson observations, 'learning walks' and off-site provision</li> <li>• Overall and persistent absence and attendance rates for different groups of pupils</li> <li>• Punctuality tracking</li> <li>• Rates of permanent and fixed term exclusion</li> <li>• Tracking of behavioural sanctions/rewards and evaluations of impact</li> <li>• Tracking of incidents of bullying and their resolution</li> <li>• Tracking and evaluation of racist incidents</li> <li>• Evidence of pupils' risk awareness from lesson observations and pupil feedback;</li> <li>• Evidence of the impact of teaching about risk.</li> <li>• Analysis and evaluation of incidents and breaches of IT protocols</li> </ul>	<p>HT/SLT</p>	<p>Annually by LGB  <u>Review May 26</u>  Our 12 school values are important to shaping our culture and ethos. Expectations for behaviour are clear and the majority of pupils are able to follow these expectations. Teaching expected behaviours is completed through our behaviour curriculum and is modelled by staff.  <u>Behaviour training</u>  June 22 -STEPS leader training completed by RB and KB  Sept 23-July 24 – Whole school staff training completed.  Nov 23 – Restorative and relational based practice training KB/RB  Nov 23 and May 26 – STEPS leader refresher RB/KB  Jan 24 – STEPS refresher for all staff and development of Behaviour curriculum.  Jan 24 – Nurture group training KB/RB  Staff are implementing the therapeutic approach to behaviour.  Feb 24 – INSET Day – Behaviour Curriculum  May 24 – RB and CD – Behaviour curriculum and EYFS STEPs training.  June 24 MyTime (Young Carers) training for all class based staff.  Jan 25 – Relational practice training for all class-based staff.</p>
<p>b) Ensure that all pupils are safe.</p>		<ul style="list-style-type: none"> <li>• Management of safeguarding arrangements, including safe recruitment and identifying pupils at risk or in need</li> <li>• Appropriate arrangements for child protection</li> <li>• Following up absence</li> <li>• Promoting safety through the curriculum.</li> <li>• Engagement with families in supporting pupils' achievement, behaviour and SMSC</li> </ul>	<p>HT/SLT</p>	<p><u>Policy:</u>  Behaviour policy updated Jan 24 and Jan 26.</p>

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Jan 24 -3 rules introduced across the school.  
 Development of a new behaviour policy is currently in process to reflect our therapeutic approach.

**Attendance:**

Sept 23 -New attendance strategy implemented. Information factsheet created for parents.

Half termly attendance report is created for all pupils.

Sept 24 and 25 – MAT Attendance toolkit has been updated and implemented in school.

INSIGHT and Arbor tracking allows teachers to monitor pupils in their class. Sign in system (Jan 26) helps to monitor reasons given for lateness or absence.

**Safeguarding:**

All bullying, racist or homophobic incidents are logged on MyConcern.

Each year a Safeguarding audit is completed

Safeguarding data is shared with the governing body termly.

**Safety Curriculum:**

PHSE curriculum for each year group includes a 'Keeping Myself Safe' unit which included taking risks, drugs and alcohol education and online safety.

We regularly engage the Safer Schools team to run workshops for online safety for our older pupils. This year,

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an additional SCARF workshop was added for Yr5/6.

New vaping resources are now available and will be used in school. RB continues to work with the Talk About Trust.

Engaging families in supporting behaviour and achievement:

Termly parents' evenings and annual reports.

PP children questionnaire to parents which informs PP strategy.

The school weekly newsletter has had a positive effect. House points and hot choc vouchers have had a positive learning behaviours.

Pastoral staff support parents on an individual need basis with behaviour strategies at home through use of visuals, timelines, etc.

Academic year 24-25- Family workshops to help families support their children's behaviour and learning at home. (Autism, Behaviour, Communicating Better, Supporting Mental Health)

Arbour – May 25 is now being used to communicate more easily with parents and carers. Teachers can email parents directly.

**Objective 6:**  
**Our awareness and understanding of equality are increased through the analysis of data relating to staff and pupils and the findings used to improve our policies and practices.**

Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review
a) Use performance data to monitor learner achievement and respond to variations between groups of pupils, subjects, courses and key stages, trends over time and comparisons with other schools within the MAT.	Ongoing	<ul style="list-style-type: none"> <li>• Attainment and progress from historic test results and comparisons with national standards and floor targets</li> <li>• Attainment and progress of current pupils</li> <li>• Attainment and progress of sub-groups of pupils, including by SEND, Disadvantaged, LAC, intake ability</li> <li>• Attainment and progress in different subjects</li> </ul>	HT/SLT	Annually by LGB <u>Review May 26</u>  IDSR and termly tracking data for core subjects is shared with governing body. This includes SEN, PP groups. This is reviewed with CoGs.  April 23 onwards - Assessment of foundation subjects has been developed  Standardisation of assessments is now completed across the MAT to allow attainment and progress to be compared between schools.  Assessment data can be investigated by SLT and MAT through INSIGHT and Arbor.