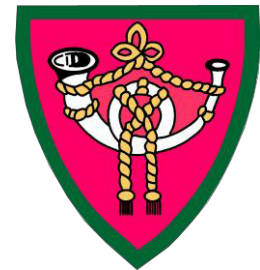


Edwards Hall Primary School

Equalities Information

February 2026



The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Fostering good relationships between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups:

Race; Disability Sex; Gender reassignment; Age; Pregnancy and maternity; Religion and belief; Sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

Our School Population

	2023		2024		2025	
School number on roll	Above average	395	Above average	410	Above average	416
School % FSM6	Below average	17.22	Below average	15.61	Below average	12.74
Local area % FSM6	Below average	15.04	Below average	15.90	Below average	16.22
School % SEN support	Below average	9.11	Below average	8.54	Below average	11.54
Local area % SEN support	Well below average	8.76	Well below average	9.37	Below average	9.90
School % EHC plan	Close to average	1.77	Close to average	2.20	Close to average	3.13
Local area % EHC plan	Close to average	2.19	Close to average	2.41	Close to average	3.03
School % EAL	Below average	2.50	Below average	4.90	Below average	5.80
Local area % EAL	Below average	6.20	Below average	7.60	Below average	8.30
School % CIN	Below average	1.27	Below average	0.98	Below average	0.96
Local area % CIN	Close to average	2.46	Below average	1.47	Below average	0.83
School % stability	Close to average	83.33	Above average	85.07	Above average	88.86
School pupil base deprivation	Below average		Below average		Below average	
Local area pupil base deprivation	Below average		Below average		Below average	
School location deprivation	Below average		Below average		Below average	

Summary of our Equalities Evidence

Protected Characteristics	What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who don't?	How do we foster good relations between people who share a protected characteristic and those who don't?
Race	• Racist behaviour / comments are challenged and reported to parents and through local authority procedures. In the case of incidents being against a victim in school we ensure that the victim and victim's family are satisfied with the outcome. • Comparative Attainment data shows that children from backgrounds other than White British' have achievement that is at least inline with that of White British Pupils. Progress is better for ethnic minority groups. • Attendance is analysed and there is no significant difference between attendance of different ethnic groups in the school.	• Analysis shows that take up of extended schools activities by ethnic groups is good. This pattern in the same for Educational visits. • Support is provided for pupils where English is not their first language.	• We organise visits into the wider ethnic community e.g.to a Mosque and a Synagogue. • Year 5 and 6 pupils have taken part in 'Show Racism the Red Card' workshops and activities to raise awareness of racism. • The school has reviewed its curriculum to ensure opportunities are taken for wider representation and prioritises opportunities to broaden this.

Protected Characteristics	What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who don't?	How do we foster good relations between people who share a protected characteristic and those who don't?
Disability	• Comparative data shows that the progress of children with SEND is in line with or above national comparisons. • Monitoring records show that there have not been bullying incidents related to disability, feedback from specific parents confirms this. • Allowance for part-time attendance / attending hospital visits are made for pupils as appropriately discussed in review meetings.	• We support and design Individual Plans for children with SEND and ensure that they make at least expected progress and have access to the full curriculum. • Specialist equipment is provided for children with disabilities, when required. • Staff are trained to accommodate disabilities e.g. autism. • School is proactive in ensuring that children with disabilities have full access to the extended curriculum.	• Our PSHE and P4C lessons address issues concerning disability • The school has regular visiting speakers with physical disabilities. • The school has reviewed its curriculum to ensure opportunities are taken for wider representation and prioritises opportunities to broaden this.

Protected Characteristics	What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who don't?	How do we foster good relations between people who share a protected characteristic and those who don't?
Sex	• Data is analysed annually to ensure that there are no significant differences between the achievements of boys and girls. • We monitor for fairness e.g. ensure good work assemblies, school council etc has fair distributions of boys and girls. • We conform to Equal pay legislation. • We ensure that all posts in school comply with equal opportunities good practice and legislation - No roles are advertised as gender specific e.g. employ male and female LSAs.	• Progress and attainment of each cohort are monitored to ensure that any trends are identified . • All extra-curricular activities are open to both boys and girls. • Uptake of extra-curricular clubs is monitored in order to ensure that gender stereo- types are not reinforced. (currently good balance in most clubs: gym, art, football, dance)	• The PSHE curriculum covers gender issues. • We ensure that the children see equal opportunities in action for instance male and females in all roles e.g Senior Leadership. • The school has reviewed its curriculum to ensure opportunities are taken for wider representation and prioritises opportunities to broaden this.

Protected Characteristics	What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who don't?	How do we foster good relations between people who share a protected characteristic and those who don't?
Gender Reassignment	• Governors ensure that recruitment procedures comply with equal opportunities good practice and legislation.	• Not applicable at this current time	• Not applicable
Pregnancy and Maternity	• Time given to staff for anti-natal appointments and classes if required. • Time given to staff for fertility treatment if required. • Maternity leave and paternity leave are arranged as flexibly as possible to support employees. • The school will endeavour to accommodate part time working for new parents if requested.	• Whilst our expectations are the same for all staff, pregnancy risk assessments ensure that appropriate changes, amendments to roles are made to accommodate pregnant staff.	• Consideration given to the needs of staff with young children when out of school hours events are planned (e.g. residential).

Protected Characteristics	What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who don't?	How do we foster good relations between people who share a protected characteristic and those who don't?
Age	• Data is kept on the age profile of staff. • When appointing staff age is not specified on application forms therefore ensuring equality of opportunity.	• Grandparents are encouraged to help in school and on school trips as well as parents. The school recruits volunteers via local community groups.	• We actively encourage intergenerational links; • Grandparents are actively welcomed along with parents at events • The school choir regularly performs for senior citizens and spends time speaking with the audience
Religion and Belief	• Racist and xenophobic language is always challenged and reported to parents and through local authority procedures. • Absences for religious / cultural observations approved.	• We implement the County agreed syllabus and no one is excluded. • The wishes of faith groups to withdraw from RE / Collective worship are respected..	• We organise visits to places of worship for a variety of faiths e.g. Mosque and Synagogue • We have visiting speakers from different faith groups visit the school e.g. a representative of the local Jewish community. • Religious festivals are marked through assemblies and the curriculum

Protected Characteristics	What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who don't?	How do we foster good relations between people who share a protected characteristic and those who don't?
Sexual Orientation	• Governors ensure that recruitment procedures comply with equal opportunities good practice and legislation. • The school has a 'Dealing with Homophobia Policy' - Incidents of homophobic bullying are recorded and reported to parents. Follow up work is undertaken with individuals and groups where homophobic language is used inappropriately in consultation with parents.	• Not applicable at this current time	• SRE deals sensitively with children's questions relating to sexual orientation and resources used challenge stereotypes. • Staff have taken part in Stonewall training to support them in challenging the use of homophobic language.

Summary of our Equality Analysis

(ie How effective and influential we think we currently are in achieving the three aims of this duty for each of the protected groups)

For all protected groups, provision is made within our PSHE curriculum, RE curriculum and through the literature that children access through our Reading Spine to ensure that protected characteristics are visible. These characteristics also form a key part in ensuring that the individuals we learn about as musicians, artists, scientists etc represent a diverse population.

- Race

Achievement and attendance analysis shows good equality of opportunity.

Our curriculum is improving in relation to representing the multicultural nature of the wider community. The provision for meeting the needs of pupils where English is not their first language is good.

- Disability

Evidence and feedback from parents confirms that we provide equality of opportunity for children by ensuring that provision is made to meet all needs both in class and in the wider school curriculum.

A possible further action would be to ensure opportunities for able bodied children to mix with children with physical disabilities to break down stereotypes.

- Sex

We continue to monitor attainment and progress of boys and girls in order to recognise when fluctuations are cohort specific or trends that require changes to teaching and resources.

All extra-curricular clubs are open to both girls and boys (and attended by both); we ensure that these are positively promoted to both sexes. Positive role models that challenge gender stereotypes are used to help reinforce to children that all clubs are open to both girls and boys.

- Gender Reassignment

- review annually to ensure that if applicable staff are briefed / trained in order to deal with any resulting issues from other partners in the school

community.

- Pregnancy and maternity

Evidence suggests that staff who have recently been affected by this policy are satisfied with the provision currently made.

- Age

Policies and practice comply with legislation and ensure equality of opportunity.

- Religion and Belief

Although the school is not in a very diverse catchment area we make provision for ensuring that the religion and beliefs of the whole wider community are respected and represented.

- Sexual orientation

Although there is a relatively small amount of data regarding this protected characteristic procedure and policies ensure that equality of opportunity is promoted and discrimination will not be tolerated.

Objectives

Objective 1: 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.

Objective 2: To raise levels of progress in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, to ensure equity and fairness in access and engagement.