Hallfield Primary School
Growing, Learning, Achieving Together
Equality Objectives 2024-2028

Equality Act 2010
Hallfield Primary is an inclusive school where all are welcome. We celebrate diversity and champion equality. Everybody who enters our school must behave in a way which respects **the protected characteristics of the Equality Act 2010**:



The Equality Act 2010 protects people from discrimination on the basis of these protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment ensuring that as a school, we must:

- **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.

We believe that the Equality Act provides a framework to support our ongoing commitment to tackling 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
In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics. 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 is removed, or at least remains less than the gap nationally.

Eliminating discrimination and other conduct that is prohibited by the Act
The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Hallfield Primary School. '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 policy ensures 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 Hallfield Primary School is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

Evidence based decision making:

Data collection and evaluation methods

- Review of CPOMS incidences by category
- Reporting to governors around attendance and behaviour termly is broken down by characteristics and reviewed termly
- Outcomes for children for the year ending July 2024 and comparing it to outcomes from previous years.
- Pupil voice, staff voice, parent voice
- Curriculum review

Summary of data evaluation

- **42% of Kurdish** children are on track for age related expectations across the school.
- Outcomes for **SEND** are below their peers in all year groups
- **Girls in ks1** attain less well
- **Boys in KS2** attain less well although this is not a consistent picture.
- The majority of recorded incidences that require some form of exclusion (e.g. removal from class, detention at lunchtime, fixed term exclusion) are from the group Kurdish boys or from the group SEND (SEMH).
- The majority of incidences where racist language or homophobic language is used, is by children in the group Kurdish. Most of these incidences relate to online access or behaviours.
- Parent engagement with workshops around online safety is low and this is reflected in the number of incidences related to online behaviours happening outside of school. Not all of our communities engage with the parental engagement model we have.

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At Hallfield Primary School 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:

	Age	Disability	Gender	Marriage and civil partnership	Pregnancy and marriage	Race	Religion or Belief	Sex	Sexual Orientation
Objectives									
To train all members of staff and directors involved in recruitment and selection on equal opportunities and non-discrimination	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**
To ensure tolerance and respect towards individuals who identify with any of the protected characteristics specifically supporting language use and understanding of key terms such as homophobia and racism.	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**

To actively close gaps in attainment and achievement between all groups of students; especially Kurdish students, students eligible for free-school meals, students with special educational needs and disabilities		**x**	**x**			**x**			
To provide appropriate and early pastoral interventions for students to promote positive behaviour and inclusion, especially for those groups over-represented in behaviour data (including	**x**	**x**	**x**			**x**	**x**		

Kurdish boys and students with special educational needs)									
To improve attendance and punctuality through targeted support, particularly for key groups.		**x**	**x**			**x**	**x**		

			Progress Against Objectives			
Objective	**Action**	**Success Criteria**	**September 2025 Review**	**September 2026 Review**	**September 2027 Review**	**September 2028 Review**
To train all members of staff and directors involved in recruitment and selection on equal opportunities and non-discrimination	• Share updates to the Equalities Act 2010 (for 2024) with all staff and review / update relevant staff policies in relation to this. • Review the recruitment policy and procedure, including sharing this with the equalities panel.	• A revised recruitment process is in place. • Applicants respond that they feel the process is fair. • The equalities policy and other policies related to non-discrimination are an embedded part of induction for all roles in the school community.	•		•	•

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			Progress Against Objectives			
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To ensure tolerance and respect towards individuals who identify with any of the protected characteristics specifically supporting language use and understanding of key terms such as homophobia and racism.	• Review previous incidents to identify patterns in relation to the environment, time, individuals and groups involved and the nature of incident. • Pupil voice termly using the example from Equaliteach. Respond to outcomes by adapting assemblies and PSHE sessions as well as parental engagement activities in relation to findings. • Work towards Gold award for Rights Respecting. • Parent workshops, particularly in relation to online behaviours and exposure to language to be promoted through new PTA and visible advertising. • New enhanced PSHE scheme embedded through monitoring and pupil voice to assess impact. • Review of behaviour policy and how incidences of discrimination are managed, particularly follow up educational actions. • Introduce a program for following up on incidents but also as part of the curriculum to prevent incidents. • Pupil and staff voice questions included in termly surveys	• There are almost no incidences of racist, misogynistic and homophobic language use by children. • There are no secondary incidences after a first due to effective educational program • Pupil voice specifically demonstrates tolerant attitudes to the different protected characteristics, especially gender, race, sexual orientation and faith. • Children can discuss the rights of the child and their role in ensuring everyone's rights are being met. • Continue to review policies through the equalities panel	•	•	•	•

			Progress Against Objectives			
Objective	**Action**	**Success Criteria**	**September 2025 Review**	**September 2026 Review**	**September 2027 Review**	**September 2028 Review**
	related to the experience and management of intolerance related to protected characteristics.					
To provide appropriate interventions and support for attendance and punctuality, focusing on key groups.	• Close partnership with Early Help and the children's centres / family hubs to target families with high levels of persistent absenteeism. • Review and ensure there are clear guidelines in the attendance policies for parents around attendance and punctuality. • Communicate clearly the new attendance guidance to all stakeholders • Working with the Westminster team. • Attending the network meetings and conferences • Attendance champion to lead fortnightly meetings • Introduction of an attendance reward and sanctions system	• Attendance for all children exceeds the previous national average of 96%. • Reduction in persistent absenteeism to below national and local comparisons. • Reduction in numbers of lates	•	•	•	•

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To actively close gaps in attainment and achievement between all groups of students; especially Kurdish students, students eligible for free-school meals, students with special educational needs and disabilities	• Analyse data from different year groups and look for specific trends: e.g. gender and other significant groupings so that provision can be targeted. • Individual target setting based on KS1 and EYFS outcomes. • Staff training in evidence based interventions followed by close monitoring and evaluation of impact. • Emphasis on intervention in KS1 around minimum skills • Targeted interventions for making accelerated progress through quality first teaching supported by regular CPD. • Gap analysis in moderation to support planning. • Regular tracking of targeted groups, including termly Pupil Progress Reviews (PPRs).	• The gap in attainment between Kurdish and other ethnic groups does not exist in lower key stage 2 moving into upper key stage 2 by 2028. • There is no significant difference in the outcomes of pupil premium and not known to be pupil premium. • Academic attainment of children with SEND is in line with peers by end of KS2	•	•	•	•
To provide appropriate and early pastoral interventions for students to promote positive behaviour and inclusion,	• Review behaviour incidents and the behaviour policy • Engagement with external agencies e.g. future men, School Inclusion Program, gangs team, Early Help, family hub, children's centres • Behaviour mentor to role model and run interventions • Parental engagement program targeting key groups around	• Lower rates of internal exclusion such as time out / internal exclusion for all groups. • Lower exclusion rates in the transfer to secondary.		•	•	•

			Progress Against Objectives			
Objective	**Action**	**Success Criteria**	**September 2025 Review**	**September 2026 Review**	**September 2027 Review**	**September 2028 Review**
especially for those groups over-represented in behaviour data (including Kurdish boys and students with special educational needs)	SEMH strategies to use at home. • Continue the model of support for SEND planning through additional PPA time with SENDco for teachers and support staff. • Work with the local authority on accessing harder to reach community groups, particularly Kurdish.					

Approved by Governors: September 2024

Annual Review of Actions: September 2025