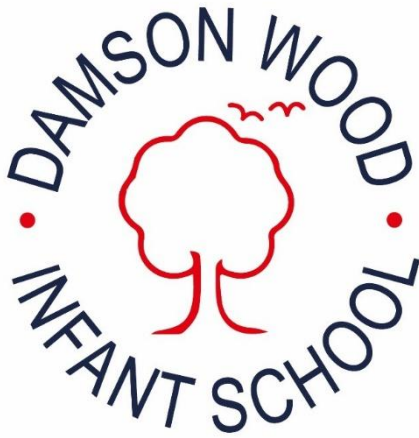


Central Schools Trust



INCORPORATING BALSALL COMMON PRIMARY SCHOOL AND DAMSON WOOD NURSERY AND INFANT SCHOOL

Equality Information and Objectives



flourishing together

Document Control

| Date of Policy | Policy Version | Approving Body | Approval Date | Review Date |
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| September 2021 | 1.1 | MAT Board | 5 October 2021 | 4 October 2022 |
| September 2022 | 1.2 | MAT Board | 4 October 2022 | Autumn Term 2023 |
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Equality Information and Objectives

Our CST commitment for equality and community cohesion

Within this trust we are committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect
- We want to make sure that our schools are safe, secure and a 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.
- All staff and students are empowered to challenge sexism, racism or homophobia if it is expressed in our school.

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.

For more information, please contact:

- *Mr Ireland (Assistant Headteacher at Balsall Common Primary School)*
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- *Mrs Wright (Assistant Headteacher at Damson Wood Nursery and Infant School)*
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The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 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

Roles and Responsibilities

The board of trustees will:

- Ensure that the equality information as set out in this policy is published and communicated throughout the trust, including to local governors, 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 to the headteacher, and local governing board of each school
- Attend appropriate equality and diversity training
- Report back to the full board of trustees regarding any issues

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

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 Part 5.

Part 1: Our main equality challenges

This is a summary of the issues that we are most concerned about.

Special Education Needs and Disabilities (SEND) (BCPS & DW)

At present, the principle challenge facing the CST with regard to equality is the number of children identified with special educational needs – in particular those not yet statemented or with an EHCP, or below the threshold level, but still requiring significant additional support in and out of the classroom in order to achieve their potential for learning.

Within the small school environment there are limited resources available, and significant financial budgetary implications to adequately support these pupils.

Children from the Travelling Community (BCPS & DW)

CST has a number of children from the local travelling community who are often, but certainly not always, more likely to have additional needs, poor attendance and less academic support from home. Some of these children take time off to travel for large portions of the year (up to 50 or even 60%). It will be important for teaching staff, and the governors, to maintain a close eye on the potential impact that this might have on each individual child, and employ differentiating strategies as necessary.

We are already developing strategies and interventions to tackle these concerns:

- We have in place 1:1 and small group tuition with a qualified teacher or teaching assistant
- We encourage pupils to attend homework club or offer the opportunity to complete homework in the school day
- We monitor the attainment of all our pupils from the travelling community
- We set targets to improve the attainment and rates of progress.
- We are identifying and addressing barriers to the participation of these pupils
- We closely monitor attendance of children across the school and carefully address attendance concerns regarding children for the traveller community with advice from the GRT team at the LA.
- Adapt our curriculum to positively reflect the culture of the travelling community.

- Consider methods of increasing staff diversity to include staff from the travelling community.

Part 2: How we have due regard for equality (BCPS & DW)

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010. The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

How we advance 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 disabilities, or gay pupils who are being subjected to homophobic bullying), taking steps to meet the specific needs of people who have a particular characteristic, and 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 societies).

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage
- When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees
- We have a CST behaviour policy in place, which is implemented consistently by all staff
 - We apply relevant rewards and sanctions and keep parents informed in line with this policy
 - Records of serious behaviour incidents are recorded and these are rigorously monitored to identify and address emerging patterns of behaviour
- Within the Behaviour Policy there lies information about anti-bullying, which sets out how we will eradicate bullying in school
 - We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation
 - We keep a record of all such incidents and notify those affected of what action we have taken
- We have a CST special educational needs policy that outlines the provision the school makes for pupils with special educational needs
- We have an accessibility plan that sets out the steps we will take to make the school accessible to all pupils as far as is reasonably possible

- Our admission arrangements are in line with the Solihull Metropolitan Borough Council LA policy for admitting pupils with EHC Plans
- Our complaints procedure sets out how we deal with any complaints relating to the school and this is published on the CST web site
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We have procedures for addressing staff discipline, conduct and grievances
- We have a staff code of conduct
- The school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a celebration of religious and cultural festivals in assemblies and through a well-planned PSHE programme
- Our curriculum supports pupils understanding of respecting and valuing difference and diversity. We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures e.g. Windrush topic in KS2, Local historical links with Crusades, Colonisation and the Empire, the achievements of LGBT individuals.
- We ensure that the curriculum challenges racism and stereotypes and, when possible, we explore the origins of racist ideas through our study of history.
- We organise special events for all our community to take part in – where appropriate we provide opportunities for our students from different cultures e.g. Travellers, French, Ukrainians, Chinese, Muslims, Hindus, Sikhs, Plymouth Brethren), etc. to share and celebrate their cultures with the general school community.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain
 - We promote British Values.
- The school tackles bullying or harassment on the basis of race, ethnicity and culture and keeps records

Disability

We are committed to working for the equality of people with disabilities

- We make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf
- As far as is reasonably possible we are committed to carrying out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils
 - The school recognises the physical limitations of the school environment and takes every opportunity to accommodate individual needs wherever possible and work collaboratively with the Accessibility Teams for Solihull MBC and other local authorities
- We work closely with medical professionals, physiotherapists and families and prescribe individual programmes to help learners understand their disability and overcome barriers to their learning

Gender

We are committed to working for the equality of women and men

- The curriculum is supported by resources that provide positive images that reflect the achievements of men, women and transgender individuals in modern Britain.
- We ensure that the curriculum challenges sexism and stereotypes and, when possible, we explore the origins of sexist ideas through our study of history.
- We encourage all genders to participate fully in school life including boys, girls and transgender individuals participating in all sports.

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 incidents of homophobic or transphobic bullying)
- 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.

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 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)
- Gender pay-gap reporting and other pay equality issues
- 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.

Part 3: Consultation and engagement (BCPS & DW)

How we foster good relations and promote community cohesion:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the 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

- Making pupils aware of our behaviour and anti-bullying policies
- 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
- Making sure schools work with their local community. This includes each school 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 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 sports clubs. 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
- We celebrate the lives of disabled people and promote equality
- We ensure that the curriculum has positive images of disabled people
- We tackle prejudice and any incidents of bullying based on disability and ensure that all pupils are aware of each other's disabilities
- The support of charitable projects meeting the needs of the diverse communities

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do

Our main activities for consulting and engaging are:

- Weekly newsletter outlining key issues and achievements for the school, encouraging parent and community engagement both with individual pupils and with the school as a whole
- Open morning sessions are regularly held
- Surveys, questionnaires and verbal consultations
- Continuous development of the school website
- Parents' evenings, Head's Update Information, Information sessions and open evening sessions for new families joining the school
- A selection of policies is available on the school's website
- The Headteacher is available to discuss these equality objectives with individual parents, staff, and governors.

Part 4: Consideration of equality issues when making decisions (BCPS & DW)

- Ensure that all the curriculum areas make the best possible use of all that is on offer from a cultural and ethnic perspective in our local area, including Coventry, Solihull and Warwickshire
- Our curriculum provides opportunities for all pupils to enjoy the experiences of working and living in a multi-cultural community
- To continue to promote collaboration between the different groups and celebrate difference
- We ensure we respond and monitor any sexist bullying or sexual harassment in line with the school policies

- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum
- Both male and female parents and carers are involved in the work of the school and contribute to their children's learning and progress (e.g. clubs, gala days)

In all of our schools, we will always consider 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 all pupils irrespective of their gender

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.

Each school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Part 5: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis to date and other information (See Appendix 1 and 2). Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1: SEND (BCPS & DW)

| Action | Success Criteria/ Evidence Specific, measurable, achievable, relevant and time related. |
|---|--|
| <p>Analyse data</p> <p>Ensure all children identified as not making adequate progress are closely monitored by support staff, class teachers, and subject leaders. Provision maps created, monitored and updated.</p> <p>SEND register maintained including identification of pupils and requests for funding</p> | <p>Pupils identified and register up to date, maintained and actions monitored – 3 times per year</p> <p>Regular review meetings with parents and professionals – meeting with parents 3 times per year</p> <p>Continuous assessment</p> <p>Termly Target and Provision Records/ISSP/One-Page Profiles written with and shared with pupils, professionals and parents – 3 times per year</p> |

Equality objective 2: Gypsy, Roma or Traveller (GRT) Pupils (BCPS & DW)

| Action | Success Criteria/ Evidence Specific, measurable, achievable, relevant and time related. |
|---|---|
| <p>Tracking of balance of GRT/GRT pupils and addressing needs through the curriculum.</p> <p>Identify which pupils are GRT and monitor and address concerns with attendance, progress and attainment of all.</p> <p>Analysis of each pupil's needs and how to support concerns / underachievement.</p> <p>Offer 1:1/small group tuition with teacher, opportunities to complete homework in the school day, homework club, play skills club</p> <p>Sensitive communication with parents, following advice from the GRT Team at Solihull MBC where required.</p> | <p>GRT Pupils are entitled to be absent from school for a total of 100 sessions, which is 50 days, within each academic year. This means that 100% attendance for this group should be no lower than 73.7%.</p> <p>Attendance Officer monitors attendance weekly. Action taken to improve attendance.</p> <p>Attendance Officer and CST's Attendance and Welfare Advisory Service - meet 6 times per year. Action taken to improve attendance.</p> <p>Each GRT Pupil to achieve a minimum 73.7% attendance each year.</p> |

Equality objective 3: (BCPS & DW)

Ensure that staff and Governing Body are aware of current legislation surrounding diversity, equality and promoting British values.

Progress we are making on this objective:

- Governors offered regular training by Solihull MBC
- SLT and governors share and deliver training on latest legislation and statutory guidance
- All governors have read statutory guidance

Equality objective 4: English as an Additional Language (EAL) pupils (DW)

| Action | Success Criteria/ Evidence Specific, measurable, achievable, relevant and time related. |
|---|---|
| <p>Identify pupils who learn with English as an additional language through data collection on admissions.</p> <p>EAL competency profiles completed for all pupils who learn with English as an additional language.</p> <p>Ensure all children identified as not making adequate progress are closely monitored by support staff, class teachers, and subject leaders.</p> <p>EAL register maintained including the identification of new pupils and the progression of all EAL pupils against the EAL competency scales termly.</p> | <p>Pupils identified and register maintained and actions monitored – reviewed 3 times per year</p> <p>EAL pupils identified by class teachers and planned for.</p> <p>Regular review meetings with parents and professionals – 3 times per year</p> <p>Continuous assessment and use of the EAL proficiency strategies – 3 times per year</p> |

Balsall Common Primary School

Information about the pupil population September 2025

Number of pupils on roll at the school: **661**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities:

| Pupil Special Educational Needs (SEN) Provision | | |
|---|------------------|---------------------------------|
| | Number of Pupils | Percentage of school population |
| No Special Educational Needs | 592 | 89.5% |
| SEN Support | 62 | 9.3% |
| EHCP / Statements | 7 | 1.2% |

Race

This includes colour, nationality and ethnic and national origins

| Ethnicity and Race | | | | |
|-------------------------------|-----------------------------|------|-------|-------|
| Main Categories | Micro Categories | Boys | Girls | Total |
| White British | English | 255 | 245 | 500 |
| | Scottish | | | |
| | Welsh | | | |
| | Irish | 4 | 2 | 6 |
| | Traveller of Irish heritage | | | |
| | Gypsy/Roma | 5 | 3 | 8 |
| White Other | Other white background | 10 | 6 | 16 |
| | Spanish | | | |
| | French | | | |
| Asian or Asian British | Bangladeshi | 2 | 0 | 2 |
| | Indian | 28 | 24 | 52 |
| | Other Asian | 5 | 2 | 7 |
| | Pakistani | 2 | 5 | 7 |
| Black or Black British | African | 4 | 3 | 7 |
| | Other black heritage | 1 | 0 | 1 |
| Mixed | Other mixed heritage | 13 | 4 | 17 |
| | White and Asian | 7 | 9 | 16 |
| | White and Black African | | | |
| | White and Black Caribbean | 6 | 7 | 13 |
| Chinese | | 1 | 4 | 5 |
| Other | | | | |
| Unknown | Unknown | 0 | 1 | 1 |
| | Refused to Say | 1 | 2 | 3 |

| Pupils with English as an additional language (EAL) | | |
|--|-------|------------------------|
| | Total | % of school population |
| Number of pupils who speak English as an additional language | 41 | 6.20% |
| Number of pupils who are at an early stage of English language acquisition | 2 | 0.30% |

Gender

| | |
|--------|-----|
| Gender | |
| Male | 344 |
| Female | 317 |

Information on other groups of pupils

Ofsted inspections look at how schools help 'all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.'

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

| Pupils from low income backgrounds | | |
|---|-------|------------------------|
| | Total | % of school population |
| Number of pupils eligible for free school meals | 53 | 8.01% |

| | |
|-------------------------------------|---|
| Looked after children | 5 |
| Adopted or child arrangement orders | 8 |
| Young carers | 0 |

Damson Wood Nursery and Infant School

Information about the pupil population September 2025

Number of pupils on roll at the school: **115**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities:

| Pupil Special Educational Needs (SEN) Provision | | |
|---|------------------|---------------------------------|
| | Number of Pupils | Percentage of school population |
| No Special Educational Needs | 95 | 82.6% |
| SEN Support | 17 | 14.8% |
| EHCP | 3 | 2.6% |

Race

This includes colour, nationality and ethnic and national origins

| Ethnicity and Race | | | | |
|-------------------------------|--|------|-------|-------|
| Main Categories | Micro Categories | Boys | Girls | Total |
| White British | English | 29 | 36 | 65 |
| | Scottish | | | |
| | Welsh | | | |
| White Other | Irish Traveller of Irish heritage Gypsy/Roma | 2 | 1 | 3 |
| | Other white background | | | |
| Asian or Asian British | Spanish | | | |
| | French | | | |
| | Bangladeshi | | | |
| Black or Black British | Indian | 5 | 3 | 8 |
| | Other Asian | 0 | 4 | 4 |
| | Pakistani | 6 | 6 | 12 |
| Mixed | Caribbean | | | |
| | African | 4 | 3 | 7 |
| | Other black heritage | | | |
| Other | Other mixed heritage | 8 | 2 | 10 |
| | White and Asian | 1 | 1 | 2 |
| | White and Black African | 1 | 0 | 1 |
| Chinese | White and Black Caribbean | 0 | 1 | 1 |
| | | | | |
| Other | | 1 | 1 | 2 |
| Unknown | Unknown | | | |

| | | | |
|----------------|--|--|--|
| Refused to Say | | | |
|----------------|--|--|--|

| Pupils with English as an additional language (EAL) | | |
|--|-------|------------------------|
| | Total | % of school population |
| Number of pupils who speak English as an additional language | 35 | 30.4% |
| Number of pupils who are at an early stage of English language acquisition (New to English or Early Acquisition) | 1 | 0.87% |

Gender

| Gender | Number |
|--------|--------|
| Male | 58 |
| Female | 57 |

Information on other groups of pupils

Ofsted inspections look at how schools help 'all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.'

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

| Pupils from low income backgrounds | | |
|---|-------|------------------------|
| | Total | % of school population |
| Number of pupils eligible for free school meals | 25 | 21.7% |

| | |
|-------------------------------------|---|
| Looked after children | 0 |
| Adopted or child arrangement orders | 1 |
| Young carers | 0 |