



Unlocking the full potential in everyone

Diverse - Research - Culture - Balance - Community

Nightingale Primary School

Equality Policy 2025 -26

This policy demonstrates Nightingale Primary School's compliance with the **Public Sector Equality Duty (PSED)** under the **Equality Act 2010**.

It is a **working document**, monitored and reviewed annually by the **Local Academy Council** and **Senior Leadership Team**.

Our Legal Duties

Under the Equality Act 2010, Nightingale Primary School must have due regard for the need to:

1. **Eliminate** unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act.
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.

Protected characteristics include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Our Commitment

Nightingale Primary School is a diverse and inclusive community.

Every child, staff member, and parent/carer is of **equal worth**, and we strive to create an environment where **everyone can thrive**.

The Equality Act 2010 provides a framework that underpins our school values — **respect, belonging, and excellence** — and supports our ongoing commitment to:

- Valuing diversity
- Tackling discrimination
- Promoting equality of opportunity
- Fostering positive relationships across our community

We continue to address issues of disadvantage and underachievement so that all learners can achieve their full potential.

Our Guiding Principles

1. **All learners are of equal value** — regardless of background or identity.
2. **We recognise and respect difference** — valuing diversity as a strength.
3. **We foster positive attitudes and relationships** — building a sense of belonging and community.
4. **We promote fair and equitable practices** — in recruitment, retention, and staff development.
5. **We seek to remove barriers** — tackling inequality wherever it exists.



Unlocking the full potential in everyone

Diverse - Research - Culture - Balance - Community

6. **We hold the highest expectations** for every child in our care.

Our Context

Nightingale Primary School serves a richly diverse community. Our pupils come from a wide range of cultural, faith, and socio-economic backgrounds.

We recognise our responsibility to educate children who live and learn in a **multicultural society**, and we actively promote shared values and understanding through our **curriculum, assemblies, and enrichment activities**.

Our ethos and curriculum celebrate difference, encourage reflection, and nurture pupils who can confidently contribute to a society that values **fairness, equality, and respect**.

Roles and Responsibilities

The Local Academy Council (Governors)

- Publish, monitor, and review the school's **Equality Objectives**.
- Ensure compliance with the **Equality Act 2010**.
- Review and report annually on progress towards equality outcomes.

The Headteacher

- Promote equality, diversity, and community cohesion.
- Ensure that staff and pupils are aware of their responsibilities.
- Address prejudice-related incidents promptly and appropriately.
- Monitor data and outcomes to identify and address inequalities.

All Staff

- Eliminate discrimination and promote equality in daily practice.
- Challenge inappropriate language or behaviour.
- Tackle bias and stereotyping.
- Respond to incidents of discrimination or harassment.
- Model inclusive behaviour and support pupils to do the same.
- Identify and share training needs related to equality and inclusion.

Eliminating Discrimination

We are committed to removing discrimination by:

- Implementing a **Single Equality Scheme**.
- Embedding equality into our **Behaviour and Anti-Bullying Policies**.
- Reporting, responding to, and monitoring **all racist or prejudicial incidents**.
- Regularly reviewing our **curriculum** to ensure representation and respect for diversity.
- Maintaining **high-quality teaching and learning** that enables all pupils to succeed.
- Tracking pupil progress and providing timely interventions.
- Ensuring equal access to enrichment and extra-curricular opportunities.
- Listening to the voices of pupils, parents, and staff to evaluate impact.



Unlocking the full potential in everyone

Diverse - Research - Culture - Balance - Community

Advancing Equality of Opportunity

We advance equality by:

- Using school data to identify underachievement and plan targeted support.
- Ensuring inclusive participation in all school life and decision-making.
- Listening to and valuing the contributions of parents and pupils.
- Promoting equity of access, aspiration, and achievement across all groups.

Fostering Good Relations

We promote mutual understanding and cohesion by:

- Embedding equality and diversity within our **curriculum, assemblies, and displays**.
- Building links between **home, school, and the wider community**.
- Celebrating shared values through events such as our **Spring Festival, Superkind Awards, and Cultural Heritage Week**.
- Encouraging pupils to recognise and challenge stereotypes and prejudice.

Our Equality Objectives (2021–2026)

Objective 1:

Monitor and analyse pupil achievement by **race, gender, disability, and socio-economic background**, and act on any patterns that require targeted support.

Objective 2:

Raise attainment and progress in **core subjects** for vulnerable learners, ensuring that interventions are evidence-based and regularly reviewed.

Objective 3:

Increase **pupil and parental engagement** in learning and school life across all activities to ensure equity, fairness, and representation.

Monitoring and Review

- The Equality Policy and Objectives are reviewed **annually** by the **Local Academy Council** and **Senior Leadership Team**.
- Progress is reported publicly via the **Equality Information and Objectives** section on our school website.
- Equality aims for **2022–2023** will next be reviewed in **2024–2025**.

Approved by: Local Academy Council

Date: September 2021

Next Review: July 2027