

HAMSTEAD PRIMARY SCHOOL

Single Equality Policy



This document is made up of 3 sections:

- 1. Single Equality Policy.**
- 2. School Equality Information.**
- 3. School Equality Objectives.**

***This policy will be further reviewed following the amalgamation of Hamstead Primary School and following the January 2025 Census data.**

Section One

Hamstead Primary School Single Equality Policy

This policy is available to all pupils, staff and parents on the school website.

Single Equality Policy

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions

We will not publish any information that can specifically identify any child.

- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- recognise and respect diversity;
- foster positive attitudes and relationships, and a shared sense of belonging;
- observe good equalities practice, including staff recruitment, retention and development;
- aim to reduce and remove existing inequalities and barriers;
- consult and involve widely;
- strive to ensure that society will benefit.

Hamstead Primary School Aims

The aims of our school are the same for all pupils.

They are:

- To progress to the full extent of their ability, developing and fostering their talents and interest irrespective of gender, religion, ethnic origin and family circumstances.
- To achieve the highest academic standards of which they are capable, and develop practical and physical skills, creative and aesthetic appreciation and a reasoned set of moral, social and spiritual values by ensuring entitlement and access to the National and School Curriculum and all other aspects of school life.
- To have each child's individual progress assessed, recorded and interpreted to cater for individual needs.
- To acquire good learning habits and develop a positive attitude towards learning, so that children enjoy school and acquire a solid base for lifelong learning.
- To begin to acquire a personal awareness so they may develop the confidence and self-esteem necessary to adapt to a changing society.
- To develop respect and a sensitive caring and tolerant attitude to others in school, the local community and to society at large. To ensure good citizenship through the promotion of modern British values.
- To enable children to know right from wrong and to be positive citizens in society.

Our School Vision

At Hamstead Primary School we:

- **H**onour ourselves, each other, our culture and identity.
- **A**im to be the best that we can be.
- **M**otivate ourselves and each other to try new things.
- **S**hare our knowledge and experiences with others.
- **T**olerate and celebrate our differences.
- **E**xplore new opportunities.
- **A**dapt to different situations that face us.
- **D**evelop our interests and beliefs.

At Hamstead Primary School, working with parents and the whole community, we will achieve this by providing all children with a safe, happy and challenging environment, which enables them to learn new skills, succeed and take part in a range of extra-curricular and cultural experiences.

Each individual child will leave HPS feeling confident, self-motivated and independent so that they are ready for the next stage in their lives.

Well-Being Commitment

At HPS we aim to ensure that the children, staff, parents and the wider community acquire and develop the knowledge and understanding, skills and capabilities which they need for mental, emotional, social and physical well-being, now and in the future.

A child attending HPS should:

- Strive to try new things;
- Endeavour to work hard;
- Develop their own interests;
- Persevere;
- Develop curiosity;
- Want to achieve;
- Be tolerant

in order to ensure their **personal development**.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the local authority using their guidance material. The local authority may provide some support.

Responsibility

We believe that promoting Equality is the whole schools responsibility.

Governing body

Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.

Head Teacher

As above including:

- Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.
- Ensure that staff have appropriate skills to deliver equality, including pupil awareness.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Senior Management Team

To support the Head as above

Ensure fair treatment and access to services and opportunities.

Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Teaching staff

Help in delivering the right outcomes for pupils.

Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.

Design and deliver an inclusive curriculum

Ensure that you are aware of your responsibility to record and report prejudice related incidents.

Non Teaching Staff

Support the school and the governing body in delivering a fair and equitable service to all stakeholders.

Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated

Support colleagues within the school community

Ensure that you are aware of your responsibility to record and report prejudice related incidents.

Parents

Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.

Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Pupils

Supporting the school to achieve the commitment made to tackling inequality.

Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

Local community members

Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.

Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on through mediums as identified by the Governing Body. (School website.)

Complaints

Complaints with regard to this policy will be dealt with via the School's Complaints Procedure.

Section Two School Equalities Information and Objectives.

Hamstead Primary School.

This is information based on January Census 2025

Hamstead Primary School have used the following information to assist them in identifying some of the barriers to their pupils in accessing education provision.

Stage 1: Understanding Our School Community – Pupils Including local community data.

Who Comes to Our School? Our school Profile.

This is our school population. These are the groups of people we need to make provision for. As a school our main function is to provide good access to educational opportunities and help and support all of our pupils to attain and achieve well at school. What is the school profile?

January 2025 CENSUS DATA TO BE INCLUDED HERE

Equality Objectives

Parents may wish to visit the Policy section of the website to access the full School Single Equality Policy. This outlines policy, reports Equality Information and states the objectives reproduced above.

Equality Objective One:

To raise the attainment and increase the progress of our Pupil Premium Eligible pupils.

Why:

The attainment gap between children eligible for pupil premium funding and those not eligible varies from cohort to cohort. However in general children eligible for pupil premium, both nationally and at HJS fall below the attainment levels of their peers. In order to reduce or narrow this gap, school must aim to raise the attainment of our most vulnerable pupils.

How:

Quality first teaching will impact on all children.

Clear focus, through planning and monitoring, on raising attainment of PP eligible children.

Staffing to be deployed with a focus on supporting (in class) identified focus pupils.

Provision of activities to widen life experiences of PP children.

Outcome:

That the gap in attainment of each cohort is narrowed when compared to comparative in school data eg. compare each cohort against itself, rather than an external measure.

Equality Objective Two:

For EAL pupils to be more able to access and engage in the curriculum, with a particular focus on children arriving at school other than at the start of Year 3 with EAL issues which prevent them from thriving.

Why:

Data shows that at least 19 different first languages are identified within our current cohort of children. With a strong emphasis on the expectations of the National Curriculum, the barrier of language remains huge in restricting access to the curriculum. Immersion in a language rich environment is vital, but a focus on accelerating language development of EAL pupils is a major focus in enabling all children to access the curriculum.

How:

Provision of EAL software and activity to targeted children.

Provision of staffing in order to meet this need.

Outcome:

That language acquisition of EAL children is accelerated.

That children arriving as non-English speakers are, over time, better able to access the curriculum.

Equality Objective Three:

For all children to have increased access to outdoor learning spaces in order that horizons and experiences are widened to better promote healthy living.

Why:

In line with the Character Education framework we are increasing access in order to provide a broader curriculum, instilling a sense of pride, belonging and identity with our school. Increased access to outdoor learning spaces will help to promote a range of positive character traits, develop confidence in non-class based environments, allow children to develop and discover new interests and enable the value of volunteering and service to others to be promoted.

We have previously identified that our more disadvantaged children have greater barriers to participating in gardening activity, and this objective should help to eliminate such barriers and provide lifelong skills and promote a healthy lifestyle.

How:

Use of funding to provide Edible Garden site and sustained funding to enable gardening and linked cooking activities.

Timetabling of activity to build sequential skills and knowledge.

Outcome:

That children can talk confidently and well about gardening experiences and link practical activities to aspects of the Science curriculum.

That children exercise healthy choices in respect of diet.

That children are able to use knowledge and skills outside of the school to further