



Equality Objectives Hamble Primary School September 2022 – September 2026

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.

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|------------------------------------|-----------------------|
| Name of School | Hamble Primary School |
| Date of Policy Review | September 2022 |
| Date of Next Review | September 2026 |
| 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 2022)

EYFS and KS1

| Group Name | NC Reception Student Count | NC Year 1 Student Count | NC Year 2 Student Count |
|----------------------------|----------------------------|-------------------------|-------------------------|
| EAL | 4 | 3 | 3 |
| Female | 21 | 29 | 25 |
| FSM | 5 | 17 | 9 |
| Male | 22 | 31 | 20 |
| Not EAL | 39 | 57 | 42 |
| Not FSM | 38 | 43 | 36 |
| Not Pupil Premium Eligible | 38 | 43 | 36 |
| Pupil Premium Eligible | 5 | 17 | 9 |

| Group Name | NC Year 3 Student Count | NC Year 4 Student Count | NC Year 5 Student Count | NC Year 6 Student Count |
|----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| EAL | 3 | 4 | 5 | 3 |
| Female | 24 | 24 | 25 | 30 |
| FSM | 11 | 13 | 11 | 14 |
| Male | 24 | 36 | 22 | 27 |
| Not EAL | 45 | 56 | 42 | 54 |
| Not FSM | 37 | 47 | 36 | 43 |
| Not Pupil Premium Eligible | 36 | 46 | 34 | 41 |
| Pupil Premium Eligible | 12 | 14 | 13 | 16 |

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 2022 – September 2026

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 Stages 1 and 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 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.

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 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.
- 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:

Equality objective 2: To ensure that the school's provision for children who have English as an Additional Language allows these children to access the school's curriculum for the children to make progress in relation to their starting points. To ensure that children with EAL joining us feel welcomed into our school community and have opportunities to celebrate their language, culture and heritage.

Why we have chosen this objective:

The school is seeing an increasing number of children who have English as an Additional Language, with more children who are learning English sequentially as opposed to concurrently where they have moved to the area from Europe. The school has identified children with EAL as a group who have historically achieved well, however in order to maintain this, the school must ensure that there is provision in place for children who start school at any age with little or no previous English.

To achieve this objective we plan to:

- Utilise resources and assessment criteria from The Bell Foundation in order to support staff in making judgement about needs of children with EAL.
- Utilise EMTAS support working with children with EAL and their families.
- Ensure provision of dual language resource where appropriate to support understanding of key concepts.
- Ensure celebration of key national events/days from the children's native country/culture.
- Provide information for parents of children with EAL is accessible to them.
- Ensure that scaffolds/resources used are at appropriate difficulty and children with EAL are not labelled as SEND due to language learning.
- Allow and welcome children to converse in any language they choose, to promote academic conversations between peers.

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, working alongside the Assistant Headteacher responsible for Inclusion.