Equality Information and Equality Objectives
for Nettlesworth Primary School

Equality Act 2010
Nettlesworth Primary Schools' provision of the public sector equality duty

Date: February 2026

We in Nettlesworth Primary School are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness –** all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour –** open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation –** the PSED cannot be delegated
- **continuous –** ongoing all academic year
- **record-keeping –** keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

Equality Information:

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil can be identified.

Pupils:

Age	We have pupils aged from 4 to 11 years old in our school.
Disability	100% pupil gave information. 14% of pupils recorded a disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any pupil towards gender reassignment.
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	100% pupil gave information Our pupil profile comprises: White British, Asian,Indian, White Black Caribean
EAL (English as an Additional Language)	0% EAL The languages spoken within our pupil profile are: English

Religion and Belief / no belief	100% pupil gave information Our pupil profile comprises: Christian, Church of England, Roman Catholic, Methodist, Sikh, and No religion.
SEND	24.1% pupils identified with a Special Educational Need. An additional 10.3% of our pupils require intervention through Quality First Teaching
Sex – male/female	49.47% female 50.53% male
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	31.4% pupils eligible for Pupil Premium

We will update our equality information at least annually

Equality Objectives 2026 – 2030

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

Our equality objectives are:

Objective 1: Curriculum reflects our pupils and protected characteristics

Objective 2: Reduce attainment and participation gaps and ensure all pupils—especially those with protected characteristics, SEND, EAL, or disadvantage—experience equitable access to high-quality teaching, a representative curriculum, and a strong sense of belonging. (Meets the duty to *eliminate discrimination, advance equality of opportunity, and foster good relations*.)

Objective 3: To improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition

We will update our equality objectives every four years and publish them on our school website.

We will review progress on these objectives annually and this paperwork will be held within school.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear

irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage is often more appropriate

Headteacher:	**Mrs Donna Lee**
Chair of Governors:	**Mr Aaron O'Roarty**
Date:	**20th February 2026**