

# Equality information and objectives

Nutley Church of England Primary School



**Approved by:**

Dr Birgit Smith,  
Chair of Governors

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### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor will:

- Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors 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 the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. Advancing equality of opportunity

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 that 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 school will:

- Analyse attainment data each year to determine strengths and areas for improvement and implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic bullying)

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives

### Objective 1

Raise attainment in male writers in KS2.

Why we have chosen this objective: We noticed post-Covid that there was a gap between KS2 girls and boys attainment in writing, with boys not achieving in writing as well as girls

To achieve this objective we plan to: inspire boys by using texts that they are engaged with and focus on writing for a purpose (but not to the detriment of female writers).

Progress we are making towards this objective: Rap Therapy visited in February 2023, and again in December 2024 which engaged our male writers to talk about their feelings and use their ideas to write raps with different rhyme schemes. There was a performance by male writers in Celebration Worship and at Christingle Service – a rap about the true meaning of Christmas. Male writers who are challenged with fine motor skills and SEMH are now using laptops to write in Badger Class and given more choice over text type and purpose – this has inspired more quality and quantity of creative writing. January 2024 – World War 2 topic and class novel has inspired writing. British Science Week March 2025 inspired KS2 boys to research an animal and how it has adapted to its habitat and present this in a 3D model; reluctant writers received Headteacher Awards. English Lead has invited two male authors – fiction and historical information texts – to school for writing workshops in 2024-25. In January 2025, the library was moved downstairs to make it more accessible and a central feature of the school. All books were banded and children advised which band books to choose, in order to make sure that children were choosing books appropriate to their level. An online reading programme – LEXIA – was introduced to encourage more male engagement in reading. Boom Reader, an online reading record, was also introduced to encourage male involvement in recording reading.

### Objective 2

To increase the attendance of persistent absentees

Why we have chosen this objective: Post-Covid we have noticed that there are more children whose attendance has dropped below 90%.

To achieve this objective we plan to: send letters each term to parents of persistent absentees, telephone parents each term to discuss how we can help improve attendance, and fine parents who take their children on holiday during term-time.

Progress we are making towards this objective: We started sending out attendance letters every term to parents of persistent absentees in Term 3 2023 and this has continued regularly until the present day. Attendance support plans are created for children where necessary, following guidance from ESCC and our

Attendance Policy. Non – attendance of persistent absentees is recorded on CPOMS and parents contacted by headteacher in response where necessary. From Term 2 2023 – regular meetings with ESCC attendance officer 3 times per year. Headteacher is in regular contact with the ESCC Duty Attendance team for advice. Headteacher has carried out home-visits when necessary. We have started fining parents e.g. for taking holidays in term time, and this continues. From Term 2 2024, fortnightly attendance meetings are held between the headteacher and the office. Persistent Absence letters are sent out every term to parents of PA pupils. 2023-2025: Parent Surveys are completed at least annually and provided at Parent Consultations and online in order to reach our most hard to reach parents. 2023-2025 – Pupil Surveys are completed at least annually to collect pupil views.

### **Objective 3**

Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity through our curriculum.

Why we have chosen this objective: The demographic of the children who attend Nutley CE Primary is mainly white Christian or non-faith, and with low numbers of children with SEND and Pupil Premium Grant when compared with other primary schools nationally.

To achieve this objective we plan to: review our curriculum and ensure there is ample opportunity for children to further discover diversity and difference

Progress we are making towards this objective: inclusion present in visual materials - such as in worship, phonics slides etc. also, by inviting people of different backgrounds in for educational visits such as Rap Therapy and the 'People Who Help Us' topic. Diversity and difference is taught and intertwined throughout the curriculum. Neurodiversity has been taught in Fox class as part of the LEANs programme. October 2023 – all children took part in a Diwali Dancing experience led by a Hindu external provider. 2023-2024 – staff received a workshop on Conscious and Unconscious Bias. RE Lead and cover teacher visited Jewish Synagogue in Brighton. January 2024 – Fox Class learned how to play boccia – a Paralympic sport, led by PE department at Uckfield College. January 2024 – we have been successful in being given a grant from Nutley Fete Society to buy new books, specifically with Equality, Diversity and Inclusion content, to enrich our curriculum. 2023-2025 – Worship and class activities have included focus on Disability Awareness Month (including hidden disabilities), International Women's Day, Black History Month, Anti-Bullying Week and BBC Children in Need. Term 3 2025 – Headteacher attended ESCC Race Equality and Anti-Racism training. Worship about core values include inspiring people from ethnic minorities e.g. Dame Kelly Holmes Term 3 2025.

## **9. Monitoring arrangements**

The headteacher will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the headteacher at least every 4 years.

This document will be approved by the headteacher and ratified by the governing board.