

New Collaborative Learning Trust Equality Objectives

New Collaborative Learning Trust (NCLT) is committed to Equality, Diversity and Inclusion and in accordance with our duties under The Equality Act are pleased to publish our objectives in respect of the Public Sector Equality Duty (PSED).

The Equality Act (PSED) General Duties are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
- Advance Equality of Opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

Each school/college within our Trust sets their own equality objectives annually which are collated and reported on in this joint document. Milestones must be discussed and documented on this document at the first E&D meeting of the academic year and equality objectives must be reviewed and set for the coming academic year.

Thorpe Hesley Primary School – Last Updated 9th June 2026

Location	Equality Objective	Date Set	Specific Action Required	Lead	Planned Outcome	Timescale	Milestones
Thorpe Hesley Primary	1) To ensure that the school curriculum and wider school events actively celebrate people from a wide range of backgrounds, including those who share a protected characteristic	10/1/24	Continued monitoring by subject teams, including staff and pupil voice, work scrutiny, lesson drop-ins and MTP checks. To continue to deliver a multi-cultural half term where all year groups focus on a specific country and share their learning with the wider school. Shared staff CPD. Recognise and represent the talents of pupils with SEND in work throughout school, and ensure representation fully reflects the school population in terms of race and gender.	SLT Inclusion Lead (LSH) English leads (RR, FF) PSHE Lead (NKF)	The curriculum promotes role models who young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. Pupils understand and	Ongoing	Updated 29/09/25: Monitoring shows that the whole school community are represented through work on display and shared via Instagram, website etc. Reading spines are embedded across all year groups. Monitoring shows that both PSHE and RSHE are being taught well right across school and attainment and progress is strong.

			Ensure that the reading material offered to children incorporates texts written by authors who share a protected characteristic and texts dealing with equality and diversity (both implicitly and explicitly). Ensure that RSHE is taught effectively across school.		buy into our school values regarding equality and diversity.		Staff voice shows that staff feel confident teaching these areas. Updated 9.6.26: Multi-cultural half term was successful, with each year group focusing on a different country. Work on display, in both buildings, showcases learning. Some of the celebration events during this term included KS1 Mexican Day and EYFS Chinese food tasting. Careers day – with a focus on breaking down gender stereotypes in the world of work. We celebrated 'Faith and Culture week' where we celebrated World Hijab Day and ended the week with an assembly celebration, where pupils from Winterhill came to speak with pupils. The NCLT multi-cultural poetry slam 'One world, one performance' with pupils getting through to the final going on to perform at an evening event at Wingfield. As a school, in December, we celebrated 'International Day of People with Disabilities' Y3 visit to church and celebration events such as Harvest Festival and Easter. Rev. Lynne has visited school and delivered an assembly linked to advent.
	2) To engender an open culture of understanding, inclusivity and positivity throughout school.	29/9/25	Continue to publish and promote the Equality objectives and Equality Plan through the school website, newsletter and staff meetings. Staff are familiar with the principles of the Equality Plan and use them when planning lessons, assemblies and events and creating class room displays.	Headteacher Chair of Advisory Group	Results and comments in staff and parent annual surveys reflect this culture.	Ongoing/Termly	Updated 29/09/25: Staff are familiar with the principles of the Equality Plan and use them when planning lessons, assemblies and events and creating classroom displays. Work in this area is celebrated in the newsletter,

			Advisors to be made aware of the equality objectives through advisory group meetings. Regular meetings with Head Teacher and Chair of Advisory Group – Safeguarding, Equality and Anti-Bullying Governor Staff Equality and Diversity Group to continue to meet termly		Termly reports submitted to the Advisory Group by the Chair show evidence of inclusivity. Minutes from termly meetings show that this remains a high priority,		via Instagram and on the website. Reports submitted to Governing Board and appear in minutes. The staff Equality and Diversity group continue to meet termly. Their impact includes organising whole school themes/activities linked to Black History month, Cultural Diversity and Faith Week, World Hijab Day, Eid. The Equality and Diversity group have also set up displays in both buildings which celebrate the diversity within our school community. Input on the diversity within our school was shared with all staff in the Sept Inset day. Updated 9.6.26: see above.
	3) To ensure the whole school community have equal access and opportunities to achieve in all areas, including academic and wider school life.	29/9/25	Monitor and analyse pupil achievement by gender, SEND and disadvantage and act on any trends or patterns in the data that require additional support for pupils. Ensure all reasonable adjustments are made to ensure full accessibility to all pupils, staff and visitors. Termly site inspections Monitor participation in extra-curricular activities and events by identified groups (SEND, gender, disadvantage) and target specific groups/individuals according to findings.	Inclusion Lead SLT	PEPs in place where required and reviewed regularly All EHCPs, SEN Support Plans and Care Plans to be reviewed termly Analysis of attainment and progress data shows that all pupil groups continue to	Ongoing	Updated 29/09/25: Where individual issues are identified through monitoring of data, these are acted on. Termly site inspections completed and recorded. Currently one PEP in place which is reviewed annually or more if required. All EHCPs, SEN Support Plans and Care Plans reviewed termly. Driveway access available to parents / carers under permit scheme. Last year we took part in a number of inclusive sports tournaments organised by Abbey School, which we are

					make good progress. Good participation in extra-curricular activities and events by all pupil groups.		planning to do again this year. These include Boccia, bowling and cross country. SHe and LSh attended Autumn Term Leadership conference on 'Addressing Educational Disadvantage' and are planning to disseminate to all staff, ensuring this is fully incorporated into practice across school. SEND small steps tracker has now been set up and will be shared with and used by all staff, to ensure that progress data is analysed for these pupils and any issues are identified and actions put in place. Our Specialist Enhanced Provision has opened this term (Autumn 25) to ensure the needs of our children with the most complex needs are being met, with advice and support given from external professionals being implemented. This is currently attended by 5 pupils from FS1 to Y1 all with EHCPs. Updated 9.6.26: SEND small steps tracker has been shared with staff and is available on Power BI to help track progress. We currently have 5 pupils in our Specialist Enhanced Provision and we have recently expanded the provision, with the children now having access to an
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							outdoor space with artificial grass and multi-sensory equipment. A canopy has also been added to allow for use all year round. We have increased the number of lunchtime and after school clubs available to pupils and these are well-accessed. CPD for staff from Claire Attrill (NCLT inclusion Lead) and Lindsay Waugh (Aspire Outreach) in order to support pupils further. We have introduced a whole school approach to Zones of Regulation and staff have received CPD to support with this.
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