

Normanton-on-Soar Equality Objectives 2025 – 2026

In order to meet our school's general and specific duties under the Equality Act 2010, the following information has been prepared by the Governing Body.

I. Understanding Our School Community – Equality Information

Within school, we have analysed information against the protected characteristics to understand our school community and meet needs better. We do not publish this information.

2. Understanding The Information Gathered

General Context

- Currently, the school has 70 pupils, 81% are out of catchment. 13 pupils live in the village. (July 2025)
- The average IDACI score for Rushcliffe schools' is 0.65, our school's is 0.08 (January 2023 census data).
- As a school, we have lower percentages than national in Pupil Premium, English as an additional language but have a high proportion of SEN needs.
- There is a significant mismatch in the size of our gender groups. 45/29

3. Equality Objectives

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g school councils

Following analysis, the school has developed Equality Objectives in order to meet the following requirements of the Equality Act:

- **Eliminate Unlawful Discrimination**, harassment, victimisation and any other conduct prohibited by 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

Equality Objective 1

To improve the attendance of pupils from particular groups

Why:

Monitoring shows that some groups have more persistent absence than others and that this negatively impacts on their learning and future opportunities.

Protected characteristics covered: Race, Disability, Religion or belief

How:

- I.1 monitor data closely – look for patterns in attendance and absence
- I.2 meet and communicate regularly with parents
- I.3 promote good attendance and reward 100% attendance
- I.4 identify barriers to attendance and plan ways to support the child and family
- I.5 purposely and positively engage with parents about attendance
- I.6 consult with parents, staff and governors to plan policy for attendance

Success Criteria:

Reasons behind persistent absence are understood

Actions are put in place to address the challenges

Progress for identified groups is accelerated

Parents will work together with teachers and governors to improve attendance

Staff will be more aware of barriers to some groups and will actively work on ways to prevent the impact on attendance

Equality Objective 2

To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities.

Why:

The pupil population and community of Normanton-on-Soar Primary School is predominantly white British. The school recognises that it should be deliberate when introducing insights and interactions with the diversity that exists in modern British society. This is essential to each child's personal development and will help them develop as citizens of the present and the future.

Protected characteristics covered: race/religion

How:

- 2.1 Audit current book selections and ensure they are appropriate for modern British society – remove outdated texts
- 2.2 Establish staff culture where EDI opportunities are incorporated into all aspects of classroom life
- 2.3 Plan hall and corridor displays that celebrate the current good practice across subjects and the EDI represented throughout our curriculum
- 2.4 Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristics of race and religion
- 2.5 Consciously include key texts and lessons which challenge racial and religious stereotypes and are representative of modern-day society.
- 2.6 Consult pupils and parents/carers re the current situation and areas for development. Then revisit to discuss the impact of the implemented changes through a survey/questionnaire
- 2.7 Re-establish links with the Hindu community, The Muslim community and the Jewish community. The staff are currently mainly white British and no longer have daily links with these communities.
- 2.8 Include a richness of faith and cultural diversity within the curriculum.

Success Criteria:

All pupils will have experiences that allow them to engage with diversity and the impact of diversity upon modern British society.

Children have met people from different faiths and have first-hand experiences of the differing faiths in our locality and the UK.

The school curriculum reflects the diversity of faith, ethnicity and culture that it recognises as essential to the experiences of its pupils. The explicit learning of diversity will be found within the school's geography, history, music, RE and art curriculum. Other curriculum areas offer opportunities to explore and experience diversity.

Children in all year groups have increased opportunities to develop a strong sense of their identity and the potential for prejudice-based bullying will be effectively addressed

Stereotypes are challenged.

Staff are aware of antiracism, unconscious bias and curriculum content and resources will be more inclusive/representative

Children know about and value each other's cultures and religions

Equality Objective 3

To ensure any gender imbalances in attainment are overcome through the understanding of gender equality by the whole school community including SLT, Governors, staff, pupils and parents

Why:

Outcomes for boys writing significantly below girls and national expectations

Gender groups mismatch in numbers can impact on the learning behaviours and attitudes in class and in the playground

Protected characteristics covered: Sex

How:

3.1 Interrogate mid-year summative data and end of year summative data to identify any concerns surrounding the performance of all girls or all boys within year groups

3.2 Pupil voice exercise with pupils to establish attitudes to learning

3.3 Evaluate if imbalance in the number of girls and boys in certain year groups is impacting within lessons

3.4 Some boys accessing Funfit intervention to support concentration and motor skills

3.5 Develop interventions and in class strategies that will support identified groups to flourish and make strong progress in writing

Success Criteria:

Reasons behind gender bias are understood

Actions are put in place to address the challenges

Progress for identified groups is accelerated

Stereotypes will be challenged

Staff will be more aware of unconscious bias and curriculum content and resources will be more inclusive/representative through training and research

5. Evaluating Impact

The school will engage with its community to ensure the objectives identified are appropriate and, where relevant, based on the data analysis. The Governing Body will monitor progress on all Equality Objectives in the school year 2025-26.

6. Review of Equality Objectives 2024-25

Attendance has improved for most pupils but a minority of pupils continue with low attendance rates.

These pupils are not from specific groups but have some elements of protected characteristics that could be supported.