

Equality information and objectives policy

Britannia Education Trust

- Britannia Village Primary School
- Royal Wharf Primary School



Approved by:	Trust Board	Date: 10/07/2025
Last reviewed on:	Summer 2025	
Next review due by:	Summer 2026 (for progress on the objectives), 2029 for whole policy	

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1. Aims

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

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our trust aims to promote respect for difference and diversity in accordance with our values, such as Inclusion, Creativity and Excellence.

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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The board of trustees

The board of trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to staff, pupils and parents/carers
- 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 at each school.

3.2 The Headteacher

The headteacher will, for their school:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

3.3 The designated member of staff for equality

The designated member of staff for equality is the PSHE lead who will:

- Support the headteachers in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteachers in identifying any staff training needs, and organise the delivery of training as necessary

3.4 All staff across the trust

All staff across the trust 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 trust 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.

Trustees, and all staff 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the trust 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 special educational needs or disabilities)
- Taking steps to meet the specific needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities and opportunities)

5.1 Publishing information about pupils

In fulfilling this aspect of the duty the trust will, for every school:

- Publish attainment data for each school each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in racist incidents)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

Relevant information about each school will be published on their individual websites.

5.2 Publishing information about staff

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will publish, where required, information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

Information on the school's employees can be found in the school's Workforce Census. The trust follows the HR policies developed by The Education Space related to the equality of opportunity regarding recruitment and retention and the daily management of staff. The trust provides CPD for staff at all levels and maintains a record on the trust's training log.

6. Fostering good relations

The trust 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 the curriculum. This includes teaching in RE, 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
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to participate in such assemblies, and we will also invite external speakers to contribute
- Making sure our schools work with their local community. This includes schools inviting leaders of local faith groups to speak at assemblies, and organising educational visits and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as after school clubs. Our schools also work with parents/carers to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

7. Equality considerations in decision-making

The trust ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

In our schools, we will always consider the impact of significant decisions on particular groups. For example, when a residential visit or activity is being planned, the school considers whether the visit:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils irrespective of their gender

8. Equality objectives

As a public authority, we must publish 1 or more equality objectives every 4 years.

As a trust, we are required to annually publish our progress towards the objectives we have set and we will do this in each summer term.

The following objectives have been set for 2025 to 2029 and will be reviewed in summer term 2029.

Progress reviewed and updated June 2026

Objective 1

Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of protected characteristics

Why we have chosen this objective:

Children benefit from seeing themselves reflected in the people and stories they learn about. This supports self-esteem, aspiration, and belonging. Promoting diverse role models helps challenge stereotypes and fosters a culture of inclusion and respect across all protected characteristics including race, gender, disability, and more.

To achieve this objective, we plan to:

- Audit our curriculum to ensure representation of diverse role models across subjects.
- Embed texts and stories in English and assemblies that reflect a wide range of identities and lived experiences.
- Invite speakers and visitors from diverse backgrounds, including local community leaders, authors, and professionals.
- Ensure visual displays around the school celebrate diversity in a meaningful and respectful way.

Progress we are making towards this objective:

- A diverse range of books and resources has been added to our library and classrooms.
- Assemblies regularly focus on inspirational figures from a wide range of backgrounds.
- Pupils have engaged in projects highlighting lesser-known figures in history who represent different protected characteristics.
- Staff have undertaken CPD on inclusive teaching and representation in the curriculum.
- Our RSHE curriculum has been updated in line with DfE updates (focus on diversity being embedded)
- Embedding the objective into every day teaching and learning

Objective 2

To promote cultural development and understanding through a rich range of experiences, both in and beyond the school

Why we have chosen this objective:

Fostering cultural understanding prepares pupils to thrive in a diverse society. Children learn to respect and appreciate different cultures, traditions, and perspectives. These experiences build empathy and social cohesion.

To achieve this objective, we plan to:

- Organise cultural enrichment days celebrating world cultures, languages, and traditions.
- Partner with local cultural organisations and community groups for workshops and events.
- Provide opportunities for pupils to learn about and experience music, art, dance, and cuisine from different cultures.

- Integrate global learning themes across the curriculum.
- Encourage family involvement to share cultural heritage and experiences.

Progress we are making towards this objective:

- Successful cultural celebration events have taken place, with strong parental involvement.
- Pupils have taken part in workshops with artists and performers from diverse backgrounds.
- Cross-curricular units have included study of global issues and traditions.
- Educational visits have included visits to places of cultural significance (e.g., museums, places of worship).
- Positive feedback from pupils and families highlights increased cultural awareness and appreciation.
- Parents will be invited into schools for Show and Tell sessions re religious festivals and celebrations

9. Monitoring arrangements

The CEO and Headteachers will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the Curriculum Committee annually to ensure compliance with the PSED.

This document will be approved by the board of trustees.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment policy
- SEN information report
- SEND policy
- Behaviour and Anti-bullying Policy