

Keyworth Primary and Nursery School (KPNS)

Equality Objectives 2026-29

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.

1. Understanding Our School Community – Equality Information

Using school data, the following information was correct on the given dates:

Ethnic Categories (number of pupils) Jan 26							
White British	126	White & Black Caribbean	8	Indian	1	Portuguese	0
Irish	1	White & Asian	3	Pakistani	1	Refugee	0
Any other white background	6	White & Black African	1	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed background	5	Any other Asian background	1	Any Other Ethnic Group	3
Gypsy/Roma	0	Chinese	8	Black Caribbean	2	Information Refused	0
White European	0	Any other Chinese background	0	Black African	6	Information Not Obtained	1

Disability Jan 26		
	Percentage	Number
No Disability	100%	156
Disability	0	0

Special Educational Needs (SEN) Jan 26		
	Percentage	Number
No Specified SEN	83.2%	144
Sen Support	13.9%	24
EHCP	2.9%	5

Deprivation Jan 26		
	Percentage	Number
Pupil Premium *	43.4%	66
Non-Pupil Premium	56.6%	86

*Any pupil in receipt of Free School Meals at any time during the last 6 years. Cohort totals vary across datasets as not all year groups are included in every analysis; figures are therefore interpreted proportionately rather than as direct comparisons.

No Information was available on the following protected characteristics:

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender.

Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT).

2. Understanding the Information Gathered

The vast majority of KPNS's pupils come from within the school's catchment area. The school serves a community with higher-than-average levels of deprivation, with a substantial proportion of pupils eligible for Pupil Premium. The proportion of pupils with identified special educational needs is also above national averages, including pupils receiving SEN Support and those with Education, Health and Care Plans.

The demographic profile of the school is changing. This is reflected in increasing ethnic diversity and a growing number of pupils with English as an additional language. This brings both opportunities and additional considerations for curriculum access, communication with families, and inclusive practice.

Leaders also consider patterns relating to sex, recognising national evidence around differences in attendance, engagement, and behaviour between boys and girls, and monitor school systems to ensure fairness and consistency for all pupils.

3. Equality Objectives 2026 - 29

Using monitoring information gathered over time, the school reviewed a range of areas to identify whether there were any obvious gaps, patterns, or potential issues affecting pupils in relation to the protected characteristics. This review considered the following aspects of school life including consideration of whether behaviour expectations, rewards, and sanctions are applied consistently and fairly across different groups of pupils:

- a. Admissions
- b. Attainment
- c. Attendance
- d. Engagement in school activities
- e. Exclusions
- f. Prejudice-related incidents
- g. Rewards and sanctions
- h. Representation on school bodies, including the school council

Following this analysis, the school has identified a set of Equality Objectives designed to meet the requirements of the Equality Act 2010. These objectives aim to ensure that the school continues to:

- i. Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act
- j. Advance equality of opportunity between pupils who share a relevant protected characteristic and those who do not
- k. Foster good relations between pupils who share a relevant protected characteristic and those who do not

1. Faith & Cultural Diversity

Equality Objective: To design and deliver a curriculum that deliberately reflects the richness of faith and cultural diversity, so that all pupils develop knowledge, understanding, and respect for difference, and are well prepared for life in modern British society.

Why: KPNS serves a community that is predominantly White British, although the school's pupil population is becoming more diverse over time, including a growing number of pupils with English as an additional language and a wider range of ethnic backgrounds. As a result, some pupils have limited direct exposure to diversity beyond their immediate community.

The school recognises that equality in this context is not only about representation within the pupil cohort, but about ensuring that all pupils develop a secure understanding of protected characteristics, equality, and British values. This is a key aspect of pupils' personal development and helps to prevent misconceptions, stereotyping, or prejudice from developing.

How: The school works collaboratively with partner schools across the Equals Trust through a Diversity Project, providing planned opportunities for pupils to encounter and learn from the diversity that exists within Nottingham and across the UK.

Curriculum intent and implementation have been designed to ensure that diversity of faith, culture, ethnicity, and background is embedded across subjects including geography, history, religious education, music, and art. Learning is progressive and age-appropriate, enabling pupils to build knowledge and understanding over time rather than through isolated or tokenistic experiences.

Assemblies are used deliberately to reinforce British values and protected characteristics, linking these themes to pupils' behaviour, relationships, and responsibilities within the school community. These messages are revisited regularly and aligned with classroom learning, ensuring consistency across the curriculum and wider school life.

Whole-school approaches, including the Anti-Racist Education Programme (AREP), support pupils to explore issues of fairness, discrimination, and identity in a structured and sensitive way. Staff are supported to approach these themes with confidence, ensuring that learning is meaningful and appropriate to pupils' age and context.

Outcome: Pupils will demonstrate understanding of diversity, protected characteristics, and British values, including pupils with English as an additional language, and will show respect for others through their attitudes and behaviour. The curriculum will ensure that all pupils are equipped to engage positively with difference as they progress through school and into wider society.

2026 Review:

2027 Review:

2028 Review:

2. Attainment

Equality Objective: To ensure that pupils with special educational needs and/or disabilities, looked after and previously looked after children, and pupils eligible for Pupil Premium receive timely and effective support so that their outcomes increasingly align with national expectations.

Why: KPNS serves a community with a higher-than-average proportion of pupils who are disadvantaged and/or have identified additional needs. The school recognises that these pupils may face barriers to learning which, if not addressed effectively, can lead to gaps in attainment, progress, attendance, and wider outcomes.

The school therefore places a strong emphasis on identifying need early, targeting support precisely, and evaluating the impact of provision for individuals and groups. This work is essential in improving outcomes, promoting equality of opportunity, and supporting pupils' longer-term life chances.

How: Support for pupils is planned and delivered through the strategic use of Pupil Premium and SEN funding, aligned to identified needs rather than labels. A strong emphasis is placed on high-quality, quality-first teaching as the foundation for meeting the needs of all learners. This is supported through ongoing professional development, enabling staff to strengthen inclusive classroom practice, adapt teaching effectively, and respond confidently to a wide range of needs.

Provision is reviewed regularly to ensure that it remains appropriate, responsive, and effective. Targeted interventions are used where necessary, alongside careful consideration of how classroom teaching and curriculum design support inclusion for disadvantaged pupils and pupils with SEND.

Staff work closely with external professionals and agencies to support pupils with SEND, disabilities, and medical or social needs, ensuring that provision reflects specialist advice where required. The school also works in partnership with families, recognising the importance of shared understanding and consistent support in achieving the best outcomes for pupils.

Class teachers, leaders, and support staff share responsibility for monitoring progress and adapting provision so that pupils can access the curriculum successfully. Outcomes for disadvantaged pupils and pupils with SEND are tracked systematically, with leaders reviewing progress, attainment, and attendance information to identify patterns, strengths, and areas for further improvement. This ensures that decisions about provision and professional development are informed by evidence rather than assumption.

Outcome:

Pupils will make progress from their starting points and meet ambitious but realistic end-of-year targets. Over time, gaps in attainment and progress between disadvantaged and non-disadvantaged pupils, and between pupils with SEND and their peers, will continue to narrow.

2026 Review:

2027 Review:

2028 Review:

3. Attendance

Equality Objective: To improve attendance for disadvantaged pupils so that barriers to learning are reduced and pupils are able to engage consistently with the curriculum.

Why: Attendance monitoring shows that disadvantaged pupils at KPNS attend well overall and compare favourably with national figures for disadvantaged pupils. However, disadvantaged pupils are still disproportionately represented among those at risk of persistent absence when compared with their peers within the school.

The school recognises that even small numbers of pupils experiencing sustained absence can have a significant impact on learning, wellbeing, and longer-term outcomes. Improving attendance for disadvantaged pupils therefore remains an important equality priority, requiring early identification of need, targeted support, and close partnership with families.

How: Attendance for all pupils is monitored closely, with particular attention given to disadvantaged pupils and those at risk of persistent absence. Early identification is prioritised, and action is taken promptly where attendance begins to decline, including when attendance approaches or falls below 90%.

The school works proactively with families to understand and address barriers to regular attendance, including where language, communication, or confidence may be a barrier for families. This includes targeted support through the Pastoral Lead, personalised communication, and practical guidance to support engagement. Where appropriate, the school works with external services and follows local authority procedures to support improvement.

Attendance information is shared with parents on a termly basis so that families are clear about their child's attendance position and any emerging concerns. Where persistent non-engagement or refusal of support occurs, the school applies formal processes and sanctions proportionately and in line with statutory guidance.

Outcome: Disadvantaged pupils will sustain attendance that compares favourably with national figures for disadvantaged pupils. Within the school, the proportion of disadvantaged pupils identified as persistently absent will reduce over time, and gaps in attendance between disadvantaged pupils and their peers will continue to narrow.

Leaders will be able to demonstrate, through attendance data and national comparison information, that early identification and targeted support are having a positive impact on attendance patterns for disadvantaged pupils.

2026 Review:

2027 Review:

2028 Review:

4. Prejudice Related Incidents

Equality Objective: To ensure that pupils and staff are able to identify, respond to, and challenge prejudice-related behaviour effectively, so that all members of the school community feel safe, respected, and valued.

Why: Children are exposed to a wide range of messages through media, online content, and wider society, including language and attitudes that may be discriminatory or prejudicial. Pupils may not always recognise when language or behaviour is harmful, nor understand how to respond appropriately when they witness or experience prejudice-related incidents.

The school recognises that developing understanding of prejudice, protected characteristics, and respectful behaviour is essential to pupils' personal development and wellbeing. Clear education and consistent response are necessary to prevent harm, challenge discrimination, and support positive relationships within the school community.

How: Education relating to prejudice, discrimination, and respectful behaviour is embedded within the PSHE curriculum and the Anti-Racist Education Programme (AREP). This includes explicit teaching about racism, homophobia, and other forms of prejudice, helping pupils to recognise discriminatory language, behaviour, and attitudes, and to understand why these are unacceptable.

Pupils are taught about protected characteristics in an age-appropriate way, enabling them to develop understanding of difference, equality, and mutual respect. These themes are reinforced across the wider curriculum and through assemblies, ensuring that awareness and tolerance are woven into curriculum design rather than addressed in isolation.

Prejudice-related behaviour is challenged consistently wherever it occurs within the school community. The school responds in a way that is firm, educative, and proportionate, supporting those affected while also helping those responsible to understand the impact of their actions and to change their behaviour.

Outcome: Pupils will demonstrate increased understanding of what constitutes prejudice-related behaviour and how to respond safely and appropriately when they encounter it. Awareness of protected characteristics will be secure and age-appropriate.

The school community will feel safe, respected, and confident that prejudice-related incidents are taken seriously, responded to consistently, and addressed in a way that promotes learning and positive change.

2026 Review:

2027 Review:

2028 Review:

5. Disability

Equality objective: To commission a Disability Access Audit and use the findings to develop and implement a clear, prioritised action plan to improve access and inclusion across the school site.

Why: The school recognises its duty to ensure that the physical environment supports inclusion and does not create unnecessary barriers for pupils, families, staff, or visitors with disabilities.

Commissioning an external Disability Access Audit provides an objective and informed assessment of current provision and identifies areas where reasonable adjustments or improvements may be required.

This work supports the school's commitment to equality of opportunity and ensures that decisions about the school environment are informed, proportionate, and aligned with statutory expectations.

How: An external Disability Access Audit will be commissioned to review the accessibility of the school site and facilities. Findings from the audit will be used to develop a clear action plan, identifying required improvements, priorities, timescales, and responsibilities.

The action plan will be shared with relevant stakeholders, including governors, staff, and families where appropriate. Progress against the plan will be monitored by leaders, with actions implemented in line with agreed priorities, available resources, and health and safety considerations.

Outcome: The school will have a clear, evidence-based action plan to improve disability access, and identified actions will be implemented over time. The school site will increasingly support inclusive access for all members of the school community, including those with disabilities, through reasonable and proportionate adjustments.

2026 Review:

2027 Review:

2028 Review:

4. Evaluating Impact

The school will engage with pupils, families, staff, and governors to ensure that the Equality Objectives remain appropriate, relevant, and responsive to the needs of the school community. Engagement and feedback will inform ongoing refinement of practice where necessary.

Progress against each Equality Objective will be monitored by leaders and reviewed by the Governing Body on a regular basis throughout the 2026–2029 period. Evaluation will draw on a range of evidence, including school performance information, attendance and behaviour data, curriculum evidence, and national comparison information where appropriate.

This approach ensures that the school can demonstrate both impact over time and a clear understanding of how equality objectives contribute to pupils' experiences, outcomes, and wellbeing.