Central Schools Trust

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

Equality Information and Objectives

Document Control

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1. Purpose and status

Central Schools Trust (the Trust) is committed to equality, inclusion and community cohesion as an employer, an academy trust and a provider of education. This document publishes the

equality information and equality objectives for Balsall Common Primary School (BCPS) and Damson Wood Nursery and Infant School (DW).

The Trust will have due regard, in the exercise of its functions, to the need to eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct; advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and foster good relations between those groups.

This policy applies to trustees, local governors, employees, pupils, parents and carers, volunteers, visitors, contractors and others acting on behalf of the Trust. It should be read alongside the Trust's accessibility plan, admissions arrangements, behaviour and anti-bullying policy, complaints procedure, SEND policy, safeguarding policies, staff code of conduct and relevant employment policies.

2. Legal framework

This policy reflects the Equality Act 2010, including the Public Sector Equality Duty, and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 as they apply to schools and academy trusts. It also takes account of relevant Department for Education advice, Equality and Human Rights Commission technical guidance, the Trust's funding agreement and articles of association.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Public Sector Equality Duty applies to all relevant protected characteristics, except that the duty to advance equality of opportunity and foster good relations does not apply to marriage and civil partnership.

Age is a protected characteristic in relation to employment and the provision of services, but the Act permits schools to treat pupils of different ages differently where this is inherent in the organisation and delivery of education.

The Trust will publish information demonstrating compliance with the Public Sector Equality Duty at least annually and will prepare and publish one or more specific and measurable equality objectives at least every four years.

3. Our equality commitment

The Trust will:

- treat people fairly, respectfully and with dignity;
- maintain safe, secure and stimulating schools in which discrimination, harassment, victimisation and prejudice-related bullying are not tolerated;
- recognise that equality may require different or additional provision to remove disadvantage and meet individual needs;
- make reasonable adjustments for disabled pupils, employees and service users and plan proactively to improve accessibility;
- use proportionate evidence to identify barriers, gaps in participation and unequal outcomes;
- consult and involve people who may be affected by its policies and decisions;

- promote a curriculum and school culture that value diversity, challenge stereotypes and prepare pupils for life in modern Britain; and
- take prompt, fair and effective action when concerns are raised.

Staff and pupils will be supported to challenge discriminatory language and behaviour safely. The Trust will use the statutory terms for protected characteristics when describing its legal duties and may also adopt broader inclusive practices where lawful and appropriate.

4. Roles and responsibilities

Board of trustees

- Retains overall legal accountability for compliance with equality law.
- Approves this policy and the equality objectives.
- Ensures equality information is published and updated at least annually and objectives are published at least every four years.
- Receives an annual report on progress, incidents, outcomes and emerging priorities.
- Ensures trustees receive appropriate equality training and that equality implications are considered in strategic decisions.

Local governing boards

- Scrutinise school-level evidence and progress against the objectives.
- Challenge leaders where disparities, barriers or recurring incidents are identified.
- Report material concerns to the board of trustees.

Headteachers

- Implement this policy, promote understanding and allocate clear operational responsibilities.
- Ensure equality is considered before and when significant decisions are made.
- Monitor outcomes and report at least annually to the local governing board and Trust.
- Ensure reasonable adjustments, accessibility planning and appropriate support are arranged.

All staff

- Comply with this policy, model inclusive practice and complete required training.
- Identify and address barriers to participation and achievement.
- Record and report discrimination, harassment, victimisation and prejudice-related incidents in accordance with Trust procedures.

Policy leads

The headteacher of each school will nominate a senior leader to coordinate equality work. The Trust governance professional will maintain the annual publication and board-review timetable. The SENDCo, attendance lead, curriculum leads and HR advisers will provide relevant evidence within their areas of responsibility.

5. Equality information and evidence

The Trust uses relevant, reliable and proportionate evidence to understand the effect of its policies and practices. Evidence may include attainment and progress, attendance, exclusions

and suspensions, participation, admissions, SEND provision, complaints, bullying and harassment records, accessibility information, pupil and parent voice, workforce information and recruitment or development outcomes.

Evidence will be interpreted carefully. A difference in outcomes will prompt investigation but will not, by itself, establish discrimination. Leaders will consider context, pupil-level barriers, the reliability of small datasets and the views of affected groups before deciding action.

The Trust will not publish information that identifies, or could reasonably enable identification of, an individual. Small numbers will be suppressed, combined or described narratively where necessary. Personal data will be processed in accordance with data-protection law and Trust policies.

By the annual review date, each school will update its published pupil information, summarise action taken under each limb of the Public Sector Equality Duty and report progress against each objective. Workforce information will be published only where legally required, statistically meaningful and consistent with confidentiality obligations.

6. How we meet the Public Sector Equality Duty

6.1 Eliminating discrimination, harassment and victimisation

- Apply behaviour, safeguarding, anti-bullying, complaints, grievance and disciplinary procedures consistently and fairly.
- Record serious and prejudice-related incidents, review patterns and communicate appropriate outcomes to those affected, subject to confidentiality.
- Make reasonable adjustments and provide auxiliary aids where legally required.
- Review policies, practices and physical or digital access to identify avoidable disadvantage.
- Apply equal-opportunities and non-discrimination principles throughout employment.

6.2 Advancing equality of opportunity

- Identify and remove or minimise disadvantages connected to protected characteristics.
- Take proportionate steps to meet different needs, including targeted support where evidence shows it is required.
- Encourage participation by groups whose participation is disproportionately low.
- Monitor the effect of interventions and discontinue or revise action that is ineffective.

6.3 Fostering good relations

- Teach respect, rights, responsibilities and understanding through a broad and balanced curriculum.
- Use accurate and non-stereotypical resources representing the diversity of modern Britain.
- Provide structured opportunities for pupils and communities to learn from one another.
- Address tensions, misinformation and discriminatory language promptly and appropriately.

7. Inclusive practice

Disability and SEND

The Trust will make reasonable adjustments for disabled pupils and will maintain accessibility plans addressing participation in the curriculum, the physical environment and accessible information. Support will be planned with pupils, families and relevant professionals wherever appropriate. SEND status and disability are not interchangeable; decisions will reflect the applicable legal duties and individual evidence.

Race, ethnicity and Gypsy, Roma and Traveller pupils

The Trust will monitor outcomes and barriers without assuming that any characteristic determines a pupil's needs, attendance, attainment or home support. Where evidence identifies a barrier for a pupil or group, the school will agree proportionate action with families and, where appropriate, specialist services. Curriculum content will represent Gypsy, Roma and Traveller histories and cultures accurately and respectfully.

No pupil is automatically entitled to a fixed number of absence sessions because they are Gypsy, Roma or Traveller. Attendance will be managed under the current statutory attendance framework. Any authorised absence connected with a parent travelling for occupational purposes will be considered individually and coded only where the legal conditions are met. Expectations will remain ambitious for every pupil.

Sex and gender reassignment

The Trust will challenge sexism, sexual harassment and stereotypes; promote equal access to learning, leadership, enrichment and sport; and meet its duties concerning sex and gender reassignment. Individual arrangements will be lawful, age-appropriate, safeguarding-led, evidence-informed and sensitive to privacy and dignity.

Religion or belief and sexual orientation

The Trust will prevent and address religion- or belief-related and homophobic bullying, make reasonable and lawful provision for religious observance, and ensure the curriculum promotes respectful understanding without endorsing stereotypes or compelling disclosure of personal information.

8. Consultation, engagement and decision-making

The Trust will seek proportionate input from pupils, staff, parents and carers, local governors, community representatives and specialists when developing equality priorities or making decisions likely to have a significant differential effect. Engagement may include surveys, meetings, pupil voice, parent forums, staff consultation and targeted discussion with affected groups.

Equality implications will be considered before and at the time significant policies and decisions are developed, and kept under review. A written equality impact record will identify the proposal, evidence considered, affected groups, likely positive and negative effects, reasonable adjustments or mitigations, consultation, decision owner and review date. This

applies, where relevant, to curriculum change, restructuring, admissions arrangements, school trips, procurement, major building work and changes to services.

For trips and activities, organisers will consider accessibility, religious observance, dietary or medical needs, affordability, privacy and facilities. The record may be integrated with the risk assessment but must address equality expressly.

9. Raising concerns

Concerns about discrimination, harassment, victimisation, accessibility or implementation of this policy should be raised promptly with the relevant school. Pupil safeguarding concerns must be handled under the safeguarding policy. Other concerns will be considered under the behaviour, anti-bullying, complaints, grievance or whistleblowing procedure, as appropriate. Raising a concern in good faith will not result in victimisation.

Balsall Common Primary School: Interim Headteacher, telephone 01676 532254, email s2nireland@balsall-common.solihull.sch.uk.

Damson Wood Nursery and Infant School: Deputy Headteacher, telephone 0121 705 8652, email s19jwright@damson-wood.solihull.sch.uk.

Accessible versions of this policy and reasonable communication adjustments will be provided on request.

10. Equality objectives, October 2026 - October 2030

Progress will be reviewed termly by responsible leaders, reported annually to governors and trustees, and published in summary form. Baselines will be confirmed from the 2026/30 autumn dataset and recorded with the first annual progress update.

Objective 1: Improve outcomes and participation for pupils with SEND at CST schools

Outcome	Pupils with SEND receive timely, evidence-informed provision and participate fully in learning and school life.
Measures	100% of pupils on the SEND register have a current provision record reviewed with parents or carers and, where appropriate, the pupil at least three times each year; termly analysis of progress, attendance, suspensions and participation identifies and addresses material gaps; actions from accessibility audits are completed by their agreed dates.
Lead	Headteacher and SENDCo at each school.
Evidence	SEND register, provision records, review records, accessibility plan, termly outcome reports and pupil/parent voice.

Objective 2: Improve attendance, attainment and belonging for Gypsy, Roma and Traveller pupils CST schools

Outcome	Every identified pupil has ambitious individual expectations and receives support based on evidenced barriers rather than assumptions.
Measures	Attendance is reviewed weekly and progress termly; each pupil causing concern has an individual action plan agreed with the family; authorised occupational-travel absence is coded lawfully; annual pupil and family voice demonstrates that curriculum representation and communication are respectful; unexplained gaps are reduced from the 2026/30 baseline.
Lead	Headteacher, attendance lead and designated senior leader.
Evidence	Attendance and coding reports, progress information, action plans, curriculum review and consultation records.

Objective 3: Strengthen equality knowledge, governance and accountability across the Trust

Outcome	Staff, trustees and local governors understand their responsibilities and equality considerations are evidenced in significant decisions.
Measures	By July 2027, 100% of trustees, local governors and permanent staff complete role-appropriate equality training, with new starters completing it within one term; annual refresher or update training is provided thereafter; from January 2027, 100% of sampled significant decisions include a completed equality impact record; the board receives and considers an annual equality report.
Lead	Chief executive, governance professional and headteachers.

Evidence	Training records, induction records, equality impact records, audit sample and board minutes.

Objective 4: Improve access, progress and family engagement for pupils who use English as an additional language at DW

Outcome	**Pupils who use English as an additional language are identified accurately, assessed appropriately and supported to access the curriculum.**
Measures	100% of newly admitted pupils have language information reviewed within 10 school days; pupils requiring an EAL proficiency profile have one completed and reviewed at least three times each year; teachers use proficiency information in planning; termly analysis monitors progress and participation; interpreting or translated communication is considered where needed for meaningful family engagement.
Lead	DW headteacher and EAL lead.
Evidence	Admissions records, proficiency profiles, planning scrutiny, progress reviews and family-engagement records.

11. Monitoring, publication and review

Each objective lead will maintain an action record showing the baseline, milestones, action taken, evidence, outcome and next step. Local governing boards will review school-level progress at least annually. The board of trustees will review Trust-wide progress, compliance information and any proposed changes at least annually.

Published information will be refreshed at least annually. Objectives may be amended before October 2030 where evidence shows that a different priority or measure is required; any amendment will be approved and published. The policy will be reviewed earlier if there is a material change in law, statutory guidance, Trust structure or local evidence.