

# 2025 - 2028

# Single Equality Scheme

# Frettenham Primary School

# Hainford Primary School

# Horsford Primary School

# Old Catton Junior School

# St. Faiths' Primary School

# White Woman Lane Junior School



# The Nebula Federation



Nebula  
where stars are born

## SINGLE EQUALITY SCHEME

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- Schools should consider age as a relevant characteristic in their role as employers, but not in relations to pupils

### **The General Duty**

#### **Public Sector Equality Duty**

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The schools in the Nebula Federation are inclusive schools where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

***Our approach to equality is based on the following key principles:***

1. All learners are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

**Information on pupils by protected characteristics**

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the schools collect information on protected characteristics.

**Information on other groups of pupils**

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)

- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

### **Eliminating discrimination and other conduct that is prohibited by the Act.**

We give careful consideration to equality issues in everything that we do in our schools. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

### **We eliminate discrimination by:**

- Adoption of the single Equality Scheme.
- Our behaviour policies ensure that all children feel safe at school and addresses prejudicial bullying.
- Reporting, responding to and monitoring all racist incidents.

- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping.
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success.
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary.
- Ensuring that all pupils have the opportunity to access extra-curricular provision.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

**We advance equality of opportunity by:**

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention.
- Ensuring participation of parents/carers and pupils in school development.
- Listening to parents/carers.
- Listening to pupils at all times.
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

### **We foster good relations by:**

- Ensuring that our schools are seen as community school within local communities.
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

### **Equality Objectives**

At our schools we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

### **Eliminating discrimination**

- **Preventing prejudice-based incidents:** We will continue to take a zero-tolerance approach to prejudiced behaviour, including homophobic, sexist, and racist language. All staff and students should know how to identify and report such incidents.
- **Monitoring behaviour and bullying:** Systematically record and address all prejudice-related incidents. Use school behaviour and anti-bullying policies to ensure all children feel safe and that prejudicial bullying is immediately challenged.
- **Conducting regular reviews:** Continue to implement our rolling programme to review school policies, procedures, and practices to ensure they do not create negative impacts or reinforce inequalities for any group.

## Advancing equality of opportunity

- **Narrowing achievement gaps:** Continue to use data to track the academic progress of specific groups, such as pupils with special educational needs (SEND), those receiving Pupil Premium, and those from different ethnic backgrounds.

Implement targeted interventions to close any attainment gaps. Ensure the Pupil Premium grant is effectively utilized to support these pupils and provide targeted interventions.

To improve progress for pupils with SEND, ensure all SEND pupils receive quality-first teaching and that reasonable adjustments are made for them to benefit from school resources.

- **Ensuring equal access to activities:** To ensure all pupils have equal opportunities to participate in the school community. Monitor pupil involvement in after-school clubs, enrichment activities, and school trips to ensure equitable access. Actively address any barriers preventing specific pupils from participating. Ensure that all pupils have access to extra-curricular activities and that teaching is of the highest quality for every child.
- **Supporting vulnerable pupils:** Put systems in place to support specific vulnerable groups, such as young carers or looked-after children. This may include targeted interventions or parental engagement workshops.
- **Promoting diverse role models:** Showcase successful people from diverse backgrounds in lessons and on school displays to provide positive and inspiring role models for all pupils.

## Fostering good relations

- **Diversifying the curriculum:** To ensure the curriculum reflects and celebrates cultural diversity and includes role models that reflect race and gender. Continue to review and develop curriculum content across subjects to ensure it celebrates diversity, challenges stereotypes, and includes positive representations of the protected characteristics. This can include using books with diverse characters or incorporating lessons on different cultures.

- **Enhancing community engagement:** Organize initiatives like parent workshops to involve the wider community and create opportunities for positive interaction between different groups.
- **Teaching empathy and understanding:** Include lessons in the Personal, Social, Health, and Economic (PSHE) curriculum and assemblies that teach pupils about respect, positive identity, and empathy. Address current affairs sensitively to help children understand and respond to the wider world

### **Monitoring, Reviewing and Assessing Impact**

The Nebula Federation will monitor the scheme on an on-going basis. Whilst every attempt is made to anticipate concerns, the schools will quickly respond to other needs as they arise. Children's needs are regularly assessed through discussions with staff, children and parents; whilst the needs of staff are addressed through meetings with line managers/members of the Senior Leadership Team.

### **Publication**

This Scheme will be available to staff, parents and other stakeholders on request and through our school website.

### **Linked Policies & Documents**

Whilst the principles of this policy underpin our whole school ethos and delivery of every school policy, it should be read in consultation with the following policies and school documentation:

- Equality Policy
- Disability Accessibility Plan
- SEN Policy
- Anti-Bullying Policy
- Behaviour Policy
- Relationship, Sex and Health Education Policy