

Equality Objectives Review for

2025 2026

Key – **achieved** **ongoing** **no progress**

Foreword

St Nicholas C of E Primary School aims to ensure that every child and teacher is given an equal opportunity to achieve their full potential. Our school vision (Dream Big, Shine Bright) supports this. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community. Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as children, parents and school governors.

Relating to the Equality Act (2010) there are nine 'protected characteristics' these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Under the general duty, schools must exercise 'due regard' in respect of each of the nine protected characteristics to: (1) eliminate unlawful discrimination and harassment; (2) advance equality of opportunity; and (3) foster good relations between different groups.

Review of the objectives

Objective 1	Next steps 2025 2026
To promote equality of opportunity for all with respect to gender, gender reassignment, sexual orientation, race, age, social class, disability, pregnancy, maternity, religion and belief.	- Careers – develop our offer in terms of how we engage families and encourage children to have high aspirations with knowledge of a range of job roles in the future - Implement the Growing Great People policy
Impact and evidence of objective in action	
St Nicholas C of E Primary School ensures that appropriate job vacancies are widely advertised to promote the diversity of candidates. The school values diversity amongst the staff. In all appointments the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with 'equality for all' practice and the school's statutory obligation towards safeguarding of children and safer recruitment procedures are adhered to. We are committed to safer recruitment to ensure that staff we employ are protected from discrimination. Three staff members/governors are trained in 'Safer Recruitment' and at least one member of the recruitment panel will have had this training. Our appraisal procedures are staff led and all staff have equal opportunities for CPD. This year, this process has moved to a values based approach ensuring that staff have the opportunity to grow and drive their own CPD.	

We have a maternity and paternity leave policy that ensures equal opportunities on return to work, this is overseen by the Governing body.

Our [Admission Policy](#) adheres to the Warwickshire admissions policy, appeals are also handled by the Local Authority. The admissions criteria ensure discrimination is eliminated.

As a Church of England school, we seek staff and governors who will promote our Christian ethos but do not discriminate against other faiths.

The school has a Flexible Working Policy to ensure that where possible flexible working will be accommodated subject to the criteria within the policy.

Pupils spoke positively about the adults who support them to achieve. One pupil explained that a trusted member of staff had helped him 'get better with his reading and writing when the words move,' demonstrating the positive impact of strong relationships alongside high academic expectations.

Objective 2	Next steps 2025 2026
To prepare all young people for life in a multicultural, multi- faith society in Britain, Europe and the world.	- Continue to embed Lyfta within our Collective worship cycle and identify key target areas that Lyfta will supplement within the curriculum. - Implement the new RE syllabus the approach being from a world views platform which encourages the children to think about big questions and develop their ability to reflect.

Impact and evidence of objective in action

We promote a positive self-image in all children and respect their individuality, providing for all pupils according to their needs. Pupils enjoy learning about different cultures and faiths through Lyfta and the RE curriculum, which continues to broaden their understanding of the wider world. This is through opportunities within our curriculum such as: visitors to the school from other cultures or religious backgrounds; faiths celebration days e.g. Diwali, Pentecost, Christmas, Chinese New Year, Christian Value's newsletters and our Jigsaw PSHE Curriculum

Children regularly contribute to school improvement and value opportunities to shape school life. School Council discussions demonstrated that pupils wanted safeguarding information, school values, phonics, reading and mathematics resources to be more visible for all children within the school planner.

An audit of our school's curriculum and extra-curricular activities shows that opportunity for children to develop Social, Moral, Spiritual and Cultural (SMSC) awareness permeates through the whole curriculum and ethos of the school.

When asked about our school the children said:

We are welcoming and respectful of others
 Everybody is treated equally and everybody is kind to each other.
 I like walking in and knowing I'll be greeted by somebody
 We enjoy learning about different faiths and cultures.
 We learn about being Jewish, Muslim and Christian in Year 2.
 We had a Muslim visitor to talk about Islam and living as a Muslim.

2025 SIAMS report <https://www.alcesterstnicholas.co.uk/ofsted-and-siams-report/>

'RE is well led. This drives a challenging and relevant curriculum that ensures pupils are equipped to explore a range of faiths and worldviews.'

Objective 3	Next steps 2025 2026
To ensure that the needs of pupils with physical and/or learning disabilities are fully addressed.	- Club access for all children – increase uptake of vulnerable children - Accessibility plan update
Impact and evidence of objective in action	

Ofsted report May 2024

The school's vision of 'dream big, shine bright' permeates through all that the school does. The school welcomes pupils with a range of special educational needs and/or disabilities (SEND) and effortlessly meet their needs. Pupils form harmonious relationships with their peers and staff. Pupils are happy and proud to be apart of this nurturing and caring school. The school dog, Bug, contributes to supporting pupils' wellbeing by providing them with emotional support when they need it.

Staff identify the needs of all children early in each school year through assessment and review. These are discussed via a SEND concerns form, at review/parents meeting and at Pupil progress Meetings with the SENDco and Inclusion Lead. This year we have also trailed a new role, Community Ambassador.

The **Community Ambassador** plays a vital role in ensuring that vulnerable pupils and their families receive the support they need to access education successfully. Working closely with school staff, families and external agencies, the Community Ambassador helps to remove barriers to learning through home visits, early intervention, practical support and signposting to appropriate services. By building positive relationships with families, improving attendance, supporting transitions and promoting engagement with school life, the role helps to ensure that all children, regardless of their individual circumstances, are able to participate fully in school and achieve their potential. This proactive approach strengthens our inclusive culture and reinforces our commitment to ensuring equality of opportunity for every child.

We have a holistic approach to supporting all children through: Counselling*, Mentor Link*, THRIVE, THRIVE Outdoors, Lego therapy, nurture breakfast club, critical incident team*, ill health team*, school nurse (Connect4health)*, RISE*, Forest School, Lifespace*, Victim support, Young Carers*, MOVES* Mind- The Big Umbrella Project and The Friendship Project (please see the SEN Information Report on our website for more information). [SEND Information Report](#)

Specific targeted interventions take place throughout the school the impact of these are reviewed and monitored regularly with adoptions implemented where necessary. For example, SEND children with physical disabilities are included as far as possible, making a reasonable adjustment to accommodate their needs.

[SEND Policy](#), [SEND Information Report](#), [Pupil Premium Policy](#), [Promoting British Values](#) are reviewed annually and ratified by the full governing body. These policies ensure that the needs of children with physical and/or learning disabilities are fully addressed. These policies are available on the school's website.

The [Accessibility Plan](#) has been reviewed and agreed and will be reviewed in 2025 or earlier if necessary. This plan is available on the school's website.

The school works with external agencies (such as RISE, formerly CAMHS, education psychologists, Speech and Language therapy, Specialist Teaching Service (STS) and services denoted by * above) to ensure children receive the specialist support they require.

Pupil My Plans and associated inclusion documents ensure that the progress of SEND children is tracked and monitored throughout their school life and beyond.

Ensuring consideration is given to equality when arranging school visits and school-based activities;

Addressing any barriers to pupils' engagement in school visits and school-based activities through the planning and risk assessment processes.

Recent Teaching and Learning review observation (2026): *Reviewers recognised the strength of relationships across the school, noting that vulnerable pupils flourish because they feel safe, valued and well supported. Teaching assistants were effectively deployed to meet individual needs, with interventions and pre-teaching enabling pupils to access whole-class learning successfully.*

2025 SIAMS report <https://www.alcesterstnicholas.co.uk/ofsted-and-siams-report/>

'Inspired by the vision, pupils and staff are well cared for. School and trust leaders, supported by strong governance, ensure that there is excellent support for individuals. This includes vulnerable pupils and those with Special

Educational Needs and Disabilities (SEND). Consequently, there is an inclusive culture throughout the school that ensures pupils and adults are welcomed and treated with kindness.'

Club offer this year has included; Hockey, swimming, football, multisports, cheerleading, Musical Theatre, Bug Club, Forest school, Craft, coding, cooking

Objective 4	Next steps 2025 2026
To respond positively to the needs of pupils, parents and staff with English as an Additional Language (EAL).	- Club access for all children – increase uptake of vulnerable children - Research and implement further interventions to support the growing number of children with EAL
Impact and evidence of objective in action	
The school employs the services of EMTAS (Ethnic Minority and Traveller Achievement Service). An annual plan is made to support each of the children with English as an additional language (if necessary, depending on their proficiency scales). To build capacity and knowledge in school this year two members of support staff have attended the Assessing new arrivals training to support assessment of our EAL pupils. Through EMTAS, support is offered to parents in order for them to access school communication, services and wider support. The school ensures that staff with EAL are supported to feel part of the community. Children consistently describe St Nicholas as welcoming and kind, with staff ensuring pupils and families feel part of the school community regardless of background.	

Objective 5	Next steps 2025 2026
To eliminate any discriminatory practices and reduce prejudice as much as possible.	- Further develop the role of wellbeing warriors and leading light across the school - Continue to develop children's passion for courageous advocacy
Impact and evidence of objective in action	
• At St Nicholas C of E Primary School we monitor academic achievement by analysing results and other relevant pupil data by gender, race, ethnicity and any other vulnerable groups. This enables us to ensure that any gaps in attainment are identified early and acted upon. • All children have work celebrated either around the school through displays or during weekly celebration assemblies (Dream Big, Shine Bright) throughout the school year. • Stamps are awarded to all children who display positive learning dispositions including perseverance, collaboration, resourcefulness and reflectiveness. • Staff ensure that displays around the school reflect a variety of positive images. • Staff are aware of the needs of each individual and caters for them appropriately. Every day is a new day and children are not prejudged on prior behaviour. All staff speak in the same manner to all children, avoiding bias when praising or disciplining through use of school systems such as the 'moral code' and the <u>Behaviour Policy</u> to frame conversations. Praise is given for effort and is specific and meaningful to the child. • Attendance is monitored by Senior Leadership and the attendance governor using criteria set out in the Attendance Policy. Leave of absence is granted for exceptional circumstances ensuring that no group is disadvantaged or discriminated against as a result of the decision made. • Children sit with 'talk partners' these change on a weekly basis and are selected randomly. This system has improved relationships within each class as all children are expected to work collaboratively with every other child in the class. • Lolly sticks are used to select children randomly to respond to questions after they have discussed the options with their talk partner. This ensures that no bias is given when asking children to take part in classroom discussion. This strategy is within 'a safe learning culture' (i.e. children are confident that they won't be criticized for getting things wrong and are encouraged to have a go). • Children in Key stage 2 are trained to be Mental Health Champions in Year 6 children are 'buddies' and sports leaders, supporting children during break and lunch times.	

- Wellbeing warriors are supporting all children throughout lunchtime with wellbeing activities (pupil led) that have been created by the children for the children
- Provision is made available for individual children, who may not have time or support at home, to complete homework online, such as Mathletics. This includes access to IT equipment when necessary.
- Pupil voice is important at St Nicholas C of E Primary School and the School Council (made up of a child from each class, elected by their peers) have an important role in school improvement. The ideas have been implemented and their views sought on many issues including mental health and how they can keep themselves active.
- The school takes part in Anti-Bullying week every year and Odd socks day to raise the profile of everybody being welcome at our setting.

Ofsted report May 2024

Pupils' behaviour during lessons and at social times is calm and orderly. Pupils of all ages play well together. Right from the start, pupils in Reception learn how to share and are comfortable playing independently or in small groups. The school's outdoor play area is resourced well and encourages pupils to be active.

Pupils cherish the opportunities to take up leadership roles. The 'wellbeing warriors' promote positive mental health through hosting a range of calm activities from painting to crafts for their peers to get involved in at lunchtime. Members of 'the Amazon protection society' are working hard to stop deforestation. Pupils also take the lead to organise fundraisers with a whole school 'water walk' and a bake sale. This helps pupils to play an active role in the community and beyond.

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'Inspired by the biblical role model of Joseph, pupils confidently take personal responsibility. They relish the opportunity to be a leading light, wellbeing warrior or a school councillor. This instils in pupils a willingness to speak up on behalf of others. They take decisions for the benefit of the whole community. Pupils' sense of justice is inspired by a programme that enables them to travel virtually around the world. In these experiences they explore different cultures and meet a variety of people. This motivates pupils to make a positive impact. As a result, they have made a range of ethical choices which result in them being proactive agents of change. These manifest themselves in a range of pupil led activities such as creature committee and wildlife club. Pupils have led fundraising events for a range of charities including the homeless and dementia. Pupils' personal experiences, both within and beyond school, inspire their choice of charities. In partnership with the diocese, the trust's carbon neutral strategy is empowering staff and pupil champions to drive change. The champions challenge the school community to take responsibility for their actions. This project is beginning to impact positively and reciprocally across the schools in the trust.'

2026 school council feedback

When consulted about the school's behaviour code, pupils consistently identified kindness, respect, collaboration, perseverance and safety as the values that should underpin life at St Nicholas, reflecting the school's vision of Dream Big, Shine Bright.

2026 Teaching and Learning review

Reviewers found pupils to be polite, welcoming and keen to talk about their learning, with positive relationships evident between pupils and adults throughout the school.

Objective 6	Next steps 2025 2026
To promote positive attitudes towards the richness provided by individual diversity and cultural variety.	- Implement the new RE syllabus
Impact and evidence of objective in action	
• At St Nicholas C of E Primary School, diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. In promoting diversity we meet different needs creatively to ensure opportunities are available to all and every child's potential is fulfilled. • We treat all of our school community with respect and kindness:	

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences.

Our school governors are welcomed into school and work in partnership with other staff members. Employees, parents and children are listened to and this has been demonstrated in changes to the curriculum, homework, the purchase of Athletics, the Pirate ship on the KS1 playground and the implementation of OPAL. The Friends of St Nicholas are supported through meetings and volunteers from the school staff to assist with events.

- In school we provide a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination. Four examples of this are:
 - a) **Year 2 Summer Term theme, Florence Nightingale**- which challenges stereotyping, women's rights and the differences women have made to life today
 - b) **Year 4 Autumn Term Theme in History, Black and British** -exploring the prejudice that black people have faced, the changes to black people's lives over the last 60 years and influential black people who have changed history.
 - c) **In Collective Worship**, Children's Mental Health Week, Mental Health awareness and Young Carer's Action week was highlighted alongside where support could be found, additionally children were introduced to our new Chatterboxes to ensure that all vulnerable groups can access support if and when required.
 - d) A focus for the school this year is the use of **Lyfta**. Lyfta is an exciting immersive platform that will support us to weave more learning about diversity into our curriculum. Initially we will use Lyfta as part of our Worship cycle.
- **Our PSHE Curriculum delivered through Jigsaw promotes:** relationships, health and Well-being, responsibilities, keeping healthy, taking risks, living in the wider world, celebrating difference, different emotions, who can help us, working together, valuing difference, understanding and practising democracy, stereotypes, healthy lifestyles, managing feelings, lifecycles, safety online, communication and participation, peer pressure, sexual orientation, discrimination and equal opportunities, sex education, saying no, managing risk and change, cyberbullying and personal safety.

2026 Teaching and Learning review

Pupils described enjoying Forest School, outdoor learning, OPAL provision and learning across a wide range of subjects. They were enthusiastic about learning and demonstrated positive attitudes towards school.

2026 school council feedback

Pupil voice continues to shape school development, with School Council contributing ideas to improve school systems, behaviour expectations and pupil wellbeing.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals identify,
- investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing

of all

- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

Religious education in the foundation stage:

RE sits firmly within the areas of personal, social and emotional development and understanding the world.

This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

Please see relevant policies on link below:

<https://www.alcesterstnicholas.co.uk/policies/>

Review completed July 2026

by Senior Leadership and Community and Parent Governor