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**

Adopted: April 2025

Review date: April 2028

Hamstead Primary School
Single Equality Policy

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

Every three years, we will review our objectives in relation to any changes in our school profile.

Single Equality Policy

Hamstead Primary is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are welcome and of equal worth. Everybody who enters our school is behave in a way which respects the protected characteristics of the Equality Act 2010. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:
- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Hamstead Primary, we take this obligation very seriously and ensure that all our pupils can take part as fully as possible in every aspect of school life. We want each child to fulfil their potential and have equality of opportunity.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. To recognise and respect difference and diversity
3. To foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. To observe good equalities practice in staff recruitment, retention and development.
5. To aim to reduce and remove inequalities and barriers that already exist.
6. To have the highest expectations of all our children.

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 and reassignment)
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

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

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:
- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Children In Care

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.

Responsibility

We believe that promoting 'Equality' is the whole schools' responsibility.

Governing Board

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

As above including:

- 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
- 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 and Governors on how pupils and parents/carers can be expected to be treated
- Support colleagues within the school community
- 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 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.

Complaints

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

Hamstead Primary School
Equality Information

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

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?

Summary Information (Pupil Numbers)

Pupil Group	School (No) 2022	School (No) 2023	School (No) 2024	LA (No) 2022	LA (No) 2023	LA (No) 2024
[1] All students who are single or main registered						
Number On Roll	229	232	446	36,951	36,825	36,784
Nursery Pupils	0	0	42	3,017	3,029	3,006
Male	105	98	198	18,929	18,868	18,800
Female	124	134	248	18,022	17,957	17,984
Non SEN	207	207	386	31,384	30,997	30,601
SEN Support	19	19	50	4,711	4,861	5,162
Education Healthcare Plan**	3	6	10	856	967	1,021
SEN Total	22	25	60	5,567	5,828	6,183
FSM Eligible	67	78	134	10,612	11,350	11,864
Free Meals Taken*	39	54	79	-	-	-
[2] All students who are statutory school age or older (Yr1-14)						
Number On Roll	229	232	348	29,275	29,293	29,212
EAL	65	55	75	9,561	9,809	10,201
Ethnic Minority	173	171	263	17,483	17,989	18,436
[3] All students who are statutory school age (plus those who are younger who are full time)						
Number On Roll	229	232	413	34,383	34,272	34,264
FSM Eligible	67	78	134	10,610	11,343	11,864

Summary Information (Percentages)

Pupil Group	School (%) 2022	School (%) 2023	School (%) 2024	LA (%) 2022	LA (%) 2023	LA (%) 2024	National (%) 2022	National (%) 2023	National (%) 2024
[1] All students who are single or main registered									
Nursery Pupils	0.0	0.0	9.4	8.2	8.2	8.2	-	-	-
Male	45.9	42.2	44.4	51.2	51.2	51.1	50.9	50.9	50.9
Female	54.1	57.8	55.6	48.8	48.8	48.9	49.1	49.1	49.1
Non SEN	90.4	89.2	86.5	84.9	84.2	83.2	84.7	84.0	82.9
SEN Support	8.3	8.2	11.2	12.7	13.2	14.0	13.0	13.5	14.1
Education Healthcare Plan**	1.3	2.6	2.2	2.3	2.6	2.8	2.3	2.5	3.0
SEN Total	9.6	10.8	13.5	15.1	15.8	16.8	15.3	16.0	17.1
FSM Eligible	29.3	33.6	30.0	28.7	30.8	32.3	23.1	24.0	24.3
Free School Meals Taken*	17.0	23.3	17.7	-	-	-	-	-	-
[2] All students who are statutory school age or older (Yr1-14)									
EAL	28.4	23.7	21.6	32.7	33.5	35.0	21.2	22	22.8
Ethnic Minority	75.9	74.0	78.3	60.4	62.0	63.7	34.8	36	37.4
[3] All students who are statutory school age (plus those who are younger who are full time)									
FSM Eligible	29.3	33.6	32.4	30.9	33.1	34.6	23.1	24	24.3
[4] All Pupils with an IDACI Score									
School Deprivation Indicator	0.21	0.21	0.21	0.27	0.27	0.27	0.22	0.22	0.22

Ethnicity Summary (Numbers) [1]All students who are single or main registered.

	Ethnicity (Main Code)	School			LA		
		2022	2023	2024	2022	2023	2024
White	Any Other White Background	9	7	17	1,848	1,854	1,773
White	Gypsy / Roma	0	0	0	27	112	115
White	Traveller of Irish Heritage	0	0	0	17	19	18
White	White - British	55	60	94	14,323	13,719	12,975
White	White - Irish	1	2	2	43	41	34
Mixed	Any Other Mixed Background	12	10	10	1,071	1,089	1,171
Mixed	White and Asian	6	9	18	769	771	786
Mixed	White and Black African	0	0	3	225	231	246
Mixed	White and Black Caribbean	7	6	28	1,559	1,580	1,587
Asian	Any Other Asian Background	20	20	31	1,655	1,706	1,828
Asian	Bangladeshi	3	4	7	1,358	1,342	1,304
Asian	Indian	45	48	98	5,107	5,235	5,415
Asian	Pakistani	11	14	23	3,479	3,511	3,499
Black	Any Other Black Background	3	1	7	597	653	636
Black	Black - African	15	10	23	1,973	2,117	2,539
Black	Black Caribbean	32	34	52	1,138	1,115	1,091
Other	Any Other Ethnic Group	9	6	18	1,124	1,173	1,222
Other	Chinese	0	0	1	154	147	138
Other	Information Not Yet Obtained	0	0	0	226	215	196
Other	Refused	1	1	14	187	195	211
Other	Unknown	0	0	0	71	0	0
	Total	**229**	**232**	**446**	**36,951**	**36,825**	**36,784**

Ethnicity Summary (Percentages) [1]All students who are single or main registered.

	Ethnicity (Main Code)	School			LA		
		2022	2023	2024	2022	2023	2024
White	Any Other White Background	3.9	3.0	3.8	5.0	5.0	4.8
White	Gypsy / Roma	0.0	0.0	0.0	0.1	0.3	0.3
White	Traveller of Irish Heritage	0.0	0.0	0.0	0.0	0.1	0.0
White	White - British	24.0	25.9	21.1	38.8	37.3	35.3
White	White - Irish	0.4	0.9	0.4	0.1	0.1	0.1
Mixed	Any Other Mixed Background	5.2	4.3	2.2	2.9	3.0	3.2
Mixed	White and Asian	2.6	3.9	4.0	2.1	2.1	2.1
Mixed	White and Black African	0.0	0.0	0.7	0.6	0.6	0.7
Mixed	White and Black Caribbean	3.1	2.6	6.3	4.2	4.3	4.3
Asian	Any Other Asian Background	8.7	8.6	7.0	4.5	4.6	5.0
Asian	Bangladeshi	1.3	1.7	1.6	3.7	3.6	3.5
Asian	Indian	19.7	20.7	22.0	13.8	14.2	14.7
Asian	Pakistani	4.8	6.0	5.2	9.4	9.5	9.5
Black	Any Other Black Background	1.3	0.4	1.6	1.6	1.8	1.7
Black	Black - African	6.6	4.3	5.2	5.3	5.7	6.9
Black	Black Caribbean	14.0	14.7	11.7	3.1	3.0	3.0
Other	Any Other Ethnic Group	3.9	2.6	4.0	3.0	3.2	3.3
Other	Chinese	0.0	0.0	0.2	0.4	0.4	0.4
Other	Information Not Yet Obtained	0.0	0.0	0.0	0.6	0.6	0.5
Other	Refused	0.4	0.4	3.1	0.5	0.5	0.6
Other	Unknown	0.0	0.0	0.0	0.2	0.0	0.0

SEN Primary Need (Numbers) [1]All students who are single or main registered.

Primary Need	School			LA		
	2022	2023	2024	2022	2023	2024
Autistic Spectrum Disorder	0	0	2	299	334	367
Hearing Impairment	1	0	0	102	108	100
Moderate Learning Difficulty	11	8	18	1260	1324	1328
Multi-Sensory Impairment	0	0	0	7	10	8
No Specialist Assessment of Type of Need	1	0	0	379	336	287
Other Difficulty / Disability	0	0	0	142	139	107
Physical Disability	0	0	2	148	148	144
Profound & Multiple Learning Difficulty	0	0	0	9	8	6
Social, Emotional and Mental Health (Direct Replacement for BESD)	2	2	6	969	1032	1198
Speech, Language and Comm Needs	5	13	30	2044	2184	2406
Severe Learning Difficulty	0	0	0	15	18	15
Specific Learning Difficulty	0	0	0	124	111	138
Visual Impairment	2	2	2	69	76	79
Total with Primary Needs	**22**	**25**	**60**	**5,567**	**5,828**	**6,183**

SEN Primary Need (Percentage of Primary Need Cohort) [1]All students who are single or main registered.

Primary Need	School			LA		
	2022	2023	2024	2022	2023	2024
Autistic Spectrum Disorder	0	0	3	5	6	6
Hearing Impairment	5	0	0	2	2	2
Moderate Learning Difficulty	50	32	30	23	23	21
Multi-Sensory Impairment	0	0	0	0	0	0
No Specialist Assessment of Type of Need	5	0	0	7	6	5
Other Difficulty / Disability	0	0	0	3	2	2
Physical Disability	0	0	3	3	3	2
Profound & Multiple Learning Difficulty	0	0	0	0	0	0
Social, Emotional and Mental Health (Direct Replacement for BESD)	9	8	10	17	18	19
Speech, Language and Comm Needs	23	52	50	37	37	39
Severe Learning Difficulty	0	0	0	0	0	0
Specific Learning Difficulty	0	0	0	2	2	2
Visual Impairment	9	8	3	1	1	1

2024 version 2

		School Cohort [1]			School % [2]			LA % [2]			National % [2]		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
All Pupils		58	60	62	69	70	81	72	71	72	75	73	74
Sex	Boys	27	24	27	67	63	63	67	67	68	70	70	71
	Girls	31	36	35	71	75	94	77	74	77	80	76	78
	Gap (Boys vs. Girls)	4	12	8	4	13	31	10	6	9	10	6	7
Disadvant 'd Pupil Premium	Eligible for Pupil Premium	20	22	26	80	59	85	65	63	65	62	60	62
	All Other pupils[3]	38	38	36	63	76	78	76	76	77	80	78	80
	Gap (Eligible vs. All Other pupils)	18	16	10	17	17	7	11	13	12	18	18	18
FSM (Jan Census)	Eligible for FSM	16	14	26	75	64	85	63	62	65	61	60	62
	All Other Pupils[3]	42	46	36	67	72	78	76	75	77	79	78	79
	Gap (Eligible vs. All Other pupils)	26	32	10	8	7	7	13	13	12	18	18	17
SEN	No SEN	50	56	50	76	75	88	81	79	81	84	82	84
	SEN (E,K)	6	4	12	33	0	50	30	33	33	38	39	41
	Gap (No SEN vs. SEN)	44	52	38	43	75	38	51	46	48	46	43	43
SEN Type	No SEN	50	56	50	76	75	88	81	79	81	84	82	84
	SEN Support (K)	5	3	11	40	0	45	36	41	39	44	45	48
	EHC plan (E)	1	1	1	0	0	100	11	11	15	16	18	19
EAL	English first language	35	39	47	71	82	85	72	71	73	75	74	75
	English additional language	21	21	15	71	48	67	73	70	72	73	70	72
	Gap (Eng. vs. Other than Eng.)	14	18	32	0	34	18	1	1	1	2	4	3
Ethnicity	Any Other Asian Background	1	4	3	100	25	33	76	73	72	78	74	75
	Any Other Black Background	1	1	-	0	100	-	80	75	70	73	70	73
	Any Other Ethnic Group	3	2	2	67	50	50	75	66	64	68	64	66
	Any Other Mixed Background	5	3	2	80	67	50	68	71	76	78	76	78
	Any Other White Background	3	3	1	0	67	100	69	67	75	73	70	74
	Bangladeshi	1	-	-	100	-	-	83	73	77	79	76	79
	Black - African	6	2	5	67	100	80	72	73	77	77	74	76
	Black Caribbean	3	9	8	67	56	88	72	64	71	71	67	71
	Chinese	-	-	-	-	-	-	90	79	90	78	76	80
	Gypsy / Roma	-	-	-	-	-	-	24	30	54	29	30	33
	Indian	14	14	16	100	64	69	75	77	78	83	79	80
	Information Not Yet Obtained	2	-	-	0	-	-	43	56	42	58	57	58
	Pakistani	3	3	4	100	100	100	75	67	70	73	70	72
	Traveller of Irish Heritage	-	-	-	-	-	-	50	100	67	34	39	36
	White - British	12	15	17	58	80	94	69	69	70	75	74	75
	White - Irish	-	-	-	-	-	-	100	60	80	78	80	79
	White and Asian	-	2	2	-	100	100	80	81	70	81	80	82
	White and Black African	-	-	-	-	-	-	83	71	73	78	74	77
	White and Black Caribbean	4	1	2	50	100	100	69	70	76	71	67	72

Phonics by Pupil Characteristics 2022 - 2024

Year 1 — Select Year Group

2024 version 1.1

		School Pupils [1]			School [2]			LA [2]			National [2]		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
All Pupils		59	56	61	73	66	67	72	77	78	75	79	80
Sex	Boys	28	26	26	57	58	65	69	73	73	72	75	77
	Girls	31	30	35	87	73	69	76	81	83	79	82	84
	Gap (Boys vs. Girls)	3	4	9	30	16	3	7	8	10	7	7	7
Disadvant'd Pupil Premium	Eligible for Pupil Premium	14	12	13	36	58	62	65	70	71	62	67	68
	Not Eligible for Pupil Premium	45	44	48	84	68	69	75	80	81	80	83	84
	Gap (Eligible vs. not Eligible)	31	32	35	49	10	7	11	10	10	18	16	16
FSM	Eligible for FSM	14	12	15	36	58	60	64	70	71	62	66	68
	Not Eligible for FSM	44	43	46	86	70	70	77	81	82	79	82	84
	Gap (Eligible vs. not Eligible)	30	31	31	51	12	10	13	11	12	17	16	16
SEN	No SEN	52	54	58	75	69	71	79	85	86	82	86	88
	SEN (K,E)	6	1	3	67	0	0	34	41	41	38	42	44
	Gap (No SEN v SEN)	46	53	55	8	69	71	45	44	45	44	44	44
SEN Type	No identified SEN	52	54	58	75	69	71	79	85	86	82	86	88
	SEN Support (K)	4	1	1	50	0	0	37	48	47	44	48	52
	EHC plan (E)	2	-	2	100	-	0	22	15	14	19	20	20
EAL	English	38	44	46	79	68	74	73	78	78	75	80	80
	Other than English	20	11	15	65	64	47	73	78	79	76	78	81
	Gap (Eng vs. Other than Eng)	18	33	31	14	5	27	0	0	1	1	2	1

Sandwell Metropolitan Borough Council

2024 Version 1		School Cohort [1]			School (%) [2]			LA (%) [2]			National (%) [2]		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
All Pupils		52	58	57	92	74	68	74	75	74	80	80	79
Sex	Boys	25	26	28	92	62	57	69	68	66	74	74	74
	Girls	27	32	29	93	84	79	80	82	82	85	85	85
	Gap (Boys vs. Girls)	2	6	1	1	22	22	11	14	16	11	11	11
Disadvan t'd Pupil Premium	Disadvantaged	8	8	5	88	50	100	68	72	70	69	69	69
	Non Disadvantaged	44	50	52	93	78	65	76	76	75	82	82	81
	Gap (No SEN v SEN)	36	42	47	5	28	35	8	4	5	13	13	12
FSM (Jan Census)	Elgible for FSM	12	9	8	92	56	88	68	71	70	69	69	68
	Not eligible for FSM	40	49	49	93	78	65	76	77	76	82	83	82
	Gap (No FSM v FSM)	28	40	41	1	22	23	8	6	6	13	14	14
SEN	No SEN	50	56	49	92	77	80	81	83	83	86	87	87
	SEN (K,E)	-	2	7	-	0	0	28	28	24	37	38	31
	Gap (No SEN v SEN)	-	54	42	-	77	80	53	55	59	49	49	56
SEN Type	No identified SEN	50	56	49	92	77	80	81	83	83	86	87	87
	SEN Support (K)	-	1	7	-	0	0	31	30	26	37	38	38
	Statement/EHC plan (E)	-	1	-	-	0	-	3	4	4	8	8	8
EAL	English	43	37	46	91	84	76	78	80	78	82	83	82
	Other than English	7	10	10	100	40	40	67	69	69	71	71	72
	Gap (Eng vs. Other than Eng)	36	27	36	9	44	36	11	11	9	11	12	10
	Any Other Asian Background	2	2	4	100	50	50	72	71	69	72	73	74
	Any Other Black Background	-	3	3	-	67	67	76	75	82	72	73	72
	Any Other Ethnic Group	-	2	1	-	50	100	75	69	72	67	69	70
	Any Other Mixed Background	3	-	-	33	-	-	76	81	83	80	80	79
	Any Other White Background	7	-	1	86	-	0	61	65	73	73	74	76
	Bangladeshi	-	1	1	-	100	100	72	74	77	73	74	73
Ethnicity	Black - African	3	-	2	100	-	50	69	70	68	72	73	72
	Black Caribbean	5	6	5	100	67	60	78	81	77	77	77	76
	Chinese	-	-	1	-	-	0	76	89	44	80	81	82
	Gypsy / Roma	-	-	-	-	-	-	25	43	60	56	55	56
	Indian	11	14	14	100	79	79	76	76	72	80	79	78
	Information Not Yet Obtained	-	-	-	-	-	-	76	65	85	69	64	66
	Refused	-	11	2	100	75	60	70	75	74	73	74	73
	Pakistani	1	4	5	-	73	100	74	71	69	76	77	78
	Traveller of Irish Heritage	-	-	-	-	-	-	50	50	100	63	61	60
	White - British	13	9	11	92	89	91	78	80	77	83	83	83
	White - Irish	-	-	-	-	-	-	50	100	67	85	84	86
	White and Asian	2	1	1	100	0	0	79	76	83	83	83	84
	White and Black African	1	-	-	100	-	-	90	79	68	80	79	80
	White and Black Caribbean	2	5	5	100	80	60	81	81	78	81	80	80

Hamstead Primary School
Equality Objectives

Equality Objective One:
The ensure that the achievement and performance of HPS boys compared to LA and National averages in Phonics and KS2 reading is in-line between 2025 and 2027.

Why:
The attainment gap between boys and girls varies from cohort to cohort. At the end of Year 1 and Year 6 at HPS boys attainment falls below the attainment levels of their peers across the LA. In order to reduce or narrow this gap, school must aim to raise the attainment of these groups.

How:
- Quality first teaching will impact on all children.
- Focused and targeted work through planning and monitoring to raise attainment.
- Staffing to be deployed with a focus on supporting (in class) identified focus pupils.
- Provision and promotion of reading activities to widen life experiences.

Outcome:
- The gap in attainment of each cohort is narrowed when compared to comparative in school data e.g. compare each cohort against itself, rather than an external measure.

Equality Objective Two:
For our children to demonstrate greater confidence with oracy through the development of their communication and language skills.

Why:
Through our monitoring and assessment, it is evident that our pupils arrive with lower Communication and Language levels compared to LA and National averages. As a result, some of our pupils find it challenging to express themselves confidently when talking in a range of situations.

How:
- Provision of a language rich environment and resources.
- Focus on accelerating language development from an early age.
- Providing a range of opportunities for children to use language skills to express their knowledge, views and aspirations.
- Provision of staffing in order to meet this need across school.

Outcome:
- All children can express themselves with greater confidence and accuracy.
- Language acquisition for identified children is accelerated.
- That children arriving with low Communication and Language are, over time, able to access the wider curriculum.

Equality Objective Three:

Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of protected characteristics.

Why:

Whilst developing our new Primary Curriculum we are exploring how to promote life aspirations amongst our pupils and local community. This will increase life opportunities and instill a sense of pride and belonging within our school. Increased access to role models will serve to raise aspirations amongst our pupils and promote self-worth and confidence in later life – allowing our children to broaden their choices and experiences by discovering new interests.

How:
- Use of the wider community (parents and visitors) to share life experiences and act as role models for children.
- Planned opportunities and activities with the revised Hamstead Primary Offer.

Outcome:
- Children can talk confidently about diversity and the impact in the wider world.
- Planned experiences and activities across all phases.
- Children are able to use knowledge and skills learnt outside of the school.