



## Equality Objectives Hamble Primary School – September 2021 - 2025

*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.*

<b>Name of School</b>	Hamble Primary School
<b>Date of Policy Review</b>	September 2021
<b>Date of Next Review</b>	September 2025
<b>Name of Responsible Manager</b>	Mrs C Hewitt
<b>Name of Acting Headteacher</b>	Mrs C 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 (January 2022)



### Basic Characteristics

01 February 21

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (358 pupils)

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Rec	60	32 (53.3%)	28 (46.7%)	14 (23.3%)	14 (23.3%)	7 (11.7%)	3 (5.0%)	5 (8.3%)	5 (8.3%)	0 (0%)	0 (0%)	0 (0%)
Y1	45	19 (42.2%)	26 (57.8%)	7 (15.6%)	7 (15.6%)	5 (11.1%)	3 (6.7%)	1 (2.2%)	1 (2.2%)	0 (0%)	0 (0%)	0 (0%)
Y2	46	22 (47.8%)	24 (52.2%)	12 (26.1%)	11 (23.9%)	4 (8.7%)	2 (4.3%)	4 (8.7%)	2 (4.3%)	0 (0%)	2 (4.3%)	0 (0%)
Y3	60	35 (58.3%)	25 (41.7%)	10 (16.7%)	9 (15.0%)	6 (10.0%)	5 (8.3%)	6 (10.0%)	4 (6.7%)	0 (0%)	2 (3.3%)	0 (0%)
Y4	44	21 (47.7%)	23 (52.3%)	8 (18.2%)	6 (13.6%)	8 (18.2%)	4 (9.1%)	5 (11.4%)	4 (9.1%)	0 (0%)	1 (2.3%)	0 (0%)
Y5	58	28 (48.3%)	30 (51.7%)	11 (19.0%)	12 (20.7%)	8 (13.8%)	3 (5.2%)	6 (10.3%)	5 (8.6%)	0 (0%)	1 (1.7%)	0 (0%)
Y6	45	27 (60.0%)	18 (40.0%)	13 (28.9%)	11 (24.4%)	4 (8.9%)	1 (2.2%)	6 (13.3%)	6 (13.3%)	0 (0%)	0 (0%)	0 (0%)
All	358	184 (51.4%)	174 (48.6%)	75 (20.9%)	70 (19.6%)	42 (11.7%)	21 (5.9%)	33 (9.2%)	27 (7.5%)	0 (0%)	6 (1.7%)	0 (0%)

\* Includes pupils with **Information Not Obtained**.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
White - British	157	159	88.3
Any Other Black Background	0	1	0.3
Any Other Mixed Background	1	0	0.3
Refused	0	1	0.3
Traveller of Irish Heritage	1	0	0.3
White and Asian	4	3	2.0
Any Other White Background	14	7	5.9
Indian	1	2	0.8
White and Black Caribbean	4	0	1.1
White - Irish	1	0	0.3
White and Black African	1	0	0.3
Any Other Asian Background	0	1	0.3
All	184	174	100.0

## 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. 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 2021 – September 2025

**Equality objective 1:** To investigate and if required diminish the difference between those pupils who have English as an Additional Language and those who do not, and to ensure that staff are skilled in teaching children with EAL.

### Why we have chosen this objective:

The number of children with EAL in school is beginning to increase and this is an area that previously has not been focussed on. Staff are not experienced at catering for children with EAL. Most of the children with EAL at Hamble are simultaneous EAL learners and so have developed as bilingual from birth rather than sequentially. This means there is a danger that needs go unnoticed as they are proficient English speakers. Data shows that some children with EAL are reading and writing at a level lower than their peers and they may need intervention that targets their specific language need.

### To achieve this objective we plan to:

- Have a trained member of staff with over all responsibility for monitoring provision for children with EAL.
- Deliver CPD to all staff on how to address needs of children with EAL.
- Specifically monitor progress of children with EAL and ensure they are discussed during Pupil Progress Meetings.
- Engage parents of children with EAL to ensure they can fully participate in their child's education and support at home where necessary.

### Progress we are making towards achieving this objective:

**July 2022:**

**Equality objective 2:** To investigate and if required diminish the difference between those pupils who join the school mid Key Stage 2 and those pupils who have been in the school since the beginning of Key Stage 2

### 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. As data outcomes have improved significantly for all groups of pupils within the school we feel the need to investigate this further, to analyse whether this is still an issue and if so, what the reasons for this are. We have also discovered that we do not always receive relevant and important information from the previous school straight away, therefore we need to ensure that we are pro-active in chasing up information asap, making no assumptions that it will be sent on.

### 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 changes schools are aware of who these children are. 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. 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.

### Progress we are making towards achieving this objective:

July 2022: