



BRADGATE
Education Partnership

Stronger Together



Outwoods Edge
Primary School

Every Child. Every Day. Every Future.

POLICY:

Equality Information and Objectives

Date: January 2026
Review Date: January 2030
Produced by: BEP

Ambitious
Collaborative
Ethical



BRADGATE
Education Partnership

MISSION:

Through strong collaboration between our schools, Bradgate Education Partnership is committed to providing an ambitious and inclusive education for all.

We want our children and young people to realise their full potential academically, socially and personally. We celebrate the distinctive ethos of each individual school. We ensure that all who are part of our Trust have a deep sense of belonging and a supportive opportunity to grow.

Stronger Together



VALUES:



Ambitious

We aim high and are aspirational for all.



Collaborative

We work closely together to encourage, support, challenge and share.



Ethical

We treat everyone fairly, within a culture of kindness and respect.

VISION:



PUPILS

All our pupils are equipped with the knowledge, skills, values and attitudes to thrive in life and make a positive difference.



SCHOOLS

All our schools provide a safe and happy space where pupils study an ambitious curriculum which unlocks their personal potential so that they achieve exceptional outcomes.



WORKFORCE

All staff have positive impact in their roles whilst feeling supported and valued both personally and professionally.



COMMUNITY

All our schools embrace the local area they serve within a deeply embedded culture of community partnership.



WIDER WORLD

All our pupils and staff understand, respect and embrace the diversity of the wider world in which they live.



SUSTAINABILITY

Across our partnership, everything we do is aligned to meet the needs of the present without compromising a sustainable future.

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Equality Information and Objectives

1. Aims

Our school aims to meet its obligation under the public sector equality duty 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.

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 Advisory board will review the document and objectives set
- The Local Advisory board will report to the Trust Board through the Executive summary in the summer term annually.
- The Headteacher will promote an understanding of the equality objectives amongst staff and pupils; taking feedback from stakeholders when reviewing the objectives.
- All staff are expected to have due regard to this document and the objectives set.

4. Eliminating discrimination

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

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



Staff are regularly reminded of their responsibilities under the Equality Act, for example during staff meetings.

5. Advancing equality of opportunity

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

- Removing or minimising disadvantage suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities whilst being mindful of characteristics where this would then discriminate against.

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with difference characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish the information.
- Make evidence available identifying improvements for specific groups (e.g. with the Pupil Premium funding).

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 and living the three values of the school: Be Ready, Respectful and Safe.
- Promoting the British Values through the curriculum specifically in RE and PSHE as well as other areas of the curriculum.
- Holding assemblies throughout the year to address and develop ideas related to this.
- Working with our local community. This can include inviting leaders from different faiths, connections with the local residential home and various charities.
- 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 where all children have access to being nominated and deal with issues related to school life. We also have Year 6 Pupil Ambassadors to promote our values with the children. All pupils are encouraged to participate in the school's activities.
- Becoming actively involved with Leicestershire LA's Beyond Bullying Award.



- We work with families to promote knowledge and understanding of different cultures; this is a two-way process as we make links to develop our knowledge and understanding too.

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 special educational needs and disabilities.
- Has equivalent facilities for boys and girls.

8. Equality Objectives

Objective 1: Reduce barriers to attendance and engagement for pupils with protected characteristics

Why have we chosen this objective?

As part of our Public Sector Equality Duty, we are committed to advancing equality of opportunity for all pupils. Analysis of attendance data demonstrates that some groups of pupils, particularly those with SEND, disadvantaged pupils and other vulnerable learners, face additional barriers to regular attendance and engagement. Lower attendance can significantly affect educational outcomes and life chances. By removing these barriers, we aim to ensure that all pupils have equal access to learning, enrichment opportunities and support, regardless of their background or individual circumstances.

To achieve this, we plan to:

- Implement robust attendance monitoring systems to identify concerns early.
- Work closely with families through home visits, attendance panels and tailored support.
- Remove practical barriers through breakfast club provision, uniform support and signposting to services.
- Strengthen partnerships with external agencies to support families experiencing difficulties.
- Celebrate and reward improved attendance alongside high attendance.
- Provide flexible opportunities for parents and carers to engage with school.



Objective 2: Eliminate disproportionate behaviour outcomes for disadvantaged and SEND pupils

Why have we chosen this objective?

The Equality Act 2010 requires schools to eliminate discrimination and ensure that policies and practices do not disadvantage particular groups. Analysis of behaviour and suspension data indicates that disadvantaged pupils and pupils with SEND can experience disproportionately negative behaviour outcomes. We are committed to creating an inclusive environment where behaviour is understood within the context of pupils' needs and experiences. This objective will help ensure that all pupils are treated fairly, supported appropriately and able to access education without unnecessary barriers.

To achieve this, we plan to:

- Review behaviour systems and analyse behaviour data regularly.
- Train staff in trauma-informed practice, de-escalation strategies and the impact of adverse childhood experiences.
- Embed restorative approaches across the school.
- Develop nurture and SEMH support for pupils requiring additional intervention.
- Provide sensory and regulation spaces to support pupils' emotional needs.
- Monitor suspension decisions carefully to ensure equity and consistency.

Objective 3: Close the attainment gap for disadvantaged pupils, particularly in writing and maths

Why have we chosen this objective?

Advancing equality of opportunity means ensuring that all pupils can achieve their full potential, regardless of their starting points or personal circumstances. Internal assessment and national data continue to show attainment gaps between disadvantaged pupils and their peers, particularly in writing and mathematics. This objective focuses on reducing educational disadvantage and ensuring that pupils from underrepresented or vulnerable groups have the same opportunities to succeed as their peers.

To achieve this, we plan to:

- Deliver evidence-informed interventions and tutoring programmes.
- Strengthen adaptive teaching across all classrooms.
- Embed a consistent approach to writing through high-quality professional development.
- Continue to develop mastery approaches in mathematics.
- Provide targeted support and resources for disadvantaged pupils.



- Increase parental engagement through workshops and regular communication.
- Monitor progress rigorously and intervene swiftly when pupils fall behind.

Objective 4: Embed diverse representation throughout the curriculum to prepare all pupils for life in modern Britain

Why have we chosen this objective?

One of our duties under the Equality Act is to foster good relations between people who share a protected characteristic and those who do not. We believe that all pupils should see themselves positively represented within the curriculum while developing understanding, respect and appreciation for others. By ensuring diversity is authentically woven throughout the curriculum, we can challenge stereotypes, celebrate differences and prepare pupils to thrive in a diverse and inclusive society.

To achieve this, we plan to:

- Audit and enhance curriculum content across all subjects.
- Ensure diverse voices, experiences and achievements are represented throughout the curriculum.
- Review and refresh reading materials, library resources and classroom displays.
- Explicitly teach about protected characteristics through age-appropriate learning.
- Provide staff training on diversity, inclusion and unconscious bias.
- Gather pupil voice to evaluate the impact of curriculum developments.
- Work with families and the wider community to celebrate diversity.

Objective 5: Ensure members of the school community are aware of the school's duty to promote equality

Why have we chosen this objective?

Promoting equality is everyone's responsibility. To meet our obligations under the Equality Act 2010 and Public Sector Equality Duty, it is essential that staff, governors, pupils and families understand the importance of equality, diversity and inclusion. Increasing awareness will help ensure that equality considerations are embedded in decision-making, school culture and everyday practice, creating an environment where every member of the school community feels valued, respected and included.

To achieve this, we plan to:

- Publish and actively promote our Equality Action Plan.



- Ensure equality objectives are embedded within staff induction and ongoing professional development.
- Share information regularly with parents, carers and governors.
- Celebrate diversity through assemblies, curriculum opportunities and community events.
- Report regularly on progress against equality objectives.
- Ensure equality considerations inform decision-making across all areas of school life

9. Monitoring arrangements

This document will be reviewed by the Headteacher at least every 4 years, with feedback sought from different sources.

This document will be discussed by the Local Advisory Board annually at the summer term LAB meeting after being reviewed by the Headteacher and SLT.

The Local Advisory Board will update the Trust Board annually through the Exec Summary. This document will be available on the school website.