

Horniman Primary School



Equality information and objectives

Signed:	Resources Committee
Implemented:	February 2019
Review schedule	Annually
Author:	Sofie Hashmi

Policy Reviewed/Revised by:	Approved at Resources Committee on:
Sofie Hashmi	1/02/2020
Sofie Hashmi	10/02/21
Sofie Hashmi	9/02/22

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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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 board 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, and that they are reviewed and updated at least once every four 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 every September.

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 Personal, Social, Health and Economic (PSHE) education, 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

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: *To narrow the gap for SEND, EAL & PPG pupils*

Why we have chosen this objective: These groups have been identified as underperforming. (During national lockdowns due to Covid, these groups have been the most affected)

To achieve this objective, we plan to:

Actions	Success Criteria
<ul style="list-style-type: none"> • Track progress of all pupils and groups across the school • Use pupil progress meetings to discuss progress and agree next steps • Set up intervention groups and 1:1 support • End of year predictions reflect high expectations • SEND teacher support and training for teachers 	<p>The gap between SEND, EAL & PPG pupils and their peers will decrease each year</p> <p>Pupils will achieve their end of year predictions</p> <p>Teachers and TAs plan and target interventions for groups based on SEND/EAL/PPG needs.</p>

<ul style="list-style-type: none"> • Termly parent SEND meetings • Monitoring provision and learning environment • Half termly SEND/EAL/PPG review with teacher/TA meetings with Inclusion Team • Teachers and TAs use overview of class characteristics to plan for and target groups in class • Inset for teachers from Educational Psychology Service about Understanding Behaviours (ASD/ADHD) 	
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Progress we are making towards this objective:

Actions	Impact																																																																																																				
Teachers and TAs trained in Precision Teaching	Initial feedback is positive. <i>Formal review to take place end of Spring 2020. (Not completed due to Covid)</i>																																																																																																				
Inset on Dyslexia friendly classrooms	SEND learning walk in October 2020 demonstrated good practice in most classes. Guidance given to bring others in line. Considered seating arrangements, marking is focused on content and only targeted spellings are identified, work is broken down into chunks, wordbanks provided, planning support (e.g., mindmaps), access arrangements for assessments (e.g., scribes, readers, additional time, breaks). More children are accessing devices to support extended writing and this is an area to develop further.																																																																																																				
Tracking progress and putting interventions in place	<p>% Difference in KS1 outcomes</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">SEND</th> <th colspan="3">EAL</th> <th colspan="3">PPG</th> </tr> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020* 2021</th> <th>2018</th> <th>2019</th> <th>2020* 2021</th> <th>2018</th> <th>2019</th> <th>2020* 2021</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>49</td> <td>38</td> <td>N/A</td> <td>62</td> <td>2</td> <td>N/A</td> <td>76</td> <td>27</td> <td>N/A</td> </tr> <tr> <td>W</td> <td>85</td> <td>63</td> <td>N/A</td> <td>54</td> <td>+27</td> <td>N/A</td> <td>85</td> <td>47</td> <td>N/A</td> </tr> <tr> <td>M</td> <td>59</td> <td>13</td> <td>N/A</td> <td>30</td> <td>6</td> <td>N/A</td> <td>92</td> <td>31</td> <td>N/A</td> </tr> </tbody> </table> <p>The gap is closing in reading, writing and maths for SEND, EAL and PPG pupils at end of KS1</p> <p>% Difference in KS2 outcomes</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">SEND</th> <th colspan="3">EAL</th> <th colspan="3">PPG</th> </tr> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020* 2021</th> <th>2018</th> <th>2019</th> <th>2020* 2021</th> <th>2018</th> <th>2019</th> <th>2020* 2021</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>10</td> <td>21</td> <td>N/A</td> <td>20</td> <td>+18</td> <td>N/A</td> <td>5</td> <td>19</td> <td>N/A</td> </tr> <tr> <td>W</td> <td>48</td> <td>59</td> <td>N/A</td> <td>38</td> <td>+18</td> <td>N/A</td> <td>9</td> <td>19</td> <td>N/A</td> </tr> <tr> <td>M</td> <td>48</td> <td>21</td> <td>N/A</td> <td>43</td> <td>+18</td> <td>N/A</td> <td>10</td> <td>+1</td> <td>N/A</td> </tr> </tbody> </table> <p>The gap is closing in maths for SEND and PPG pupils at end of KS2. EAL pupils performed better than their peers.</p> <p>*N/A No data available for 2020 & 2021</p>		SEND			EAL			PPG				2018	2019	2020* 2021	2018	2019	2020* 2021	2018	2019	2020* 2021	R	49	38	N/A	62	2	N/A	76	27	N/A	W	85	63	N/A	54	+27	N/A	85	47	N/A	M	59	13	N/A	30	6	N/A	92	31	N/A		SEND			EAL			PPG				2018	2019	2020* 2021	2018	2019	2020* 2021	2018	2019	2020* 2021	R	10	21	N/A	20	+18	N/A	5	19	N/A	W	48	59	N/A	38	+18	N/A	9	19	N/A	M	48	21	N/A	43	+18	N/A	10	+1	N/A
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Termly SEND review meeting with SENCO	Provision and targets reviewed in line with recommendations from professional reports. Teachers take ownership for quality first teaching.
National Tutoring Programme	Targeted groups from Year 1 to 6 have been set up and started in January 2022. Small groups of 3-6 are led by the class teacher outside of school hours. Impact will be evaluated termly.

Objective 2: To raise awareness and understanding of different disabilities (including invisible disabilities)

Why we have chosen this objective: We have an increasing number of pupils with needs that require personalised provision

To achieve this objective, we plan to:

Actions	Success Criteria
<ul style="list-style-type: none"> • Hold assemblies that educate and encourage empathy • School displays to promote neurodiversity • Take part in national awareness weeks • Promote our School Values • General training for all staff and specific training for staff that support 1:1 	<p>Pupils are aware that not all disabilities can be seen</p> <p>Pupils show empathy towards their peers and understand their difficulties</p>

Progress we are making towards this objective:

Actions	Impact
<p>Dyslexia Awareness Week (Oct 2018 & 2019, 2020, 2021)</p> <p>Autism Awareness (April 2018, 2019, 2020, 2021)</p> <p>ADHD Assembly (June 2019)</p> <p>Deaf awareness week (March 2019, 2021)</p> <p>Jeans for Genes Day (September 2019, 2020, 2021)</p>	<p>Raised awareness of visible and invisible difficulties faced by others.</p> <p>Celebrated achievements of famous people with disabilities showing all can achieve.</p> <p>Follow up class assemblies show children are comfortable to share and talk about their differences and that their peers respond positively</p>
<p>Dyslexia awareness and dyslexia friendly classroom 2019</p> <p>Dyscalculia March 2020</p> <p>EP training for teachers: Understanding Behaviours (ASD/ADHD) (Nov 2019)</p> <p>EP drop-ins for staff 2020-21</p>	<p>SEN teacher shared good practice with staff. Monitored and supported good practice.</p> <p>More children identified for assessment and assessment tools trialed at school.</p> <p>Increased awareness of behaviours linked to SEND and strategies to manage them.</p> <p>Greater depth of understanding of individual needs</p>
<p>World Mental Health Day (10 Oct 2018) & 2019 and Children's Mental Health Week (February 2019, 2020, 2021, 2022)</p> <p>Zones of Regulation introduced to Year 4H 2020, Year 5 Sept 2021, Years 2 & 3 Jan 2022</p>	<p>Children have an awareness of the importance of good mental health and how to achieve this.</p> <p>Children have the language to express different feelings, can recognise the physical signs in their bodies and have strategies to manage harmful feelings</p>

<p>'Paws b' (mindfulness) introduced to Year 5 2020</p> <p>Mental Health Survey September 2020 following return to school after lockdown</p> <p>Mental Health Support Team (MHST) 2020-21, 2021-22 Parent workshops, Staff training, working with individual families</p>	<p>Children with identified needs were supported by Learning & Behaviour Mentor</p> <p>Staff are more able to spot subtle signs of anxiety.</p> <p>Several families have benefited from direct support and have shared positive feedback.</p>
<p>Queen Elizabeth Foundation (QEF) Assembly (Dec 2018)</p>	<p>Positive feedback from trainer delivering assembly about pupil responses and engagement</p>
<p>OCN Accredited Assistant Training: Support in the Classroom ASD (Jan/Feb 2019)</p> <p>Occupational Therapy and Speech & Language Service training for motor control and developing language courses attended by TAs working 1:1 with pupils (2019)</p>	<p>Specific provision and interventions for pupils enabled them to develop their skills</p>

Objective 3: *To encourage and improve the participation and engagement of parents of PPG pupils*

Why we have chosen this objective: This group are less evident at school events

To achieve this objective, we plan to:

Actions	Success Criteria
<ul style="list-style-type: none"> • PTA to use a variety of communication forms to communicate with the school community • Make tickets available for PTA events for FSM families • PTA & Family Worker to actively target families • Personal invitations to parents to take part in forums and school workshops • Termly drop-ins / workshops for PPG parents/ carers 	<p>Greater representation at PTA events and parent workshops</p>

Progress we are making towards this objective:

Actions	Impact
PTA parent forum Summer 2019	Addressed need for different forms of communication to reach larger audience
Tickets for PTA events for FSM families	Increased participation at PTA events: Summer BBQ, Winter Wonderland
Targeted parents to attend PTA AGM	Increased understanding of work of PTA and how they can be involved

Objective 4: To raise awareness and appreciation of different families

Why we have chosen this objective: We have diverse families in our school community that we want to celebrate

To achieve this objective, we plan to:

Actions	Success Criteria
<ul style="list-style-type: none"> • School displays that celebrate diversity • Promote the ethos of taking part in all areas of the curriculum, particularly RE and Relationships, Health and Sex Education (relationships and health education are statutory, sex education is not statutory) • Build on resources in school that celebrate diversity • Review the school curriculum and embed good representation of all society into all areas of the curriculum, 	<p>Representations of different families will be seen in displays and books around school</p> <p>The school curriculum actively and positively represents all society in all areas of the curriculum</p>

Progress we are making towards this objective:

Actions	Impact
LGBT pride (June 2018)	School ethos of inclusion presented
LGBTQ+ Alan Turing assembly (June 2019)	Built on school ethos of inclusion and celebration of diversity
LGBTQ+ Remote Learning during school lockdown (June 2020) Stories and activities for KS1&2	Representation of positive role models and historical figures
<p>New RSHE Policy Consultation with parents/carers on updated Relationships, Sex and Health Education curriculum (January 2021) Parent workshops about RSHE curriculum Reception, Year 1/2/3 (January 2021) Year 4/5/6 (February 2021) Resources purchased to support RSHE curriculum</p>	<p>Curriculum more inclusive and reflective of school community and wider world</p> <p>Resources are up-to-date and reflect the diversity of our community</p> <p>Parents have a good understanding of what is taught at school, how we approach learning and the resources and learning activities used</p> <p>Parents know how to support and build on the learning at school about relationships and different families</p>
<p>New Diversity Committee established and added to the School Pupil Parliament Working party Diversity Group of teachers, governors and parents set up</p>	<p>Ongoing review of the school curriculum and embedding people into all areas of the curriculum, e.g., Science – Maggie Aderin-Pocock, Maths – Alan Turin, History – Hidden Figures: Katherine Johnson</p>

9. Monitoring arrangements

The Resources Committee will update the equality information we publish annually.

This document will be reviewed by the Link Governor at least every 4 years.

This document will be approved by Resources Committee.

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

11. Appendix 1: Information about the pupil population

Number of pupils on roll at the school: 225 (January 2021)

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	184	83.3%
SEN support	32	14.5%
EHCP	5	2.3%

Ethnicity and Race

	Percentage (%) of school population		Percentage (%) of school population
White		Mixed or Multiple ethnic groups	
English, Welsh, Scottish, Northern Irish or British	48.9%	White and Black Caribbean	4.1%
Irish	1.4%	White and Black African	4.1%
Gypsy or Irish Traveller		White and Asian	4.1%
Any other White background	11.3%	Any other Mixed or Multiple ethnic background	9.0%
Asian or Asian British		Black, African, Caribbean or Black British	
Indian	0.5%	African	1.4%
Pakistani	0.9%	Caribbean	3.2%
Sri Lankan Tamil	0.9%	Any other Black, African or Caribbean background	3.6%
Chinese	0.5%	Other ethnic group	

Any other Asian background	0.5%	Arab	
		Any other ethnic group	0.9%
Information withheld	2.3%	Not yet obtained	2.7%

Gender

	Number of pupils	Percentage (%) of school population
Male	108	48.9%
Female	113	51.1%

Religion and Belief

	Percentage (%) of school population		Percentage (%) of school population
Church of England	7.2%	Hindu	1.8%
Greek Orthodox	0.9%	Jewish	0
Jehovah's Witness		Muslim	5.4%
Methodist	0	Buddhist	0.9%
Roman Catholic	7.7%	No Religion	31.2%
Seventh Day Adventist		Not Declared	27.6%
Christian Other	15.0%	Refused	1.8%

Pupils with English as an Additional Language

	Male	Female	Total	Percentage (%) of school population
Number of Pupils with English as an Additional Language	40	34	74	33.5%
Number of Pupils who are at an early stage of English language acquisition	26	15	41	18.6%

Pupils from Disadvantaged Background

	Male	Female	Total	Percentage (%) of school population
Number of Pupils eligible for free school meals (FSM)	17	17	34	15.4%
Number of Pupils eligible for free school meals within the last 6 years (PPG)	2	1	3	1.6%
Number of Pupils adopted from care (PPP)	2	4	6	2.7%
All Pupil Premium children	21	21	42	19%

12. 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 queer .” Some people also use the Q to stand for "questioning," meaning people who are 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 age , disability , gender reassignment , marriage and civil partnership, pregnancy and maternity, race , religion or belief, sex , and sexual orientation.