



Equality Information and Objectives

Agreed and Adopted by the Governing Body on: 29th November 2022

Signed: J Shepherd

The policy will be formally reviewed on: November 2024

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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 Equity 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 is Mrs Hedges and they will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the Equity 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.

All staff and new staff will receive this policy and the objectives as part of the staff handbook.

The school has a designated member of staff for monitoring equality issues, and an Equity 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, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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. Equality, Diversity and Inclusion

The school is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged
- Ensuring anyone with a protected characteristic as described within the Equality Act 2010 does not experience discrimination (e.g. age, disability, sex, gender identity/reassignment, gender dysphoria, transgender, pregnancy and maternity, race, sexual orientation, religion or belief, marriage and civil partnership).
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.
- Encouraging people to bring their whole, authentic self to work and school, with the knowledge that the School values difference and diversity.

7. 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, citizenship 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 school council 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

8. 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.

9. Equality objectives

See Appendix 1.

10. Monitoring arrangements

The designated member of staff, in liaison with the link governor, will update the equality information we publish, at least every year.

This policy will be reviewed by the Full Governing Body at least every 4 years.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Appendix 1.

Equality Objectives 2022-2024

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other 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.

Objective	Why we chose this objective	Which groups with protected characteristics will this benefit?	Actions and who will be involved	Timescale	How will we measure our success?
<p>To minimise the attainment gap between boys and girls. To ensure that outcomes for boys and girls, at the end of each Key Stage, are at least in line with the respective national averages and aspire for them to be within the top quartile nationally.</p>	<p>Data from Summer 2 of 375 pupils Y1 – Y6 (Boys 169 / Girls 208) show that the gap between boys’ and girls’ attainment shows a significant widening in Writing. The gap between Boys and Girls in Reading has reduced since Summer 2021 data. Girls are doing better in both these subject areas. Within Maths, the gap has widened slightly, with Boys doing better than Girls.</p> <p>Data from Spring 2 2021 shows that there was a narrowing gap between boys’ and girls’ attainment in writing, but a widening gap in reading in favour of girls and in maths in favour of boys.</p>	<p>Gender</p>	<p>Analyse the pupil progress tracking data on a termly basis, comparing the attainment and progress of boys in comparison to girls in reading, writing and mathematics.</p> <p>Develop, as necessary, intervention programmes or alternative approaches to curriculum delivery to narrow any attainment gap that is identified as existing between the boys and girls within any year-group.</p>	<p>Timescale – Termly and on-going</p>	<p>Evidence from Target Tracker of narrowed and/or eradicated gaps.</p>

	On track or higher			
%	Spr 2 19-20	Spr 2 20-21	Smr 2 20-21	Smr 2 21-22
Reading				
Males	81.1	76.6	75.6	85.2
Females	80.6	77.6	84.3	90.6
Difference	0.5 (-3.9)	1.0	8.7	5.4 (-3.3)

	On track or higher			
%	Spr 2 19-20	Spr 2 20-21	Smr 2 20-21	Smr 2 21-22
Writing				
Males	62.2	59.3	56.3	60.0
Females	76.8	67.9	67.9	82.4
Difference	14.6 (7.2)	8.6	11.6	22.4 (10.8)

	On track or higher			
%	Spr 2 19-20	Spr 2 20-21	Smr 2 20-21	Smr 2 21-22
Maths				
Males	80.4	80.7	75.6	88.1
Females	73.5	68.6	74.8	83.0
Difference	6.9 (3.1)	12.1	0.8	5.1 (4.3)

Target for 2021-22:

Reading: to maintain narrow gap between boys and girls.

Writing: 20-21 target not met, so continued focus to narrow the gap between girls' and boys' writing to no more than 7 percentage points.

Mathematics: 20-21 target no met, so continued focus to narrow the gap between boys' and girls' achievement to no more than 3 percentage points.

- Headteacher
- Deputy Headteacher
- LoS

Target for 2020-21:

Reading: to maintain narrow gap between boys and girls.

Writing: to narrow the gap between girls' and boys' writing to no more than 7 percentage points.

			Mathematics: to narrow the gap between boys' and girls' achievement to no more than 3 percentage points.		
To continue to promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.	<p>21-22 data – 45.5% of our pupils are from ethnic minority backgrounds and 31.3% (136 pupils) speak English as an Additional Language. 30 different languages other than English are spoken by pupils as their first language. This is rise of over 10% from the previous year's figures.</p> <p>According to 20-21 data, ethnic minorities account for 40% of our school pupil roll. This is a rise of nearly 10% from 2017.</p> <p>Our pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. This area is linked with our Aspirational Qualities which is a fundamental part of the ethos of our school.</p> <p>An ongoing embedding of diversity, equity and inclusivity within our curriculum to ensure a fully diverse and inclusive learning experience throughout the school.</p>	Disability, gender, race, religion or belief, sexual orientation, gender reassignment	<p>Continue to embed SMSC in all aspects of school life, from individual lessons to extra-curricular activities and assemblies. Continue to use the Jigsaw PSHE curriculum to its fullest extent.</p> <ul style="list-style-type: none"> • SLT and all staff 	Curriculum check termly	<p>Evidence in curriculum and weekly planning that aspects of SMSC are being delivered in classrooms. Evidence in assembly plans.</p> <p>All year groups will follow the school PSHE curriculum with evidence of PSHE objectives being taught regularly.</p> <p>Evidence of AQs being promoted throughout the school.</p>
To continue to recruit the best candidate, regardless of any protected characteristic, to	We pride ourselves in being an equal opportunities employer, we have recently employed a male TA, to extend our teaching staff.	Disability, gender, race, religion or belief, sexual orientation, gender	<p>Scrutinise the recruitment process for each new appointment to ensure that all equality criteria are adhered to.</p> <ul style="list-style-type: none"> • Headteacher 	On- going	Absolute equality in the recruitment of the best available candidate for each post.

<p>any advertised post to ensure that all of the children receive the best possible teaching and learning experiences.</p>		<p>reassignment, sexual orientation, pregnancy, status, age</p>	<ul style="list-style-type: none"> • Deputy Head • School Business Manager 		
<p>To ensure that gaps in attainment and achievement are narrowed between all groups of pupils, especially disadvantaged and SEND pupils.</p>	<p>Spring 2 data 2021 shows that most ethnic groups are achieving on a par with or higher than all pupils. The gap between all pupils and SEND pupils, and PPG pupils, especially FSM pupils, is widening. Although the school made excellent provision for these groups during the national lockdowns, these could be a contributing factor.</p>	<p>Disability, race, gender</p>	<p>Careful tracking of attainment and progress for pupils of all ethnic groups and particularly for PPG pupils and those with SEND. Target appropriate interventions for those pupils. Provide support and training for staff. Ensure reasonable adjustments are in place for children with SEND and with PPG funding. Where appropriate, work with outside agencies to achieve the best outcomes for all children.</p> <ul style="list-style-type: none"> • SENDCo • PPG lead • EAL lead 	<p>Review termly</p>	<p>SEND and PPG children continue to make progress that is in line with, or better than their peers. Children with SEND can access the curriculum as fully as they are able. Children with SEND and PPG children fulfil their potential including (where appropriate) achieving the Greater Depth level for Maths, Reading and Writing. The gap between all pupils and SEND/PPG pupils narrows.</p>

<p>To continue to promote understanding and respect for diversity.</p>	<p>According to 2021-22 data - 45% of our pupils are from ethnic minority backgrounds and 31% (136 pupils) speak English as an Additional Language. 30 different languages other than English are spoken by pupils as their first language. This is rise of over 10% from the previous year's figures.</p> <p>The families of pupils at The Hawthorns hold a range of religious beliefs which include all the major faith groups. It is our intention to continue to maximise the learning outcomes for all of the pupils by including them to the fullest extent in every aspect of school life whilst recognising the nature and the specific requirements of their particular faith, culture or belief system.</p>	<p>Disability, gender, race, religion or belief, sexual orientation, gender reassignment</p>	<p>Ensure school policies and procedures promote equality of opportunity. Ensure all staff are aware of our responsibility with regards to the Equality Act. Ensure our school curriculum promotes tolerance of all groups. To facilitate the introduction to, and understanding of, other religions and cultures by our children, both in lessons and in assemblies, culture days etc. To continue the implementation of our PSHE curriculum.</p> <ul style="list-style-type: none"> • SLT and all staff. 	<p>Review policies and procedures annually.</p> <p>Staff are updated re their responsibilities termly at Staff meetings/briefings.</p> <p>Curriculum review includes equality agenda.</p>	<p>Pupils will have a wider experience of a divergent society. Children understand that they are part of a multifaith society and learn the values of other religions.</p> <p>All books and classrooms will show evidence of equality issues being taught across the school.</p> <p>All year groups will follow the school PSHE curriculum with evidence of PSHE objectives being taught regularly.</p>
<p>To continue to treat all people equally regardless of sexual orientation or gender identity. To continue to</p>	<p>This school has recorded no incidents of homophobic language and discrimination this year. We continue to strive to ensure that our school community upholds the right to equality for all our members and that any ignorance or prejudice is dealt with swiftly.</p>	<p>Sexual orientation Gender reassignment</p>	<p>Staff training on homophobic bullying. Through PSHE lessons, assemblies etc, to continue to teach diversity and tolerance within our school community.</p>	<p>On-going</p>	<p>Acceptance by all that everyone's lifestyle is respected without discrimination.</p> <p>Evidence through</p>

<p>respect the right of every individual to privacy where that is their choice and support in whatever ways possible and relevant those who seek to have their orientation or identity recognised.</p>			<p>Respect the privacy of each individual and provide support whenever it is needed.</p> <ul style="list-style-type: none"> • Headteacher • Business manager • All staff 		<p>Headteacher's report on Behaviour and questionnaires.</p>
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