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# Hallbrook Primary School

## Equality Information Statement 2024-2028

Approved/reviewed by	
Hallbrook Local Governing Committee 19 November 2024 V1	
Date of next review	October 2025
Publication:	Website- Statutory

This policy is reviewed **annually** to ensure compliance with current regulations.

<b>Version</b>	<b>Date</b>	<b>Updated by</b>	<b>Summary of changes</b>
V1	November 2024	Headteacher (TB)	New Policy

## **Equality Information Statement 2024-2028:**

1. Hallbrook Primary School is committed to equality, both as an employer and as a service provider:
  - We try to ensure that everyone is treated fairly and with respect.
  - We endeavour to make sure that our school is a safe, secure and stimulating place for everyone.
  - We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
  - We recognise that for some pupils, extra support is needed to help them to achieve and be successful.
  - We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers and through our School Council.
  - We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted Inspection Framework on the importance on narrowing gaps in achievement, which affect amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for free school meals
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects, and girls in certain other subjects

In addition to this short statement, we also have a full Equality, Diversity and Cohesion Policy. This policy, together with others referred to in this document, is available on request.

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 other conduct prohibited by the Equality Act 2010;
- **advance equality of opportunity** between people who share a protected characteristic and those who do not share it; and
- **foster good relations** between people who share a protected characteristic and those who do not share it.

## 2. Information about the pupil population

Number of pupils on roll at the school: 169

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

The table below shows how the school population is made up:

### Pupil Numbers

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Pupils of this school	21	30	27	17	28	28	18	169
Male	47.62% 10	46.67% 14	40.74% 11	58.82% 10	64.29% 18	32.14% 9	22.22% 4	44.97% 76
Female	52.38% 11	53.33% 16	59.26% 16	41.18% 7	35.71% 10	67.86% 19	77.78% 14	55.03% 93
Single Reg	21	30	27	17	28	28	18	169
Male	10	14	11	10	18	9	4	76
Female	11	16	16	7	10	19	14	93
Total Pupil Numbers (Current)	21	30	27	17	28	28	18	169
Male	10	14	11	10	18	9	4	76
Female	11	16	16	7	10	19	14	93

### Key Pastoral Factors

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Current Pupils								
Free School Meals	19.05% 4	20.00% 6	11.11% 3		17.86% 5	10.71% 3	22.22% 4	14.79% 25
English as Additional Language		3.33% 1	3.70% 1	5.88% 1			5.56% 1	2.37% 4
Medical Condition	4.76% 1	16.67% 5	14.81% 4	29.41% 5	3.57% 1	10.71% 3	22.22% 4	13.61% 23
Service Children					3.57% 1			0.59% 1
SEN Status	14.29% 3	13.33% 4	18.52% 5	35.29% 6	42.86% 12	21.43% 6	33.33% 6	24.85% 42
SEN Needs	9.52% 2	10.00% 3	7.41% 2	29.41% 5	25.00% 7	25.00% 7	27.78% 5	18.34% 31

The Equality Act defines disability as when a person has a “physical or mental impairment which has a substantial or long term adverse effect on that person’s ability to carry out normal day to day activities.”

There are pupils at our school with different types of disabilities and these include:

- Autism
- Physical Disability
- Attention Deficit Disorder
- Emotional/Mental Health difficulties
- Speech, Language and Communication need
- Asthma
- Allergies
- Visual Impairment

### **3. How we have due regard for equality**

The information provided here aims to show that we give careful consideration to equality issues in everything we do.

Schools are required to have due regard to the need to **eliminate unlawful discrimination, harassment, victimisation** and other conduct prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it:

- We are aware of the requirements of the Equality Act and that it is unlawful to discriminate, treat some people less fairly, or put them at a disadvantage.
- Where applicable, our policies make explicit that we aim to give careful consideration to equality issues and the policy review process takes account of the impact of our policies on different groups.
- We keep an accurate record, where possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school Behaviour and Anti-Bullying Policy with a focus on mutual respect, positive relationships and an absence of prejudice related bullying, including discriminatory and offensive language.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment, that may include cyber bullying and prejudice based bullying, related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion or belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and monitor the impact of any provision made.
- We provide training for staff in relation to dealing with bullying or harassment incidents.
- We have a Special Educational Needs and Disability Policy that outlines the provision we make for pupils with Special educational Needs and disabilities.
- We have an Accessibility Plan which supports all members of our school community.

- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff Code of Conduct which states clearly that discrimination or prejudice of any kind will not be tolerated.
- We have a curriculum that is underpinned by our values and principles that are strongly linked to equality.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

**Disability: We are committed to working for the equality of people with and without disabilities.**

**Summary Information:**

- There are no significant inequalities with regard to access to learning and facilities.
- Pupils with disabilities make similar progress to those without.
- The school is situated within one building all on one level with access to a mobile classroom via steps.
- The relationship between disabled pupils and others is very good.

<b>How we advance Equality of Opportunity</b>	<b>How we foster good relations</b>	<b>Impact and Next Steps</b>
<p>-We set challenging targets to ensure that pupils with disabilities make good progress</p> <p>-We provide good quality training for all staff on inclusion</p> <p>-When required we access external advice and support from a range of professionals.</p> <p>-We promote positive links with parents including through termly structured conversations.</p> <p>-We have a designated SEND Governor</p> <p>-We provide specific targeted support where appropriate</p> <p>-We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.</p> <p>-Our ethos and curriculum support all pupils to understand, respect and value difference and Diversity.</p>	<p>-We operate the LA admissions policy which welcomes all pupils.</p> <p>-We liaise closely with both our pre-school and Year 7 settings so that transfer is as smooth as possible.</p> <p>-We communicate closely with parents</p> <p>-We promote the social, moral, spiritual and cultural development of all our pupils through assemblies, No Outsiders, PSHE and RE lessons, a wide range of extra-curricular opportunities and an ethos which enables pupils to appreciate their own worth and that of others.</p> <p>-Curriculum includes opportunities for pupils to learn about the experiences of disabled people and how they may be treated unfairly</p> <p>- No Outsiders materials used within the curriculum and assemblies to promote equality and diversity.</p>	<p>-Children experience a welcoming, accepting and positive start at our school.</p> <p>-Parents are kept well informed</p> <p>-Effective, positive relationships with parents, school and home working in partnership to support the child.</p> <p>-Effective inclusion of children with disabilities.</p> <p>-Children with additional needs are safe, secure and happy in school.</p> <p>Next Steps: -To further extend communication with parents by setting up parent forums to include parents with disabilities and who accessibility challenges around school</p> <p>Continue to develop use of No Outsiders materials across the school.</p>

**Ethnicity and Race: We are committed to working for the equality of all ethnic groups**

Summary Information:

- Pupils from different ethnic groups make similar progress to their peers and there are very few racist incidents
- We encourage families from different ethnic and cultural backgrounds to participate fully in school activities.

How we advance Equality of Opportunity	How we foster good relations	Impact and Next Steps
<p>- Initial assessments on arrival inform learning plans.</p> <p>-We identify appropriate provision and monitor its impact.</p> <p>-We use a variety of strategies to support pupils new to the school.</p> <p>-We set and monitor targets to track the progress of identified groups.</p> <p>-We identify and address barriers to participation in learning and other activities</p> <p>- We involve parents and carers in initiatives and interventions to improve outcomes for their children</p> <p>-We organise special events including religious celebrations, cultural visits and visitors.</p>	<p>-We operate an informal open-door policy – staff are available at the beginning and end of the school day.</p> <p>-Our ethos and curriculum, underpinned by P4C core values, support all pupils to understand, respect and value difference and diversity. -We provide opportunities for all pupils to learn about the lifestyles, experiences and achievements of different cultures /communities.</p> <p>-We ensure that the curriculum challenges racism and stereotypes.</p> <p>-We are quick to deal with any incidents of bullying or harassment based on race, ethnicity or culture by informing parents, keeping records and reporting accordingly.</p>	<p>-Children from all cultures experience a welcoming, accepting and positive start.</p> <p>-The number of reported incidents of bullying or harassment based on race, culture or ethnicity is very low.</p> <p>-There are positive relationships between children of all races and backgrounds.</p> <p><b>Next Steps:</b></p> <p>Increase the number of cultural visits and visitors</p> <p>Continue to increase the numbers of book based and image resources that reflect ethnic diversity</p>



**Gender: We are committed to working for the equality of all genders.**

Summary Information:

There are approximately 10% more boys on roll than girls. Boys perform better than girls in some cohorts and some subjects, and girls in others. The gender gap is not significantly large and there are not any consistent patterns or trends across cohorts.

How we advance Equality of Opportunity	How we foster good relations	Impact and Next Steps
<ul style="list-style-type: none"> <li>-We monitor the attainment and progress of all our children by gender and set targets for identified groups.</li> <li>-Neither boys nor girls are treated as homogenous groups.</li> <li>-The School Council ensures that both boys' and girls' views are represented.</li> <li>-We continually review our provision to identify and address any barriers to participation in activities, providing both male and female role models where possible.</li> <li>-We challenge gender stereotyping through our curriculum, offering all activities to both boys and girls.</li> <li>-Both male and female parents and carers are encouraged to participate in the life of the school and contribute to their children's learning and progress.</li> </ul>	<ul style="list-style-type: none"> <li>-We promote the spiritual, moral, social and cultural development of all our pupils through assemblies, PSHE and RE lessons.</li> <li>-We respond swiftly to any sexist bullying or sexual harassment in line with school policies.</li> <li>-We provide opportunities for pupils to develop their understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.</li> <li>-We ensure the inclusion of positive, non-stereotypical images of men and women, girls and boys across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>-Gaps in attainment are not significantly large.</li> <li>-Boys and girls are fully included in all aspects of school life.</li> <li>-Incidents of gender related bullying is very rare.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>-Continue to monitor and if necessary, reduce the gap in attainment in identified cohorts and subjects.</li> </ul>

**Gender Identity/Reassignment: We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing, or have undergone a process to reassign their sex are protected from discrimination and harassment.**

**Summary Information:**

It is rare for pupils of primary age to undergo a gender reassignment.

<b>How we advance Equality of Opportunity</b>	<b>How we foster good relations</b>	<b>Impact and Next Steps</b>
<p>-Ensure up-to-date training for all staff and inform all that need awareness of emerging gender identification. We follow the Gender Questioning Guidance 2023 - Primary school aged children should not have different pronouns to their sex-based pronouns used about them.</p> <p>-Ensure the PSHE and RSE curriculum respects and teaches understanding and respect for gender identification.</p> <p>-Any discriminatory behaviour is challenged and policies and procedures followed</p>	<p>- We have an ethos in school where open discussion and resources promote respect and understanding for those with in all gender groups, including transgender individuals.</p> <p>- We maintain confidentiality and an openness for parents and/or pupils to share information</p> <p>- We adapt provision as required</p> <p>- We provide opportunities for pupils to develop their understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.</p> <p>- We ensure the inclusion of positive, non-stereotypical images of men and women, girls and boys across the curriculum.</p> <p>-We promote the spiritual, moral, social and cultural development of all our pupils through assemblies, PSHE and RE lessons.</p> <p>-We respond swiftly to any transgender bullying in line with school policies.</p> <p>-We provide opportunities for pupils to develop their understanding of the experiences of different genders in society and challenge negative stereotypes.</p> <p>-We ensure the inclusion of positive, non-stereotypical images of men, women and transgender across the curriculum.</p>	<p>-Children who choose to present as wishing to reassign their sex are well integrated into school and making good progress</p> <p><b>Next Steps:</b></p> <p>-Continue to challenge any negative stereotypical views</p>

**Pregnancy and Maternity: we are committed to ensuring that pupils and staff who are pregnant or who have recently had a baby are protected from discrimination and harassment.**

Summary Information:

- It is rare for pupils of primary age to become pregnant. If this were to happen it would be handled sensitively and appropriately.
- School adopts and follows HR policies with regards to staff pregnancy and maternity.

How we advance Equality of Opportunity	How we foster good relations	Impact and Next Steps
<p>-Policies and procedures are adhered to</p> <p>-Full Risk Assessments are carried out by a trained member of staff when a member of staff informs us that they are pregnant, and the recommendations adhered to</p> <p>-Performance Management continues and targets are set to enable the member of staff to continue to progress in their career</p> <p>-Where flexible working requests are made, the school follows the relevant policies and works towards making reasonable adjustments to enable the member of staff to continue to grow and develop professionally, whilst at the same time maintaining a work life balance and the flexibility to manage childcare</p>	<p>-Following policies and procedures</p> <p>-Providing time for staff members to meet with SLT and discuss options for maintaining a work life balance that meets the needs of school as well as the individual</p> <p>-Provide advice and support to members of staff who are pregnant or have young children</p>	<p>-A number of teachers have accessed maternity leave and have returned to work.</p> <p>-Flexible working arrangements have been successfully negotiated</p> <p><b>Next Steps:</b> To continue with the good practice</p>

**Religion and Belief: We are committed to working for equality for people based on their belief or non-belief.**

Summary Information:

- The school respects the religious beliefs and practices of all our staff and pupils and parents and complies with reasonable requests regarding religious observance and practice.
- There are good relations developing between pupils who share a religious faith or other belief and others.

How we advance Equality of Opportunity	How we foster good relations	Impact and Next Steps
<p>-We support our pupils to build their sense of identity and belonging through our school values and curriculum.</p> <p>-We promote inclusion for all faith groups.</p> <p>-Our curriculum, including No Outsiders, RE and PSHE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.</p>	<p>-We visit places of worship as part of our RE curriculum, which is linked to community need.</p> <p>-We have positive links with local churches</p> <p>-We recognise, and celebrate where appropriate, significant religious events from different religions</p> <p>-The curriculum enables pupils to develop respect for others, including people from different faiths or beliefs and helps to challenge prejudice and discrimination.</p> <p>-We tackle bullying or harassment based on faith or belief, and prejudices relating to racism or xenophobia including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia.</p>	<p>-There are good relationships between all religious groups</p> <p>-We have very few racist incidents</p> <p>-We have a well-resourced RE curriculum which supports the children's knowledge and understanding of different religions</p> <p><b>Next Steps:</b></p> <p>Increase the range and diversity of visits to places of worship</p> <p>Continue to foster mutually respectful relationships and promote tolerance and acceptance of other faiths.</p> <p>Invite visitors from a range of religions into school</p> <p>Continue to foster mutually respectful relationships and promote understanding and acceptance of other faiths.</p>

**Sexual Orientation: We are committed to providing a safe environment for all our pupils. We aim to tackle any discrimination faced by pupils or staff who are lesbian, gay or bi-sexual**

**Summary Information:**

We tackle prejudice-based bullying and the use of inappropriate language through assemblies and PSHE lessons

Our school ethos includes celebrating difference and diversity as a way of developing understanding and respect for one another.

How we advance Equality of Opportunity	How we foster good relations	Impact and Next Steps
<p>-Diversity and inclusion are embedded throughout the curriculum and the resources that we provide reflect LGBT family units and individuals as well as heterosexual family structures</p> <p>- We challenge prejudice-based stereotyping and the use of inappropriate language through our curriculum and behaviour policy</p> <p>- Parents and carers of any sexual orientation are encouraged to participate in the life of the school and contribute to their children’s learning and progress.</p>	<p>-We promote the spiritual, moral, social and cultural development of all our pupils</p> <p>-We support pupils to be confident learners and accept one another’s lifestyles and beliefs through our PSHE and SRE programmes.</p> <p>-All children are given opportunities to speak, share ideas, feel included and know that difference is valued.</p> <p>-Incidents of homophobic bullying or language are addressed promptly.</p>	<p>The school is a safe and inclusive environment</p> <p>Any incidents of discrimination are addressed, and policies and procedures are followed</p> <p>Incidents of homophobic bullying are few and are dealt with swiftly</p> <p>Relationships between all groups of pupils are very good.</p> <p>Incidents of homophobic bullying/use of language are rare but monitored in their own category.</p> <p><b>Next Steps:</b></p> <p>Continue to develop the good practice already in place and extend resources to further reflect the diversity of our society</p> <p>Continue to resource our curriculum in order to ensure the positive role models of sexual orientation are embedded in a positive and constructive way to ensure all pupils understand and respect difference and diversity and can discuss this in terms of the school and wider world.</p>

**Disadvantaged groups including Free School Meals and Pupil Premium: We are committed to reducing the gap in performance between PP and non PP**

**Summary Information:**

Disadvantaged pupils do not achieve as highly as their peers, but work is being carried out to narrow the gap.

Some of the data is statistically biased due to certain classes having very low numbers of this group.

<b>How we advance Equality of Opportunity</b>	<b>How we foster good relations</b>	<b>Impact and Next Steps</b>
<ul style="list-style-type: none"> <li>-Target children identified and tracked within each class and cohort</li> <li>-Individual plans put in place and structured conversations with parents established</li> <li>-Intervention groups established to address under achievement – extensive support provided</li> <li>-Continue to work towards ‘building leadership and character together’ equipping all children with the learning to learn skills that they need to thrive</li> </ul>	<ul style="list-style-type: none"> <li>-Sessions are offered to all parents to attend school events.</li> <li>- Free clubs (1 sporting and 1 arts) are offered to parents of FSM and PP children.</li> </ul>	<ul style="list-style-type: none"> <li>- Children with mental health and well-being pupils have support in tackling these barriers to learning.</li> </ul> <p><b>Next Steps:</b> Continue to encourage parents to apply for PP.</p> <p>Work to make intervention more impactful and measurable.</p>

## 4. Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers and the local community so that we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Questionnaires: pupils, parents, staff, governors
- Parent-Teacher consultation evenings
- Structured conversation meetings
- Newsletters
- Informal contact with teachers and Head Teacher at the beginning and end of the school day
- Staff team Meetings
- School Council Meetings
- Pupil Interviews
- Parent Forums

## 5. Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Objective	Planned Actions	Impact measures
Increase outcomes for all learners in all groups	Track and identify groups in assessment cycle.  Provide measurable and impactful interventions.  Evaluate the impact of PP spending and the use of behaviour and emotional mentor.	Gap between groups reduces  Attainment for all pupils increases  Intervention has clearly measurable outcomes.
Reduce all incidents of discriminatory language.	No outsiders  Assemblies  Class discussions  Exposure to a wider view of society.	There to be 0 incidents of discriminatory language recorded in school.  Pupils understand the impact of terms and the inappropriate use of discriminatory language.  Pupils willing to challenge each other on language.