

# Equality Act 2010: Equality Information and Objectives Statement 2025-2029

## Introduction

1. Nerrols Primary School and Nursery has a statutory duty to publish one or more equality objectives at least every four years by the 6 April each year. This document sets out our equality objectives for 2025-2029.
2. The objectives seek to promote equality, diversity and opportunity for all within our school community. We have identified these objectives based on a range of evidence about the issues for schools in the Richard the Huish Trust. Every four years, we review this evidence, and update our objectives accordingly.

## The legal context

3. Schools have a statutory duty under the Equality Act 2010 to pay 'due regard' to the following when exercising public functions:
  - Eliminate discrimination, harassment and victimisation and other prohibited conduct;
  - Advance equality of opportunity for people with protected characteristics<sup>i</sup>;
  - Foster good relations between people who share a relevant protected characteristic and people who do not share it.
4. The Act also requires schools to:
  - Publish equality objectives that are proportionate, specific and measurable
  - Report annually on progress
  - Publish a school accessibility plan

## Somerset's population and our school community

5. Somerset has approximately 965,424 residents (2022). The majority of the population (94.6%) identify themselves as 'White British' (2011 Census) with 2% belonging to Black and ethnic minority (BME) groups.

## The diverse population of our school

6. Our school community has its own unique make up:
  - 34% of our children are identified as from different ethnic backgrounds than 'White British'
  - 19% of our children speak English as an Additional Language (EAL)
  - 14% of our children have a special education need or disability (SEND)
  - 54% of our children are female and 46% are male

## **The profile of our staff**

Our school workforce is 11% male and 89% female, made up of adults across the age ranges. 3% of our workforce identify themselves as from a different ethnic background than 'White British'.

## **The profile of our local governing body (LGB)**

Our LGB is 44% male and 56% female, made up of adults across age ranges. Including the headteacher, 33% of our LGB is represented by staff members and 22% is represented by parents.

## **Issues our objectives take into account**

7. Our equality objectives address the following issues:
- The recognition of protected characteristics and that all children and adults are equal.
  - The need to address achievement gaps within groups of pupils to improve life chances: boys and girls, those in receipt of Pupil Premium funding or free school meals, children with SEND and children looked after.
  - Promoting positive attitudes to cultural diversity through the curriculum and enrichment.
  - Engaging with the school community to support inclusivity.

## **Equality Objectives for 2025-2029**

8. Our five objectives are to:
1. Ensure all children and adults, regardless of any protected characteristics, are treated equally
  2. Actively work to close achievement gaps for all groups of children (as listed above)
  3. Promote positive attitudes and relationships that recognise and respect difference
  4. Foster a sense of community by engaging parents and local community members
  5. Observe good equalities practice in recruitment and development of staff, Trustees and LGB members.

## **Monitoring & governance arrangements**

9. Our Local Governing Body is responsible for monitoring delivery of our objectives on an annual basis.
10. The date of the next formal review of these objectives is Spring 2029.

## **Further information**

11. For further information please contact the school office. This statement is also available on our school website.

## Equality Objectives for 2025-2029

### Nerrols Primary School & Nursery



Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
To ensure all children and adults, regardless of any protected characteristics, are treated equally.	Equality of opportunity in all aspects of school life. No children or adults are excluded from opportunities because of protected characteristics.	An ongoing priority to ensure inclusivity and opportunity.	Pupil Voice surveys show that >95% learners feel equal.	Headteacher
To actively work to close achievement gaps for all groups of children.	High-quality teaching and learning. Accurate identification. Monitoring standards. Intervention and support where gaps are identified.	Annually	Achievement gaps are smaller than those seen nationally and reducing.	Headteacher and SLT  Class teachers
To promote positive attitudes and relationships that recognise and respect difference.	Delivered through the PSHE and SRE curriculum; Assemblies; Theme days and Enrichment activities.	An ongoing priority to ensure inclusivity and opportunity.	Review of curriculum content and signposting where and how this is promoted. Pupil Voice surveys show >95% positive attitudes to diversity.	Headteacher and SLT  PSHE Curriculum Leader
To foster a sense of community by engaging parents and local community members.	Parents and community members invited to attend school events. Use of social media to reach parents.	Ongoing to support inclusivity.	Parental engagement at parents' evenings is at least >95% each year.	Headteacher
To observe good equalities practice in recruitment and development of staff and LGB members.	Recruitment panels are conscious of equality and diversity agenda and seek to recruit staff and LGB members that represent the community it serves.	Ongoing	There is greater diversity in terms of the staff and LGB profile in 2029 than in 2025.	Headteacher  Chair of LGB

