



NIGHTINGALE PRIMARY SCHOOL

EQUALITIES POLICY & ACTION PLAN

Introduction

At Nightingale Primary School in Eastleigh, we are dedicated to fostering an environment of inclusivity and respect, guided by our values of Respect, Courage, Compassion and Friendship. Our vision is to enable children to discover learning that empowers them to have a voice and take responsibility, shaping their world and living harmoniously together. We strive to nurture their happiness, identity, social and emotional development, physical health, and academic success, while cultivating their ability to be good friends, deep thinkers, and responsible citizens who positively contribute to their community.

We celebrate and respect difference; no one is an outsider, and everyone belongs. Our commitment is to create a school environment where diversity is embraced and every individual is valued and included.

Equalities Statement

Nightingale Primary School is committed to promoting equality and diversity through our practices, policies, and procedures. This policy outlines our approach to meeting our statutory duties under the Equality Act 2010, ensuring that every member of our school community is valued and supported.

Protected Characteristics

In accordance with the Equality Act 2010, we support and respect individuals with the following protected characteristics:

- **Age:** We ensure our policies and practices are inclusive of all age groups within our school community.
- **Disability:** We make reasonable adjustments to support pupils and staff with disabilities, ensuring full participation in school life.
- **Gender Reassignment:** We support individuals undergoing gender reassignment, respecting their chosen identity and providing a safe environment.

- **Marriage and Civil Partnership:** We respect individuals regardless of their marital or civil partnership status.
- **Pregnancy and Maternity:** We provide appropriate support and adjustments for pregnant staff and new mothers, balancing their professional and personal responsibilities.
- **Race:** We celebrate racial diversity, eliminate racial discrimination, and promote equal opportunities.
- **Religion or Belief:** We respect and accommodate various religions and beliefs, allowing pupils and staff to practice their faith without hindrance.
- **Sex:** We ensure gender equality, addressing disparities in opportunities and outcomes.
- **Sexual Orientation:** We foster an environment where all sexual orientations are respected and valued.

School Context

Nightingale Primary School is a two-form entry school with an enrolment of 387 pupils. The pupil population is 68% White British, with 'any other white background' and 'no ethnicity' representing the second and third largest groups, respectively. The school also includes pupils from various ethnic backgrounds, including Asian, Black African, Gypsy and Indian. Regarding religious backgrounds, 69.9% of pupils identify as having 'no religion,' followed by 19.8% identifying as Christian. The school respects and supports pupils from other religious backgrounds, including Muslim, Sikh, Hindu and Jewish.

Diversity of the School Pupil Population

Based on figures from 2024

Protected Group	% of Population
Boys	51.2%
Girls	48.8%
Special Educational Needs (SEN)	17.4%
Education, Health, and Care Plans (EHCP)	6.49%
Minority Ethnic Groups	32%
English as an Additional Language (EAL)	10.6%
Refugee Asylum Status	2%
Free School Meals (FSM)	47.5%

Meeting the Public Sector Equality Duty

To fulfil the Public Sector Equality Duty, we undertake the following actions:

- **Eliminate Discrimination:** We proactively prevent and address any form of discrimination, harassment or victimisation. Clear procedures are in place for reporting and addressing concerns.
- **Advance Equality of Opportunity:** We assess and improve our practices to ensure equal access to opportunities and resources for all pupils and staff, providing tailored support where needed.
- **Foster Good Relations:** We promote positive relationships and respect through our curriculum, extracurricular activities and school culture, challenging stereotypes and celebrating our diverse community.

Involvement of Staff, Pupils and Parents

We are committed to seeking feedback and inclusion from our school community. This involves:

- **Involvement of Young Governors:** Engaging young governors in discussions and decisions related to equality and inclusion.
- **Invitation for All Stakeholders:** Encouraging participation from staff, parents and other stakeholders where appropriate.
- **Use of the School Newsletter:** Updating and informing all stakeholders through our school newsletter about our equality initiatives and progress.

These activities ensure that anyone with a disability, people from different ethnic communities and various genders are represented. We will:

- **Seek Feedback and Representation:** Actively seek feedback and representation from both genders, as well as disability and ethnic groups, both within and outside the school community.
- **Involve the Young Governors and Future Leaders:** Engage the school council in addressing issues of inequality and underrepresentation.
- **Use Data Analysis:** Analyse data to identify areas of inequality and underrepresentation, addressing issues promptly.

As a result of these activities, we will identify gaps and prioritise actions to address them, ensuring that our school environment is inclusive and equitable for everyone.

Equality Objectives

Our equality objectives are:

1. **Increase Participation:** Ensure that every pupil with disabilities has access to PE lessons and additional physical activities.
2. **Improve Achievement:** Increase the achievement levels of pupils eligible for Pupil Premium funding so that at least 60% meet or exceed the expected standards in core subjects, narrowing the gap with their peers.
3. **Enhance Accessibility:** Ensure at least a 25% increase in engagement from female pupils in traditionally male-dominated lunchtime activities (e.g., sports and STEM clubs).
4. **Promote Diversity:** Ensure at least 80% of curriculum resources reflect the diversity of our community, country and world, reducing the dominance of white middle-class experiences to no more than 66%.

Implementation and Monitoring

The school leadership team is responsible for implementing this policy. We will regularly review and monitor our practices to ensure they align with our equalities objectives and statutory duties. Feedback from pupils, parents and staff will inform necessary adjustments and improvements.

Review

This Equalities Policy will be reviewed annually to maintain its relevance and effectiveness. Updates will be made as needed to reflect changes in legislation, school practices and community needs.

Date of Policy Approval: Autumn 2025

Date of Next Review: Autumn 2026

Appendix 1

Equality 2-Year Action Plan

Date of Next Review: Autumn 2026

	Objective	Activity	Timescale	Cost
1	Ensure that every pupil with disabilities has access to PE lessons and additional physical activities.	Audit accessibilities of equipment and environment. Monitor and record participation rates each term to measure progress and make necessary adjustments to achieve this target.	2 Academic Years	Sports Premium Funding
2	Increase the achievement levels of pupils eligible for Pupil Premium funding so that at least 60% meet or exceed the expected standards in core subjects, narrowing the gap with their peers.	Focus during pupil progress meetings, enhancement activities offered and targeting parental engagement campaigns.	2 Academic Years	PP Funding
3	Ensure at least a 25% increase in engagement from female pupils in traditionally male-dominated lunchtime activities (e.g., sports and STEM clubs).	Introduce inclusive promotional campaigns, offering taster sessions and actively encouraging participation through targeted support and role modelling by staff.	2 Academic Years	Sports Premium Funding + £150
4	Ensure at least 80% of curriculum resources reflect the diversity of our community, country and world, reducing the dominance of white middle-class experiences to no more than 66%.	Replace or supplement existing resources to ensure that no more than 66% of materials are centred on white middle-class experiences. Implement this change across all year groups, with regular monitoring and feedback from students and staff to assess the inclusivity and representation of the curriculum.	2 Academic Years	Approx. £1000