



# **Bradleys Both Community Primary School Equalities Information 2025-6**

<b>Document History</b>	
Created or reviewed:	May 2025
Reviewing officer:	LGB
Review frequency:	Yearly
Review date:	March 2026

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## Aims

Our school aims to meet its obligations 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

In order to meet these obligations, YCAT schools update our shared Equalities Objectives every four years. We regularly review the steps being taken towards the achievement of these objectives and, in line with the specific duties of the PSED, publish this information on the school website every year.

## School context

<b>Children</b>	No. of pupils	% of school population
White British	113	92.6%
Other ethnicity or undeclared	9	7.4%
EAL	0	0
Male	61	50%
Female	61	50%
Eligible for FSM	13	10.7%
SEN	17	13.9%
Disabled	0	0

<b>Staff</b>	No. of Staff	% of staff team
White British	15	88.2%
Other ethnicity or undeclared	2	11.8%
Male	3	17.6%
Female	14	82%
Disabled	1	5.8%

## Equality objectives

Bradleys Both Community Primary School is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. The Public Sector Equality Duty (PSED) requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evaluations that we undertake on a termly and annual basis. Our equality objectives focus on those areas where we have agreed to take action to improve equality.

Objective 1: To improve disability access

To achieve this objective, we will

Progress towards this objective

- Improve accessibility into the main old school building.
- Improve accessibility into the Hall and Library from the playground

Objective 2: To improve accessibility to after-school provision for pupils in the vulnerable groups listed above  
(No current requirements)

To achieve this objective, we will

Progress towards this objective

- Involve pupils from vulnerable groups in the planning and decision making process about the wider school curriculum as needed.

Objective 3: To ensure that Local Governing Body membership is diverse and reflective of the communities it serves

To achieve this objective, we will

Progress towards this objective

- Advertise any future Governor vacancies widely and beyond our school village community.
- Consider 'Associate Governors roles' for prospective Governors to learn more about becoming a Governor and introducing opportunities.
- Provide training to help Governors understand their roles and responsibilities. Ensure training for Governors includes content about cultural competence, inclusivity and how to be an effective advocate for underrepresented groups.

## Public Sector Equality Duty

	What do we do to eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race Disability Gender Gender reassignment Pregnancy and maternity Age Religion and belief Sexual orientation	<ul style="list-style-type: none"><li>• The school's Equality Policy and equality issues in school are monitored by the Headteacher</li><li>• The school provides information and training to staff and governors about their responsibilities under the Act and about equality issues</li><li>• The school will make reasonable adjustments to the school environment and make activities as accessible and welcoming as possible for pupils, staff and visitors to the school</li><li>• By planning ahead the school will ensure where reasonably possible, that all pupils are able to take part in all the activities in school including extra-curricular activities and any residential visits.</li><li>• The school will monitor uptake to ensure no one is disadvantaged on the grounds of a protected characteristic</li><li>• The school takes seriously the need to consider equality implications whenever policies and procedures are developed, adapted and reviewed and whenever significant decisions are made about the day-to-day life of the school</li><li>• Equality considerations are taken into account in all school policies</li><li>• Bullying and prejudice related incidents are carefully monitored and dealt with effectively</li><li>• The school will ensure that all recruitment panels give due regard to equality issues so that no one is discriminated against when it comes to recruitment, promotion or training opportunities</li><li>• The school will ensure that job applicants are not asked health related questions in accordance with the Act and the school's Equality Policy unless they are related to an intrinsic function of the work they do. The school will ensure that reasonable</li></ul>	<ul style="list-style-type: none"><li>• The school will prepare children for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of children</li><li>• The school teaches about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum, alongside our strong school ethos and values</li><li>• The school will use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping</li></ul>	

	<p>adjustments are made to the interview / recruitment process as necessary</p> <ul style="list-style-type: none"> <li>• The school will consider any possible indirectly discriminatory effect of its practices when considering requests for contractual variations. Requests will only be refused if there are good reasons unrelated to any protected characteristics in accordance with the school's Flexible Working Requests Policy and Procedure</li> <li>• The school is committed to ensuring that our pupils understand that they belong to a society and a world that is diverse and multicultural</li> <li>• The school will regularly consider and review the way in which its teaching and the curriculum helps promote an awareness of the rights of individuals and helps pupils understand and value difference and diversity and to challenge prejudice and stereotyping</li> <li>• The school will actively promote equality, diversity and fundamental British values through the curriculum and by creating an environment which demands respect for all</li> </ul>	<ul style="list-style-type: none"> <li>• The school promotes a whole-school ethos and values which challenge prejudice-based discriminatory language, attitudes and behaviour</li> <li>• The school provides opportunities for children to appreciate their own culture and celebrate the diversity of other cultures</li> <li>• The school includes the contribution of different cultures to world history that promote positive images of people</li> <li>• The school provides opportunities for pupils to listen to a range of opinions and empathise with different experiences</li> <li>• The school promotes positive messages about equality and diversity through displays, school assemblies and visitors</li> <li>• The school will secure and analyse responses from staff surveys, staff meetings and training events,</li> </ul>
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		review feedback and responses from the children on children's attitudes to self and school
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