



## Crudgington Primary School Public Sector Equality Duty Report 2025-2026

| <b>Date of last review</b> | <b>March 2026</b> |  | <b>Named responsibility</b> | <b>Hannah Gharu</b> |
|----------------------------|-------------------|---|-----------------------------|---------------------|
| <b>Approved by the LGB</b> | <b>April 2026</b> |   | <b>Named responsibility</b> | <b>LGB</b>          |
| <b>Date for Review</b>     | <b>March 2027</b> |   | <b>Named responsibility</b> | <b>Hannah Gharu</b> |

### Introduction

The Equality Objectives and Public Sector Equality Duty Report is a cornerstone of the Learning Community Trust and Crudgington Primary school's commitment to fostering an inclusive and equitable environment across its academies. Grounded in the Equality Act 2010, this report ensures that Crudgington Primary school actively eliminates discrimination, advances equality of opportunity, and nurtures positive relations among all individuals, regardless of protected characteristics.

Its importance lies not only in legal compliance but in its alignment with the school's mission to empower every learner and staff member. By embedding equality into recruitment, admissions, curriculum design and daily practice, the school upholds its vision of developing compassionate, resilient and inspirational young people who can flourish in a diverse and ever-changing global community. These objectives reflect LCT's values and Crudgington Primary school's values ensuring that every policy and decision contributes to a culture where fairness and opportunity are not just ideals, but lived realities

### **Equality Act 2010**

The Equality Act 2010 requires public sector bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who do and do not share a protected characteristic
- foster good relations between people who share a protected characteristic and those who do not share a protected characteristic.

The duty to comply with the Act is referred to as the 'public sector equality duty'.

There are nine 'protected characteristics' which are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We must also carry out specific duties under the Act:

- To publish information each year which shows how we comply.
- To publish objectives which set out how we will meet the requirements of the act at least every four years and report annually on our progress against these.
- To ensure this information is accessible to the public on our website.

### **How we comply with the public sector equality duty**

The following is a non-exhaustive list of some of the ways we comply the public sector equality duty:

- We ensure when designing, reviewing and updating our policies and procedures we adhere to the requirements of the Equality Act 2010.
- We have policies and procedures in place to tackle unlawful discrimination, harassment and victimisation among staff and pupils.
- We ensure that key policies around staff recruitment, promotion, pay and pupil admissions do not discriminate against anyone.
- We make reasonable adjustments to support staff and pupils with disabilities to ensure they have the same access to opportunities as everyone else.
- We ensure staff receive relevant equality and diversity training.
- We educate and teach pupils about equality, diversity, religion, sex, and other cultures as part of our timetabled curriculum and enrichment experiences.
- We encourage a range of network groups and clubs that are open to all staff and pupils to foster good relations between people who share a protected characteristic and those who do not share a protected characteristic.

**Policy Development and Review:** All Trust and academy-level policies are designed, reviewed and updated with due regard to the requirements of the Equality Act 2010. This includes assessing the impact of proposed changes on individuals with protected characteristics and ensuring that equality considerations are central to decision-making.

- **Anti-Discrimination Measures:** We maintain robust policies and procedures to prevent and address unlawful discrimination, harassment and victimisation. These include our Bullying and Harassment Policy, Disciplinary Policy, and Dignity at Work Policy, which are actively implemented and monitored across all settings.
- **Fair and Inclusive Recruitment and Progression:** Our recruitment, promotion and pay practices are regularly reviewed to ensure they are inclusive and do not disadvantage any group. We monitor workforce data to identify and address disparities.
- **Reasonable Adjustments:** We make reasonable adjustments to support staff and pupils with disabilities, ensuring they have equitable access to learning, employment and enrichment opportunities. This includes physical adaptations, assistive technologies, and personalised support plans.
- **Staff Training and Development:** All staff receive mandatory training on equality, diversity and inclusion. We also offer ongoing CPD opportunities to deepen understanding of societal issues and equip colleagues to foster inclusive environments.
- **Curriculum and Enrichment:** Pupils are taught about equality, diversity, religion, sex and culture through a broad and balanced curriculum. Enrichment activities are designed to promote understanding, respect and celebration of difference.

## **Crudgington Primary School Objectives**

At Crudgington Primary School we are committed to promoting equality and diversity, ensuring that all members of our school community are treated fairly and with respect. This report outlines our approach to fulfilling the public sector equality duty and ensuring that equality and diversity are embedded in all aspects of our school life.

Crudgington Primary School actively upholds the equality objectives set out by the Learning Community Trust, these are reviewed at least every 4 years. When carrying out our functions as a Learning Community Trust school, we have due regard to the three equality aims:

1. To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited. In relation to pupils, our academies may seek to meet this aim by monitoring admissions, exclusions, attendance and prejudice related incidents. In respect of staff, our Trust may seek to meet this by ensuring that there are appropriate employment policies in place.
2. To advance equality of opportunity between groups/people who share a relevant protected characteristic and groups/people who do not share it, by considering the need to remove or minimise disadvantage, by taking steps to meet different needs, and by encouraging participation when it is disproportionately low.
3. To foster good relations between groups/people who share a relevant protected characteristic and groups/people who do not share it.

## **Equality Objectives**

The objectives below describe our activities in seeking to advance the aims of the public sector equality duty, facilitating the elimination of discrimination, equality of opportunity and the fostering of good relations between people who share protected characteristics and those who do not.

### **OBJECTIVE 1: We will seek to promote equality in relation to access, success, progression and outcomes for pupils with relevant protected characteristics.**

#### **Key Activities:**

- Conduct termly analysis of pupil progress and attainment data disaggregated by protected characteristics (e.g. SEND, EAL, FSM, ethnicity, gender) to identify gaps and inform targeted interventions.
- Embed inclusive curriculum design that reflects diverse identities and experiences, ensuring representation across subjects and enrichment activities.
- Implement the Crudgington Primary School Character Curriculum
- Ensure reasonable adjustments are consistently applied for pupils with disabilities, including differentiated teaching, assistive technologies, and adapted environments.
- Strengthen pastoral support through inclusive, responsive teams to ensure pupils feel safe, valued and supported.

### **OBJECTIVE 2: We will seek to be an inclusive workplace that attracts a diverse range of candidates, creating an environment in which colleagues are treated with respect.**

#### **Key Activities:**

- Ensure that recruitment creates a diverse workforce including volunteers, trustees, and governors that reflects its local community.

- Audit recruitment materials and platforms to ensure inclusive language, imagery and accessibility, aligned with Crudgington's values of Inspire, Nurture, Succeed.
- Introduce an application processes alongside inclusive shortlisting protocols to reduce unconscious bias.
- Develop and embed CPD pathways that include modules on inclusive leadership, cultural competence, and respectful dialogue around societal issues.
- Launch Trust-wide staff surveys to gather insights on inclusion, belonging and psychological safety, with clear feedback loops and action plans.
- Establish collaborative professional networks and centres of excellence to support inclusive practice and staff development across roles and settings.

**OBJECTIVE 3: We will nurture safe, open, and equitable working and learning environments for all.**

**Key Activities:**

- Publish clear guidance on acceptable language and behaviours, supported by training and awareness campaigns across all academies.
- Facilitate structured forums and restorative practices for pupils and staff to explore identity, lived experiences and current issues in a safe and respectful manner.
- Implement multiple mechanisms for reporting concerns (e.g. anonymous channels, safeguarding leads, pastoral teams) with transparent follow-up processes.
- Deliver training on recognising and addressing discrimination, harassment and microaggressions, tailored to different roles and settings.
- Promote inclusive access to CPD, job opportunities and leadership roles, with clear communication and equitable selection processes.
- Embed equality, diversity and inclusivity into curriculum content and teaching practices, ensuring all learners feel seen, respected and valued.

Crudgington actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These British Values are embedded throughout the curriculum and explicitly taught through PSHE lessons and assemblies delivered by Student Council.

At Crudgington we respect and value all children and are committed to providing a caring, friendly, and safe environment for all our pupils so they can learn and achieve their full potential. We believe every pupil should be able to participate in all school activities, as well as extra-curricular activities in an enjoyable and safe environment and be protected from harm.

**Roles and Responsibilities**

To ensure the effective implementation of the objectives stated, the following roles and responsibilities are assigned:

- Headteacher: Overall responsibility for ensuring compliance with the Public Sector Equality Duty and promoting equality and diversity. Monitoring and reviewing the school's compliance with the Public Sector Equality Duty, providing guidance and support to staff, and reporting to the Learning Community Trust and Governing Body.
- Local Governing Body: Ensuring that policies, practices, and procedures are in line with the objectives of this policy.

## **Monitoring and Review**

The Headteacher will be responsible for monitoring and reviewing the effectiveness of this policy. This will include regular data analysis, consultation with staff, pupils, and parents, and review of relevant policies and procedures. Any necessary adjustments or improvements will be made accordingly.

### **4-Year Development Plans: Public Sector Duty Report: Progress**

| <b>Objective 1</b> | <b>Promote Equality in Access, Success, Progression, and Outcomes for Pupils with Protected Characteristics</b>               |                     |
|--------------------|---|---------------------|
| <b>Year</b>        | <b>Key Activities</b>   | <b>Progress RAG</b> |
| Year 1             | Establish baseline data for pupil progress, attainment, exclusions, attendance, and destinations by protected characteristic. |                     |
|                    | Audit curriculum for representation and inclusivity.  |                     |
|                    | Launch Crudgington Primary School's Character Curriculum  |                     |
|                    | Review reasonable adjustment processes.   |                     |
|                    | Form inclusive pastoral teams and identify specialist roles.  |                     |
| Year 2             | Analyse first-year data to identify gaps; implement targeted interventions.   |                     |
|                    | Expand inclusive curriculum resources and staff training.   |                     |
|                    | Roll out LCT Enrichment Passport Trust-wide.  |                     |
|                    | Introduce new assistive technologies and adapt environments.  |                     |
|                    | Strengthen monitoring of exclusions and attendance for equity.  |                     |
| Year 3             | Evaluate impact of interventions; refine strategies for underperforming groups.   |                     |
|                    | Share best practice in inclusive curriculum design.   |                     |
|                    | Increase enrichment opportunities, focusing on underrepresented groups.   |                     |
|                    | Review and update reasonable adjustment policies.   |                     |
|                    | Enhance pastoral support with additional training and resources.  |                     |
| Year 4             | Conduct comprehensive review of progress and outcomes.  |                     |
|                    | Embed inclusive curriculum and enrichment as standard practice.   |                     |
|                    | Celebrate and share success stories Trust-wide.   |                     |
|                    | Set new targets based on progress and emerging needs.   |                     |
|                    | Publish annual report on progress and next steps.   |                     |

| <b>Objective 2</b> | <b>Be an Inclusive Workplace Attracting a Diverse Range of Candidates and Fostering Respect</b> |                     |
|--------------------|---|---------------------|
| <b>Year</b>        | <b>Key Activities</b>   | <b>Progress RAG</b> |
| Year 1             | Audit and update recruitment materials and platforms.   |                     |
|                    | Develop and pilot inclusive shortlisting protocols.   |                     |
|                    | Launch initial CPD modules on inclusive leadership.   |                     |
|                    | Design and distribute baseline staff survey on inclusion.                                       |                     |
|                    | Begin forming professional networks.  |                     |
| Year 2             | Implement inclusive recruitment and shortlisting Trust-wide.                                    |                     |
|                    | Expand CPD pathways; introduce modules on cultural competence and respectful dialogue.          |                     |
|                    | Analyse staff survey results; develop action plans.   |                     |

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|        | Launch centres of excellence for inclusive practice.           |  |
|        | Start tracking internal promotions and leadership progression. |  |
| Year 3 | Review recruitment and progression data for impact.            |  |
|        | Refine CPD content based on feedback and emerging needs.       |  |
|        | Strengthen feedback loops from staff surveys.                  |  |
|        | Expand professional networks and cross-role collaboration.     |  |
|        | Address any disparities in career development pathways         |  |
| Year 4 | Evaluate overall progress; publish findings and next steps.    |  |
|        | Embed inclusive recruitment and CPD as standard practice.      |  |
|        | Celebrate diversity and inclusion achievements.                |  |
|        | Set new objectives based on workforce data and staff feedback  |  |

| <b>Objective 3</b> | <b>Nurture Safe, Open, and Equitable Working and Learning Environments</b> |                     |
|--------------------|--|---------------------|
| <b>Year</b>        | <b>Key Activities</b>  | <b>Progress RAG</b> |
| Year 1             | Share Trust-wide guidance on language and behaviour.                       |                     |
|                    | Pilot forums and restorative practices through Emotion Coaching training   |                     |
|                    | Review and enhance reporting mechanisms for concerns.                      |                     |
|                    | Begin training staff on discrimination and microaggressions.               |                     |
|                    | Audit CPD and job opportunity communications for inclusivity.              |                     |
| Year 2             | Roll out guidance and forums Trust-wide.                                   |                     |
|                    | Monitor and refine reporting mechanisms; ensure transparency.              |                     |
|                    | Expand training to all staff and pupils, tailored by role.                 |                     |
|                    | Promote equitable access to CPD and leadership roles.                      |                     |
|                    | Begin embedding equality and diversity in curriculum planning.             |                     |
| Year 3             | Evaluate effectiveness of forums, reporting, and training.                 |                     |
|                    | Address gaps in access to opportunities.                                   |                     |
|                    | Share best practice in inclusive teaching and learning.                    |                     |
|                    | Continue to refine and update guidance and training content.               |                     |
| Year 4             | Review and report on progress; gather feedback from all stakeholders       |                     |
|                    | Embed all practices as standard across the Trust.                          |                     |
|                    | Celebrate achievements in creating safe, open, and equitable environments. |                     |
|                    | Set new targets for the next cycle.  |                     |