

HOBBS HILL WOOD PRIMARY SCHOOL

Equality Scheme

Committee	School Improvement
Author	SENCO / Deputy Head
Approved By Governing Body	12 March 2025
Frequency of Review	1 year
Next review Date	Spring 2026

Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

Our Mission

Inspiring confident and independent learners

Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

School Charter

We have the right to:	We have a responsibility to:
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy
Speak and be heard	Listen and respect each other's opinion

1. Introduction

Achieving equality throughout the school is a fundamental part of the school's ethos. The school recognises that it has to make special efforts to ensure that all groups prosper, including those with special educational needs; who have difficulties in accessing the school's facilities or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who as children are caring for others; who come from homes with low income and/or inadequate home study space; who experience bullying, harassment or social exclusion; with low parental support or different parental expectations; with emotional, mental and physical needs; who exhibit challenging behaviour and who come from minority ethnic groups.

2. School Context. A brief description of our school and staff Spring term 2024 census

Characteristic	Total	Breakdown (number and %)
Number of pupils	454	232 Female (51%) 222 Male (49%)
Number of staff	83	75 Female 8 Male
Number of governors	12	10 Female 2 Male
Religious character		None
Disabled staff	0	None
SEND pupils	86	EHCP = 9 SEND SUPPORT = 77
BME pupils	144	31.7%
BME staff	9	
Pupils who speak English as an additional language	102	22.4%

3. Legal Background

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). At Hobbs Hill Wood Primary School, we fulfill the specific duties of the PSED by:

- Publishing quantitative and qualitative information annually, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- Setting, every four years, one or more specific measurable equality objectives that further the aims of the

equality duty.

Principles.

In fulfilling our legal obligations of the PSED and delivering our values we are guided by the following principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled or have other difficulties in accessing the school's facilities or services;
- whatever their ethnicity, culture, national origin or national status;
- whatever their home circumstances;
- whatever their gender and gender identity;
- whatever their religious or non-religious affiliation or faith background; and
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same.

Our policies, procedures and activities take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised;
- religion, belief or faith background; and
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents; and
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status; and
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds; and
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion, and enabling all groups to have greater participation in public life.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives. We keep our equality objectives under review and report annually on progress towards achieving them.

Protected Characteristics. The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the school's provisions are: age; disability; ethnicity and race; gender (sex), gender identity and reassignment; pregnancy, maternity and breast feeding; religion and belief; sexual orientation and for staff only, marriage and civil partnership.

Disability. At Hobbs Hill Wood Primary School, we implement accessibility plans which are aimed at: increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; improving the availability of accessible information to disabled pupils.

Community Cohesion. Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

4. Roles and responsibilities of Headteacher, other staff, governors

The school operates equality of opportunity in its day to day practice.

The governing body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

The Headteacher has overall responsibility for ensuring that the action plan is delivered effectively.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

The school's equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

At Hobbs Hill Wood Primary School, we will publish information to convey how effectively the policy is being implemented. Equality information will be available on the school website.

Commitment to action

The **Governing Body** will:

- incorporate equality targets where appropriate into the school improvement plan;
- provide leadership and drive for the development and regular review of the school's equality policy and designate a lead governor for equality issues;
- provide appropriate role models for all managers, staff and pupils;
- use its power to nominate governors to ensure its composition reflects the community it serves;
- apply the principles of best value without discrimination when purchasing goods and services;
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans; and
- disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken, as and when appropriate.

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.

The **Headteacher** will:

- ensure a school culture exists which celebrates diversity, equality and achievement;
- initiate and oversee the development, regular review and implementation of equality policies and procedures;
- consult pupils, staff and stakeholders in the development and review of the policies;
- ensure the effective communication of the policies to all pupils, staff and stakeholders;
- ensure that managers and staff are trained as necessary to carry out the policies;
- provide appropriate role models for all managers, staff and pupils;
- highlight good practice from departments, individual managers, staff and pupils;
- provide mechanisms for the sharing of good practice;
- ensure a consistent response to incidents, e.g. bullying cases and racist incidents;
- ensure that the school carries out its statutory duties effectively; and
- comply fully with legislation which protects staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, reasonable adjustments will be made to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

The **staff** will actively implement this policy, behave with respect and fairness to all colleagues and pupils and support the monitoring of impact.

Parents and carers will be consulted on the policy regularly and be kept informed through the school website.

5. Engagement.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions – parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in published information showing how the duty has been addressed.

6. Using information - Equality Impact Assessments, data and other information

Equality Impact Assessment (EQIAs) help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, disability and gender. We conduct student voice activities and monitor playtime and lunchtime incidents.

8: Equality Objectives Action Plan for Hobbs Hill Wood Primary School Action Plan 2021-2025

Equality Objectives	Link to School Development Plan	Protected characteristic	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
To narrow the attainment gap between different groups of pupils; with a focus on DVP, CLA, BME groups and gender	Yes – target 1	Gender, Ethnicity and race,	Advancing equality of opportunity /Eliminate discrimination	Assistant Heads/ Class Teacher and Deputy Head/Head	Whole school data shows gap narrowing between girls and boy, BME, DVP, CLA and SEND in reading, writing and maths. End of KS data to show the gap is narrowing. Positive progress data of groups shows an increase. Termly pupil progress meetings.	Termly- December March, July	Ongoing and July 2025
To continue to diminish the differences that exist between pupils with SEND and non-SEND pupils.	Yes – target 1,	Disability	Advancing equality of opportunity/ Eliminate discrimination	Assistant Heads/ Class Teacher and Deputy Head/Head	Whole school data shows gap narrowing between SEND and non-SEND in reading, writing and maths. Percentage of SEND pupils making positive progress has increased. Through termly Pupil Progress meetings.	Termly- December March, July	Ongoing and July 2025
To promote cultural awareness and mutual understanding between different groups through a broad and balanced curriculum offer.	Yes- targets 1,2	All characteristics	Advancing equality of opportunity /Eliminate discrimination/ Foster good relations	Assistant Heads/ Class Teacher and Deputy Head/Head	Evidence of increased awareness and mutual understanding between different groups is evident in curriculum plans and pupil work.	Termly- December March, July	Ongoing and July 2025

To promote mental health awareness and to continue to embed appropriate strategies and interventions	Yes- target 1 and PSHE subject leader plan	Disability	Advancing equality of opportunity /Eliminate discrimination/ Foster good relations	Assistant Heads/ Class Teacher and Deputy Head/Head	Positive behaviour and confidence evident in lessons. Poor behaviour and lack of confidence reduced. Positive pupil attitudes evident in lessons and evident through pupil voice. Staff and pupils drawing on and using strategies on a regular basis to promote positive behaviour. Intervention shows impact/progress.	Termly- December March, July	Ongoing and July 2025
To ensure school environment is as accessible as possible to pupils, staff and visitors	No but link to Accessibility Plan approved Autumn 2023	Disability	Eliminate discrimination	School Business Manager	Progress made against accessibility plan	Annually	July 2025

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