



**Elmridge  
Primary School**

BRIGHT FUTURES EDUCATIONAL TRUST

# **Equality Information and Objectives (2024 – 2027)**

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## Background

Elmridge Primary School is part of Bright Futures Educational Trust. The Trust has responsibility for Trust wide policies such as the Staff Safe and Fair Recruitment and the school complies with these.

### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values, such as collaboration, compassion and challenge.

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### **3. Roles and responsibilities**

The local governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The head of school will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

### **5. Advancing equality of opportunity**

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

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality Objectives

Equality Objective	Why has this objective been chosen?	Actions	How will the impact of the action be monitored	Who is responsible?	Timescale
Increase the representation of staff from non-white ethnic communities over a 3-year period.	50% of our pupils are from non-white ethnic groups, with the majority coming from Pakistani, India and Afro-Caribbean backgrounds. However, only 20% of our staff are from non-white ethnic groups.	We will ensure that our recruitment adverts and promotional videos include contributions from our staff from all ethnic communities. Blink short-listing is used when shortlisting candidates. We will use multiple platforms that will reach a more diverse audience when advertising for vacancies. We will advertise locally in order to encourage applications from the local community. The Heads of School will ensure that all appointment panels give due regard to the equality information and objectives, so that no one is discriminated against when it comes to employment or training opportunities. The guidance on this is contained in the Trust's SAFR policy.	Trust Annual EDI analysis	BB	2027
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Our internal data, which is discussed termly at Pupil Progress Meetings, indicates an inequality of attainment/progress across KS1 and KS2 for certain groups in relation to their starting points.	The progress of all groups will be continuously tracked. Appropriate support is targeted where necessary to ensure that all groups make at least good progress. Targeted interventions will be tracked to ensure pupils make progress to align with their peers.	Pupil progress meetings End of Key Stage published data	BB/ ZP	2024
To ensure genuine inclusion of all children with regards to protective characteristics including those with SEND.	Historically the approach to SEND has been a model where children were well supported but not always fully included in school life. Reviews of resourcing and staff voice demonstrate that whilst some	Ensure a strong commitment to SEND as a high priority across the school. Ensure provision enables children to develop independence and children's strengths, abilities and successes are noticed and celebrated rather than a focus on barriers and needs. Develop better parental partnership and enable parent voice with regard to inclusion, using this to inform improvements to practice and provision.	Pupil voice Parent voice SEND Review Annual Trust review Learning Walks	SLT	2025

	improvements to provision have been made with regard to representation, there is still room for significant improvement.	Review of resources and practices to ensure all children are valued and positively reflected. Utilise experts to provide guidance, training and identify areas for development. Provide ongoing training and support for staff regarding SEND practice and provision.			
To maintain the low levels of prejudice-based discriminatory behaviour and use of derogatory language	There have been some incidents of hate related crime in school in UKS2 and hate related crimes are increasing locally and nationally	Continue to embed the school's values of 'Compassion, Collaboration and Challenge' into the curriculum. Further develop our behaviour policy and maintain our high expectations for children's conduct with serious consequences. Support children who are perpetrators of discriminatory behaviour to understand their actions and make changes. Provide CPD for staff.	Pupil Voice CPD training log Behaviour Policy Behaviour records of incidents reported to governors half term	BB	2024

## **9. Monitoring arrangements**

The local governing body and head of school will update the equality information we publish, at least every year.

The Trust publishes relevant EDI data on its workforce.

This document will be reviewed by the local governing body and head of school at least every 4 years.

This document will be approved by the local governing body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- SEND policy
- Behaviour Regulation policy
- Safe and fair recruitment policy