

# Horniman Primary School



## Equality information and objectives 2023-2027

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### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### 3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Sofie Hashmi. She will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. *enabling pupils to pray at prescribed times, should they wish to do so*)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. *enabling pupils with medical needs to participate in school journey and visits*)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Relationship, Sex and Health Education (RSHE), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Pupil Parliament has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures, e.g. PTA events celebrate different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach, e.g. charities/ religious groups/ cultural organisations (following checks outlined in our safeguarding policy)

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Arrangements for children identifying as non-binary / trans

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

***Objective 1: Increase the representation of staff and governors from local black and minority ethnic communities over a 4-year period (from September 2023-September 2027)***

Why have we chosen this objective: We are an inclusive school and we want our staff to reflect our school community and the wider community in Lewisham.

To achieve this objective, we plan to:

- Undertake an analysis of recruitment and data trends in regard to race and report on this annually to the governing body
- Undertake an analysis of roles by ethnicity
- Make recruitment packs inclusive and promote our desire to recruit from minority groups
- Ensure representation of different ethnicities on recruitment panels

- Monitor progression of staff from BME communities compared to their white counterparts. E.g. equality of access to opportunities, development support for promotion

***Objective 2: Increase the outcomes for black and black mixed pupils to be in line with their peers***

Why have we chosen this objective: Black and black mixed pupils are not performing as well as their peers. We want to tackle race inequality and ensure black and black mixed pupils perform in line with peers' outcomes.

To achieve this objective, we plan to:

- Include as a school improvement priority
- Track the progress of black and black mixed pupils across the school
- Use pupil progress meetings to discuss progress and action next steps
- Set up intervention and target groups
- Report progress to governors termly
- Continue to ensure resources and the curriculum reflect all members of the school community positively
- Invite inspirational role models (e.g. ex-pupils and speakers) to present assemblies / workshops

***Objective 3: Raise awareness and understanding of sexual orientation discrimination***

Why have we chosen this objective: We have an increasing number of pupils, staff and families of differing sexual orientation. Some incidents of bullying and use of discriminatory language have been related to sexual orientation. We want all the school community to feel welcome and safe at Horniman.

To achieve this objective, we plan to:

- Hold assemblies that educate, promote empathy and celebrate diversity
- Take part in LGBT+ national awareness weeks
- Train staff and governors in the Equality Act
- Review and update the RSHE policy and curriculum to ensure good coverage of
- Monitor the incidences of bullying and use of discriminatory language due to sexual orientation

***Objective 4: Raise the outcomes for boys in reading and writing to be in line with girls***

Why have we chosen this objective: Boys are underperforming in reading and writing compared to girls. We want boys to perform in line with girls' outcomes.

To achieve this objective, we plan to:

- Track the progress of boys across the school
- Use pupil progress meetings to discuss progress and action next steps
- Set up intervention and target groups
- English lead to research and action strategies to support boys with literacy
- Encourage dads to take part in reading workshops and share books that they enjoy

**We will monitor the progress that is being made towards each objective and report on this annually.**

## **9. Monitoring arrangements**

The Resources Committee will update the equality information we publish annually. They will review the progress being made termly.

This document will be reviewed by the Full governing body at least every 4 years.

This document will be approved by Resources Committee annually and the full governing body every 4-years.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- SEND Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Anti-bullying Policy

## Appendix 1: Information about the pupil population

Number of pupils on roll at the school: 193 (January 2023)

### Information on pupils by protected characteristics

There are pupils at our school with different types of disabilities and these include:

- Communication issues including Autistic spectrum disorders
- ADHD/ADD
- Hearing impairment
- Visual Impairment
- Developmental delay
- Epilepsy
- Other medical needs

### Pupils with Special Educational Needs (SEN) Provision

	Number of pupils	Percentage (%) of school population
No Special Educational Need	161	80.1%
SEN support	30	14.9%
EHCP	10	5.0%

### Ethnicity and Race

	Percentage (%) of school population		Percentage (%) of school population
<b>White</b>		<b>Mixed or Multiple ethnic groups</b>	
English, Welsh, Scottish, Northern Irish or British	49.3%	White and Black Caribbean	2.0%
Irish	1.0%	White and Black African	2.0%
Gypsy or Irish Traveller	0%	White and Asian	4.5%
Any other White background	15.9%	Any other Mixed or Multiple ethnic background	2.5%
<b>Asian or Asian British</b>		<b>Black, African, Caribbean or Black British</b>	
Indian	0.5%	African	2.5%
Pakistani	0%	Caribbean	2.5%
Sri Lankan Tamil	1.0%	Any other Black, African or Caribbean background	4.5%
Chinese	0%	<b>Other ethnic group</b>	
Any other Asian background	1.0%	Arab	0.5%
<b>Not yet obtained</b>	4.0%	Latin/South/Central American	0.5%
<b>Refused</b>	0.5%	Any other ethnic group	0.5%

### Gender

	Number of pupils	Percentage (%) of school population
Male	109	54.2%

Female	92	45.8%
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### Religion and Belief

	Percentage (%) of school population		Percentage (%) of school population
Church of England	5.0%	Hindu	2.0%
Greek Orthodox	0%	Jewish	0%
Jehovah's Witness	0%	Muslim	5.0%
Methodist	0%	Buddhist	0.5%
Roman Catholic	8.5%	Other Religion	1.5%
Seventh Day Adventist	0%	No Religion	19.0%
Christian Other	8.0%		
Not Declared	50.2%	Refused	0.5%

### Pupils with English as an Additional Language

	Male	Female	Total	Percentage (%) of school population
Number of Pupils with English as an Additional Language	32	18	50	24.9%
Number of Pupils who are at an early stage of English language acquisition	22	6	28	13.9%

### Pupils from Disadvantaged Background

	Male	Female	Total	Percentage (%) of school population
Number of Pupils eligible for free school meals (FSM)	18	8	26	12.9%
Number of Pupils eligible for free school meals within the last 6 years (PPG)	2	4	6	3.0%
Number of Pupils adopted from care (PPP)	2	3	5	2.5%
All Pupil Premium children	20	12	32	15.9%



## Appendix 2: Terminology and acronyms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
EAL	English as an additional language
EHCP	Education, Health Care Plan
FSM	Free School Meal
LGBTQ+	The acronym for “lesbian, gay, bisexual, transgender and <b>queer</b> .” Some people also use the Q to <b>stand for</b> “questioning,” <b>meaning</b> people who <b>are</b> figuring out their sexual orientation or gender identity.
PPG	Pupils eligible for the Pupil Premium Grant
PTA	Parent and Teacher Association
SEND	Special Educational Needs / Disability
Protected characteristics	These are <b>age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.</b>