Equality Information and Objectives

2026 - 2030

Equality Statement

At Newhall infant and Nursery School we are committed to providing an inclusive, welcoming and supportive environment in which every child and adult is valued, respected and able to participate fully in school life.

We believe that every child should have the opportunity to thrive, achieve their potential and feel that they belong. We recognise and celebrate the diversity of our school community and seek to ensure that equality, inclusion and respect are reflected in our curriculum, relationships, policies and everyday practice.

Equality Act 2010

Our approach to equality is underpinned by the Equality Act 2010, which provides protection from discrimination and places duties on schools in relation to equality. The Act applies to maintained schools, academies and free schools.

We have due regard to the protected characteristics identified within the Act, as applicable to schools:

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

We recognise that some of these characteristics will have greater relevance to pupils than others, but our commitment to equality extends to pupils, families, staff, governors, visitors and the wider school community.

Public Sector Equality Duty

In carrying out our work, the school gives due regard to the requirements of the Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010.

This means that we seek to:

1. Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.

3. Foster good relations between people who share a protected characteristic and those who do not.

At Newhall Infant and Nursery School these principles are embedded within our leadership, curriculum, teaching, behaviour expectations, safeguarding arrangements and wider school culture.

How we promote equality

We demonstrate our commitment to equality by:

- ensuring that all pupils have access to a broad, ambitious and inclusive curriculum;
- identifying and addressing barriers that may prevent pupils from participating or achieving;
- making reasonable adjustments for pupils and adults with disabilities where required;
- monitoring the achievement, attendance, behaviour and participation of different groups of pupils to identify potential inequalities;
- supporting pupils with SEND and other additional needs to participate fully in school life;
- ensuring that disadvantaged and vulnerable pupils receive appropriate support to help them achieve well;
- promoting positive attitudes towards difference and diversity through our curriculum, assemblies, books, resources and wider experiences;
- challenging discrimination, prejudicial language, stereotypes and bullying;
- teaching children, in an age-appropriate way, about respect, kindness, fairness and the diversity of families and communities;
- promoting positive relationships between pupils from different backgrounds;
- ensuring that recruitment, employment and professional development practices promote equality of opportunity;
- engaging with parents, carers, staff, governors and, where appropriate, pupils when reviewing our provision.

Equality information

In accordance with our statutory responsibilities, we publish information to demonstrate how we are meeting the Public Sector Equality Duty. Schools are required to publish this information and update it at least annually.

In reviewing equality within our school, we consider relevant information including:

- the composition and needs of our pupil population;
- SEND and disability;
- disadvantage;
- ethnicity and cultural background;

- attendance and persistent absence;
- attainment and progress;
- behaviour and exclusions/suspensions, where applicable;
- participation in wider school opportunities;
- bullying, prejudicial incidents and safeguarding information;
- accessibility and reasonable adjustments;
- feedback from pupils, parents, staff and governors.

Where numbers within a particular group are small, we will ensure that information is presented appropriately so that individual pupils or families cannot be identified.

Our analysis of this information helps us identify inequalities, remove barriers and determine appropriate priorities for improvement.

Equality Information 2026–2027

We use a range of information to help us understand the needs of our school community, identify any inequalities and ensure that all pupils have equal access to learning, opportunities and school life.

Because we are an infant and nursery school and some groups contain small numbers of pupils, we do not publish information where this could identify individual children or families.

Our school community

Our school community includes:

- pupils with a range of special educational needs and/or disabilities (SEND);
- pupils who are disadvantaged and eligible for additional support;
- pupils from different ethnic, cultural and religious backgrounds;
- pupils who speak English as an additional language;
- children with different family structures and experiences;
- pupils who may experience additional barriers to attendance, learning or participation.

What we monitor

We monitor school information to identify whether particular groups experience barriers or differences in:

Area	What we consider
Achievement	Attainment and progress of different groups, including disadvantaged pupils and pupils with SEND
Attendance	Attendance and persistent absence across different pupil groups

Behaviour and wellbeing	Behaviour patterns, bullying or prejudicial incidents and pupils' sense of safety and belonging
Curriculum	Whether all pupils can access an ambitious, inclusive curriculum
Participation	Access to trips, clubs, enrichment activities and wider school experiences
SEND and disability	Accessibility, reasonable adjustments and pupils' participation in all aspects of school life
School culture	How well our curriculum, books, resources and wider provision reflect and celebrate diversity

What our information tells us

Our monitoring shows that our school community includes a significant proportion of pupils who may experience additional barriers to learning, including pupils with SEND and pupils who are disadvantaged. We therefore maintain a strong focus on inclusion, early identification and ensuring that pupils receive appropriate support while continuing to experience an ambitious curriculum.

Attendance is monitored carefully for all pupils and groups. Where patterns of absence are identified, we work closely with families and relevant professionals to understand barriers and provide appropriate support.

We monitor attainment and progress across different groups to identify any variation in outcomes. Leaders use this information to inform teaching, intervention, provision and wider school improvement priorities.

We also monitor pupils' participation in the wider life of the school to ensure that financial circumstances, disability, additional needs or other barriers do not prevent pupils from accessing trips, enrichment and other opportunities.

Our curriculum promotes equality and diversity in an age-appropriate way. Children encounter books, experiences and learning that reflect different cultures, beliefs, abilities, families and communities. Through this, we promote respect, challenge stereotypes and help children understand that everyone should be valued and treated fairly.

Our Equality Objectives

As part of our duties under the Equality Act 2010, we publish equality objectives and review these at least every four years. We also keep progress towards these objectives under review.

*See appendix A

Monitoring and review

The Headteacher and Governing Board are responsible for ensuring that equality is considered within school decision-making and that the school meets its responsibilities under the Equality Act 2010.

We will:

- review our published equality information **annually**;
- monitor progress towards our equality objectives;
- use school information and stakeholder feedback to identify emerging priorities;
- review and publish our equality objectives **at least every four years**; and
- ensure that equality considerations inform relevant policies, improvement planning and strategic decisions.

Our Equality Objectives			
Objective	**Reason**	**Actions**	**Review**
To improve attendance for children with SEND	SEND attendance has been below national figures for several years. Improving attendance will help ensure that pupils with SEND have consistent access to learning and the best possible opportunity to make progress and achieve well	SIP priority 2 • Explore barriers to attendance for SEND children • Send letters and hold meeting to support • Offer coffee mornings / workshops	
To audit and amend the reading for pleasure books within school to ensure a good representation of different cultures, families, disabilities and identities.	Many of the books in school are outdated. We need to ensure our books reflect Modern Day Britain so that all pupils feel seen, valued and included.	• Audit current books on offer • Remove outdated texts • Purchase new books	
To ensure equitable access to wider opportunities	We want all children to benefit from the wider opportunities our school provides. By identifying and removing potential barriers to participation, we can ensure that pupils, regardless of need, background or circumstance, have equitable opportunities to participate, develop confidence and feel a strong sense of belonging	• monitor participation in clubs, enrichment activities, educational visits and wider school experiences • take appropriate action where any group is identified as being under-represented.	
To provide equality training for all staff and governors	Some new members of staff and governors have not yet received equality training. They need this to ensure equality is embedded consistently across school practice	• Review current equality training • Arrange suitable training for all staff and governors	