

Primary Learning Trust (PLT)

...where everyone flourishes!



Equality Objectives Report 24/25

Primary Learning Trust
Ryders Hayes School
Gilpin Crescent
Pelsall
Walsall
WS3 4HX

Policy Author: Mrs Jaz Paul
Date: March 2025

Mission: to educate all our primary children for life, inspired by expert professionals, in a place *where everyone flourishes!*

Vision

- A family of schools, proud to be working together as one entity, in the right conditions for deep and purposeful **collaboration**
- To **belong** to a great place to learn, work and grow.
- To improve and sustain high educational standards across the Trust, through **evidence-informed** practice.
- To continuously improve teaching and learning, ensuring that every pupil has the best possible education.
- To hold trust on behalf of our children, achieving the best for and from our people, so that everyone can **flourish**.
- To empower our children and our people to create a better future.
- To advance the education system, as part of our civic duty, for the wider public benefit

Values

- **Belonging:** where all our people feel connected, valued, trusted and fulfilled, with a shared purpose to achieve excellence, in a place of psychological safety.
- **Flourishing:** where all our people thrive and continue to grow through the development of their intellectual potential and live well, building strong relationships as well-rounded human beings.
- **Collaboration:** by design, to ensure that all our people are supported and openly share ideas and practice; that no school - no child - is left behind, building together the pipeline that develops the next generation of leaders, global citizens, influencers and innovators.
- **Evidence-informed:** conceptual models of quality and improvement that can be shared and embedded. Deliberate and intentional knowledge-building to create expertise through cultures and communities of improvement, using the active ingredients of professional development.

1. Our Public Sector Equality Duty

Primary Learning Trust is compliant with the public sector equality duty:

"Public bodies, including Maintained Schools, Academies and Free Schools must comply with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017."

We publish our Equality Objectives on the website and update them every 3 years.

Our report is updated yearly. When we make policies or decisions, we consider people who are protected under the Equality Act.

2. Our School's Equality Objectives

Everyone is treated as equal no matter of age, gender, colour, disability and religion. This is guided by these **9 principles**:

- All our people - staff and learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve widely
- We aim to benefit society as a whole in our approach
- We base our practices on sound evidence
- We have measurable objectives

Our objectives for 2024- 2029 are: (please see appendix A for progress against these)

- **Objective 1:** Improve the experiences available to our pupils to ensure opportunities and access for all.
- **Objective 2:** narrow the gap in performance of pupils with a disability
- **Objective 3:** Increase understanding between different religious groups amongst our people - staff and pupils.
- **Objective 4:** anticipate the needs of incoming pupils from a new group, such as traveller children or children from different ethnic origins not currently in schools.
- **Objective 5:** encourage girls to consider non-stereotyped career options.

3. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with nondiscrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and trustees are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on Inclusion and safeguarding as part of their induction, and all staff receive refresher training every year.

The school is developing a new role for leading EAL, given the rising numbers of pupils with English as an additional language and our positive recruitment. The School has a designated member of staff for monitoring equality issues (currently DHT/Inclusion Leader), and an equality link trustee (currently Merrisha Gordon, Parent Trustee). They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate.

We aim to eliminate discrimination through:

- Implementation and review of our Inclusion Policy, SEND policy, Intimate Care Policy, Supporting Pupils with Medical needs Policy and our Access Plan;
- Reporting, responding to and monitoring all racist incidents;
- Our Behaviour for Learning, Positive Handling and Anti-bullying Policies ensure that all children are treated with dignity, feel safe at school and addresses any prejudicial behaviours;
- Regularly reviewing curriculum design to ensure that it reflects current guidance i.e Guidance 2020 DFE Relationship and Sex Education (last updated 13 September 2021), is entrenched in spiritual, moral, social and cultural learning opportunities, which meet the needs and interests of all learners; that it provides opportunities to understand human rights, related current affairs and fundamental British Values;
- Increasing the range of high-quality informative resources and books relating to racial literacy.
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success;
- Tracking pupil progress to ensure that all children make expected or better progress from their starting points, and intervening when necessary to diminish any gaps;
- Ensuring that all pupils have the opportunity to access extra-curricular provision;
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures;

- Continuing our work with staff and pupils around Racial Literacy (begun in September 2022)
- Positively encouraging applications for vacancies from people from diverse backgrounds as role models in school.
- Use of Google Translate on our website to support improved communication with families with EAL.
- Digital City project work to support accessibility for all using technology.

The CEO ensures that all appointment panels consider this policy so that no one is discriminated against when it comes to employment, promotion, or training opportunities. We evaluate our practice through external validation, such as the Stonewall Award.

4. Improving equality of opportunity for people with Protected Characteristics

The following characteristics are protected characteristics:

Age: a person of a particular age or belonging to a particular age group.

Disability: 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.
gender reassignment

Gender Reassignment: someone deciding to live in the gender they identify as rather than the gender they were assigned at birth.

Marriage and Civil partnership: regardless of between a man and a woman or a same-sex couple.

Pregnancy and maternity: being pregnant or expecting a baby and the period up to 26 weeks after giving birth, including breastfeeding.

Race: a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion or belief: regardless of the religion or belief system an individual follows.

Sex: a man or a woman.

Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

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

- Removing or minimising disadvantages suffered by people which 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 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 (e.g. encouraging all pupils to be involved in the full range of school societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data 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 own pupils. Actions related to the analysis of vulnerable groups are identified each term, and the evaluation of annual progress informs future changes to provision.
- Monitor People Strategy Dashboard data over time.

Fostering good relations across all characteristics - between people who share a protected characteristic and those that do not, will be achieved by:

- Ensuring that equality and diversity are embedded in the curriculum and in assemblies, e.g. School council elections, Pupil Leadership Group elections, Playground Sports Buddies, Anti-bullying week, RE curriculum, British Values, class reflections, thinking tasks, Talking partners, Lead Learners and playtime buddies.
- Working in partnership with parents to meet our equality objectives
- Providing enrichment opportunities, e.g. Family Fun Evenings, visits to a range of places of worship, visiting artists, specialist teachers in music, dance, modern foreign languages and sports, and a variety of external trips that extend an understanding of positive role models and past events.
- Ensuring that equality of opportunity is actively demonstrated and prioritised in all forms of parental engagement, working collaboratively with parents to promote and fulfil our equality objectives.
- Ensuring that Primary Learning Trust is seen as an active school within our local community, e.g. singing in the community, taking part in Choir festivals, participating in sports events, including those for children with disabilities, visits to local secondary schools, fund-raising initiatives and charity weeks, through collaborative research with local schools and in contributing to curriculum and community-wide developments:

-Recognising our responsibilities to the environment near and far through our globally immersive curriculum;

-Providing a variety of extra-curricular and cross-school opportunities for children to extend confidence and experience of working with different personalities, cultures and abilities e.g. sporting events, professional performances and working with visiting artists

-Provision of the HAF Programme during holiday periods for the local community.

5. Consulting and involving those affected by inequality

We aim to consult and involve those affected by inequality in the decisions taken by Primary Learning Trust, to promote equality and eliminate discrimination, including parents, pupils, staff, and members of the local community, in any future decision-making through conversation and discussion, focus groups, and surveys. The results will be used to inform future decision-making.

6. Publication of information on the school website about the gender pay in the Trust

Under the [Equality Act 2010](#) (Specific Duties and Public Authorities) Regulations 2017 this school is not required to publish information about the Gender Pay Gap, as a public authority with fewer than 250 employees.

7. Monitoring and review

Primary Learning Trust will review these objectives as necessary, at least every 3 years.

Equality Objectives 2024 - 2029

Objective 1: Improve the experiences available to our pupils to ensure opportunities and access for all.

Actions	Relevant Equalities Duty
<i>Range of extra-curricular activities available, aimed to appeal and be accessible for all.</i> <i>Careers 2040 Programme</i> <i>Digital City Programme to develop accessibility for all.</i> <i>Cradle to Career Programme</i>	- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. - Advance equality of opportunity between people who share a protected characteristic and those who do not
Progress 2024 - 2025	
<i>Data for 24/25 so far shows that 205 pupils out of 821 (25%) are identified on Arbor as non White British across the Trust from Year 1 to Year 6 at Ryders Hayes and Year 3 to Year 6 at New Invention. In total, 21% of non White British pupils participate in after school clubs across the Trust. This compares with 79% of White British pupils who attend after school clubs.</i>	

Objective 2: narrow the gap in performance of pupils with a disability.

Actions	Relevant Equalities Duty
<i>Working closely with agencies and services (OT, Physio, Health visiting and School nursing team) to request advice and plans for support.</i> <i>Liaison with Outreach services for external checks to site and recommendations for further developments.</i> <i>Signposting and working with SENDIASS to ensure families are supported and aware of rights.</i> <i>Children with a disability will be tracked as a discrete group 2024 - 25</i>	- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. - Advance equality of opportunity between people who share a protected characteristic and those who do not
Progress 2024 - 2025	
<i>Each child's needs are met on an individual basis.</i> <i>Out of 821 pupils across the Trust, 17.4% are listed on the SEND register. 4.9% have an EHCP.</i> <i>In our data tracking we track SEND compared to non-SEND.</i>	

Objective 3: Increase understanding between different religious groups amongst our people - staff and pupils.	
Actions	Relevant Equalities Duty
<i>Assemblies; marking of festivals; Inviting visitors into school, Curriculum coverage, Marking of religious events in the school calendar.</i> <i>Increasing representation on staffing; within governance; and in pupil population.</i> <i>EDIB (Equity/Equality, Diversity, Inclusion and Belonging) working party established</i> <i>Utilise diverse interview panels, implement blind recruitment processes and establish clear, objective criteria for promotions.</i> <i>Collaborate with community groups and organisations to promote inclusive education and community activities.</i>	- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. - Advance equality of opportunity between people who share a protected characteristic and those who do not
Progress 2024 - 2025	

Objective 4: anticipate the needs of incoming pupils from a new group, such as traveller children, or children from different ethnic origins not currently in schools.	
Actions	Relevant Equalities Duty
<i>Seeking guidance from LA leads with particular expertise.</i> <i>Balancing expectations around attendance in school, whilst being mindful of cultural responsibilities within their communities.</i> <i>Attendance data monitored</i> <i>Leaders attend regional and national training.</i> <i>Regularly monitor diversity metrics and progress reports, using the data to inform future strategies and actions.</i>	- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. - Advance equality of opportunity between people who share a protected characteristic and those who do not
Progress 2024 - 2025	

Objective 5: encourage girls to consider non-stereotyped career options.	
Actions	Relevant Equalities Duty
<i>Focus on STEM within the curriculum</i> <i>2040 Careers Programme/ careers programmes</i> <i>Science Focus Week</i> <i>Parent workshops</i>	- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. - Advance equality of opportunity between people who share a protected characteristic and those who do not
Progress 2024 - 2025	

Prejudice is not tolerated. Our People Strategy further outlines our commitment to achieving a more inclusive and respectful environment for our community.

Progress against all objectives is systematically monitored by Trustees and Local Governing Body, and additional support is provided/further action is taken as appropriate.