



Equality Objectives
Hamble Primary School
September 2026 – September 2030

These objectives should be read alongside our school aims, which are based on the Convention on the Rights of the Child and Oxfam's definition of a Global Citizen.

Name of School	Hamble Primary School
Date of Policy Review	September 2026
Date of Next Review	September 2030
Name of Responsible Manager	Mrs Claire Hewitt
Name of Headteacher	Mrs Claire Hewitt

Introduction

As our school aims are based upon the United National Convention on the Rights of the Child, Hamble Primary seeks to promote behaviour based on mutual respect between all members of the school.

This Equalities Statement is our response to our Public Sector Equality Duty and has been written using The Equality Act 2010 and School DfE publication.

Background:

The [Public sector equality duty](#) came in to force in April 2011 (s.149 of the Equality Act 2010) and public authorities like the Ministry of Justice are now required, in carrying out their functions, to have due regard to the need to achieve the objectives set out under s149 of the Equality Act 2010 to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 require public authorities to publish:

- equality objectives, at least every four years (from 6th April 2012)
- information to demonstrate their compliance with the public sector equality duty (from 31st January 2012)

We Aim to:

- Value, respect and care for each and every individual within the school
- Ensure that at no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, colour, race, ethnic or national group, or religious beliefs. We acknowledge that in schools this now extends to those who are pregnant or have recently given birth, or those who are undergoing gender reassignment.
- Ensure that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion and British Values.
- Support our pupils in learning to respect themselves and others, ensuring that all members of our school community act with respect towards others.
- Ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- Eliminate any discrimination, harassment and victimisation, in line with our Anti-Bullying Policy (see HPS website).

Contextual Information (September 2026)

EYFS and KS1

Group Name	NC Reception Student Count	NC Y1 Student Count	NC Y2 Student Count
Female	20	20	24
Male	26	27	22
EAL	6	4	2
Not EAL	40	43	44
FSM	3	8	4
Not FSM	43	39	42
PP Eligible	1	6	3
Not PP Eligible	45	41	43

KS2

Group Name	NC Y3 Student Count	NC Y4 Student Count	NC Y5 Student Count	NC Y6 Student Count
Female	24	21	29	27
Male	21	24	32	23
EAL	0	1	4	2
Not EAL	45	44	57	48
FSM	9	11	14	15
Not FSM	36	34	47	35
PP Eligible	6	12	15	17
Not PP Eligible	39	33	46	33

Equality Objectives:

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based mainly on our analysis of data and changes to our school contextual 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. Headline data is available on our school website.

Equality objectives September 2026 – September 2030

Equality objective 1: To investigate and if required diminish the difference between those pupils who join the school after Autumn Term of Year R and those pupils who have been in this school since the beginning of their education.

Why we have chosen this objective:

Historically this group of pupils have underperformed at the end of Key Stage 2, in terms of progress measures and final outcomes, in comparison with their peers who have been at Hamble Primary for their full education. Many of the children joining our school mid-education have additional needs which require adaptations to provision upon their arrival. We are pro-active in seeking information from previous schools to ensure we are best equipped to meet the need of new pupils, however we need to ensure that measures are in place to facilitate their integration into school and maximise their attainment and progress in relation to their starting points.

To achieve this objective we plan to:

- Ensure that all staff who are involved in teaching children who are vulnerable due to being later joiners / having changed schools are aware of who these children are as they move through the school.
- Investigate their on-entry data to ensure that we can clearly track progress through the use of things such as reading/spelling ages compared to previous school assessment data.
- Undertake baseline assessments on entry to ensure interventions and any required catch-up can be targeted and effective.
- Track these children as a specific vulnerable group.
- Ensure that any social needs are supported by a robust handover from previous schools.
- Put in specific interventions / additional support as required.
- Involve parents in the transition process and gain all available information about any influencing factors on progress or attainment in previous setting.
- Recognise that moving schools can qualify as an ACE for children and ensure that support is in place such as ELSA if needed.

Progress we are making towards achieving this objective:

Equality objective 2: To improve the attendance of children with SEND, both in relation to their individual previous attendance data and as a group as a whole.

Why we have chosen this objective:

Attendance monitoring over the past 3 years shows that, whilst there has been an improvement in attendance of children with SEND, this is still below that of children without and below national attendance data. We understand that sometimes children are unable to attend school due to SEND-related causes (including mental health) and we have built strong parental relationships to try to ensure maximum attendance for all children with SEND. The upcoming years will see the introduction of a Resourced Provision unit for children with Autism, as well as an increase in the number of children with EHCPs or under SEND support. Focussing on this objective will help ensure that the school is doing all it can to support these most vulnerable children in accessing the education they need.

To achieve this objective we plan to:

- Track attendance fortnightly for all children with SEND.
- Ensure daily attendance checks for any children attending alternative provision or being educated off-site.
- Hold termly pupil progress meeting dedicated to discussing needs of children with SEND and ensure that provision is meeting their needs.
- Monitor IEPs and EHCPs so that classroom provision meets the needs of the children.
- Work with parents and the child where attendance problems arise and formulate a structured plan with clear targets to improve attendance.
- Refer to the Inclusion Team for support where necessary.
- Use social stories and clear timetables to help reduce anxiety and ensure children know what to expect.
- Ensure that children with SEND are included in enrichment activities, and track this data.
- Embed strategies used within the Resourced Provision across the wider school to support children with Autism.

Progress we are making towards achieving this objective:

Equality objective 3: Reducing prejudice-related incidents and the use of derogatory language (as reported in the annual PLAB return).

Why we have chosen this objective:

Analysis of our reports of Prejudicial language and behaviour (PLAB) over the last 2 years has indicated an increase in racist, homophobic and sexist language within the school, although these are still isolated incidents that occur across the school year. Children are communicating that they are exposed to more examples of this language or issues relating to this in the media and online at home. Our school context is changing, with more children of non-white ethnicity.

We believe that we have a strong ethos of equality, respect and kindness and want to ensure that our reporting of PLAB incidents reflects this.

We have a new EARA group who are keen to work on this and ensure that all children understand what derogatory and prejudicial language is and how this can impact a victim.

To achieve this objective we plan to:

- Hold assemblies about the Equality Act and protected characteristics.
- Ensure that stories and curriculum choices involve links to equality/protected characteristics.
- Promote the role of the EARA group and ensure all children are aware of their role.
- Praise children who identify where prejudicial language has been used and tell an adult (not be a bystander).
- Share our expectations and work of the EARA group with parents/carers.
- Use CPOMS to monitor incidents of prejudicial language or behaviour and input interventions with children involved to ensure no recurrence.

Progress we are making towards achieving this objective:

The school's EARA group will be part of routinely monitoring and updating progress of these objectives, as well as continuing to promote equality and communicate this with the wider school, and represent our school within the local EARA cluster.