

*'Igniting young minds today, for
a brighter tomorrow'*



Equality Information

Policy to be approved by	Board of Trustees
Nominated Trustee	Suvir Rai (Chair of Trustees)
Policy last reviewed	March 2025
Policy ratified and adopted by Board of Trustees	March 2026
Policy due to review	March 2027

Introduction

Edison Primary School is committed to complying with the Public Sector Equality Duty (PSED) under the Equality Act 2010. Under this duty, we are required to 'have 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

This document sets out how we are meeting these duties and our equality objectives for the coming year.

Our School Context

Edison Primary School is a primary school in Hounslow with a capacity of up to 420 pupils aged 5-11. We are proud of our diverse school community and are committed to ensuring that all members of our school community – pupils, staff, parents/carers, and visitors – are treated with dignity and respect.

Vision

Our **child-centred** approach shapes children to become happy, curious and confident individuals, nurtured in our **kind, collaborative and inclusive** school.

We **ignite** young minds through an **engaging curriculum**, cultivating their **love of science** by empowering them with extensive knowledge and skills.

We develop our children to be **well rounded, self-aware and respectful** with **high aspirations**, and who strive to change the world for a brighter tomorrow

Protected Characteristics

The Equality Act 2010 covers the following protected characteristics:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Disability
- Marriage and civil partnership

Age is only a protected characteristic in schools in relation to employment and the provision of goods and services. It doesn't apply to pupils, even if they're over 18. This is also true for protection based on marriage and civil partnership, which applies to employment but not to pupils.

Our Commitment to Equality

At Edison Primary School, we are committed to:

Eliminating Discrimination

We will not tolerate:

- Direct discrimination: intentionally treating someone less favourably due to a protected characteristic
- Indirect discrimination: where a policy or practice, though applied equally to all pupils, has a disproportionate impact on a group of pupils sharing a protected characteristic
- Harassment: unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment
- Sexual harassment: unwanted conduct which is of a sexual nature
- Victimisation: retaliation against someone for taking action under the Equality Act
- Discrimination arising from disability: discriminating against someone because of something that arises from their disability

Advancing Equality of Opportunity

We work to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people
- Encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low

Fostering Good Relations

We aim to foster good relations between people who share a protected characteristic and those who do not by:

- Promoting understanding and respect between different groups
 - Tackling prejudice and promoting understanding through our curriculum and school ethos
 - Celebrating diversity through assemblies, events, and our everyday school life
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How We Meet Our Duties

To Pupils

We do not discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way we provide education for pupils
- In the way we provide pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment

To Staff

We do not discriminate against school staff. Unlike pupils, staff are protected under all the protected characteristics including age and marriage or civil partnership.

We ensure fair recruitment, promotion, and professional development opportunities for all staff members.

To Parents and Carers

In some circumstances, our school is regarded as a 'service provider' under part 3 of the Equality Act, so we have a duty to make accommodations for the parents of pupils if those parents have a disability. For example, if a parent is deaf, our school would have a duty to provide a sign language interpreter for parents' evenings.

We are committed to ensuring all parents and carers can fully participate in their child's education and school life.

Reasonable Adjustments

We must make 'reasonable adjustments' to minimise disadvantages to pupils, staff and parents/carers with disabilities. If an adjustment is reasonable, we must make it.

Where something our school does places a pupil with disabilities at a disadvantage compared to other pupils, we take reasonable steps to try to avoid that disadvantage. We provide an auxiliary aid or service for a pupil with a disability when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison with pupils without a disability.

Examples of reasonable adjustments we make include:

- Providing additional time for pupils who need it
- Adapting teaching materials and resources
- Providing specialist equipment or assistive technology
- Making adjustments to the physical environment
- Providing additional support staff where appropriate
- Ensuring all school trips and after-school clubs are accessible to all pupils

When deciding what adjustments are reasonable, we take into account factors such as:

- Our resources and the availability of financial or other assistance
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage experienced by a pupil with a disability
- The effect of the disability on the individual
- Health and safety requirements
- The interests of other pupils and prospective pupils

Our Accessibility Plan

We have created, published and implemented an accessibility plan that sets out how we will improve accessibility for pupils with disabilities. Our accessibility plan is aimed at:

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving the school's physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided
- Improving the availability of accessible information to pupils with disabilities

Our full Accessibility Plan is available on our website and is reviewed annually.

Equality in Our Curriculum

When teaching all subjects, including Relationships Education, we take into account the religious background of all pupils and ensure we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. We pay particular attention to the Public Sector Equality Duty.

We do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, or sexual orientation. We also make reasonable adjustments to alleviate disadvantages.

We consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

Our Equality Objectives (2026-2029)

Based on our analysis of data and consultation with our school community, we have identified the following equality objectives:

Objective 1: Improve outcomes for pupils with SEND

Action: Review and enhance our provision for pupils with special educational needs and disabilities to ensure all pupils can access the full curriculum and achieve their potential.

Success criteria:

- 100% of pupils with SEND have appropriate reasonable adjustments in place
- Progress data shows pupils with SEND are making at least expected progress from their starting points
- Parent/carer feedback indicates satisfaction with SEND provision

Review date: Termly monitoring; annual review

Objective 2: Promote understanding and respect for diversity

Action: Embed equality and diversity throughout our curriculum, ensuring all pupils see themselves reflected in what they learn and develop understanding and respect for people with different protected characteristics.

Success criteria:

- Curriculum audit shows diversity is represented across all subject areas
- Pupil voice surveys show increased understanding of and respect for diversity
- Reduction in prejudice-related incidents recorded

Review date: Termly monitoring; annual review

Objective 3: Ensure all parents/carers can fully participate in school life

Action: Review and improve our communication methods and accessibility of school events to ensure parents/carers with disabilities or other protected characteristics can fully engage with their child's education.

Success criteria:

- Parent/carer survey shows improved satisfaction with accessibility
- Increased attendance at parents' evenings and school events from underrepresented groups

- Evidence of reasonable adjustments being made proactively for parents/carers

Review date: Termly monitoring; annual review

How We Collect and Use Equality Information

We collect and analyse data on:

- Pupil attainment and progress by protected characteristics
- Attendance and exclusions by protected characteristics
- Participation in enrichment activities and school trips
- Bullying and prejudice-related incidents
- Staff recruitment, retention, and professional development
- Parent/carer engagement

This data helps us identify any patterns of inequality and take action to address them.

Consulting and Involving Our Community

We are committed to consulting with and involving our school community in our equality work. We do this through:

- Annual parent/carer surveys
 - Regular pupil voice activities
 - Staff consultation and training
 - Trustee monitoring and review
 - Engagement with local community groups
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Roles and Responsibilities

The Board of Trustees is responsible for:

- Ensuring the school complies with equality legislation
- Monitoring the effectiveness of this equality information and objectives
- Ensuring equality considerations are embedded in all school policies and practices

The Headteacher is responsible for:

- Implementing this equality information and objectives
- Ensuring all staff understand their responsibilities under the Equality Act
- Taking action to address any instances of discrimination

All Staff are responsible for:

- Promoting equality and challenging discrimination
- Making reasonable adjustments where appropriate

- Reporting any concerns about equality to senior leaders

Pupils are responsible for:

- Treating everyone with respect and dignity
 - Challenging prejudice and discrimination when they see it
 - Supporting our school's equality objectives
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Complaints

If you have a concern about equality at our school, please contact the Headteacher in the first instance. If you wish to make a formal complaint, please follow our school's complaints procedure, which is available on our website.

Monitoring and Review

This equality information and objectives document is reviewed annually. Our next review will take place in March 2027.

We monitor progress towards our equality objectives termly through:

- Data analysis
- Trustee monitoring visits
- Staff and pupil feedback
- Parent/carers surveys