

Homefields Primary School

Equality Objectives

November 2023-2027



Be Kind, Be Courageous, Be Respectful

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented	Approved by FGB
2018	S. Coleman	To update current Equality Policy		
Nov 2020	R. Cival	Addition of Action Plan	Nov 2020	FGB 17.11.20
June 2022	S.Coleman	To update current Equality Policy	July 2022	FGB
October 23	D. Rollerson	Update Equality Policy and add information and objectives.	November 23	FGB

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. Purpose

In the spirit of the school's ethos, we aim to ensure that every pupil and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community. To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs , in the last 10 years, Homefields has seen a shift our context.
- We have seen an increase in EAL and SEND. We want to ensure that every child has a positive self image and celebrates their individuality.
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities.

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](#).

This document also complies with our funding agreement and articles of association.

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
- 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 year 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

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. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year. Next training September 2022

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 that are connected to a particular characteristic they have .
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities .

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

- Analyse 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, 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

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.

9. Monitoring arrangements

The Equality Governor and Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the Full Governing Board least every 4 years.

This document will be approved by the Full Governing Board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy
- Mental Health and Well Being Policy

- Anti Bullying
- Relational & Behaviour Policy

8. Equality information and objectives

Year 310 339	Total Number	Mobility in	Mobility Out	Girls	Boys	FSM	EAL	Pupil Premium	SEN	EHCP	Post Looked After	Asylum Seekers	Autumn Born	Spring Born	Summer Born
FS1	29	0	0	10 34%	19 66%	0	7 8%	0	4 12%	0	0	0	4 14%	8 28%	17 59%
FS2	44	44	0	22 50%	22 50%	1	14 17%	2 10%	2 6%	0	0	0	15 34%	10 23%	19 43%
1	43	3	1	22 51%	21 49%	2	8 9%	2 10%	1 3%	0	0	0	16 37%	11 26%	16 36%
2	44	1	0	19 44%	24 56%	1	10 11%	1 5%	6 18%	1	0	0	11 25%	13 30%	20 45%
3	45	0	0	22 49%	23 51%	4	12 14%	6 30%	4 12%	1	2	0	19 42%	10 22%	16 36%
4	44	1	2	17 39%	27 61%	0	11 13%	2 10%	3 9%	8	2	0	16 36%	4 9%	24 55%
5	46	2	0	18 39%	28 61%	2	15 18%	5 25%	7 21%	0	3	0	21 46%	9 19%	16 35%
6	45	1	0	27 60%	18 30%	2	7 8%	2 10%	6 18%	0	0	0	16 35%	8 18%	21 47%
Total	310 339	9	3	157 46%	182 54%	12	84 25%	20 6%	33 10%	10	7	0	118 34%	73 22%	149 44%

Gender 2023-24									
Year	FS1	R	1	2	3	4	5	6	Total
Girls	10 34%	22 50%	22 51%	19 44%	22 49%	17 39%	18 39%	27 60%	157 46%
Boys	19 66%	22 50%	21 49%	24 56%	23 51%	27 61%	28 61%	18 30%	182 54%
Total number of students in year group	29	44	43	43	45	44	46	45	339

We only collect a very limited diversity data during the admission process which relates to the protected characteristics. These are gender, SEN and some details about certain religions. This makes it difficult to assess whether or not children are underrepresented at the point of admission.

Our Multi-ethnic groups are 48% but interestingly our White British is below half of the school cohort.

Ethnicity 2023-24									
Year	FS1	FS2	1	2	3	4	5	6	Total
Any other Ethnic group	0 0.0%	0 0.0%	0 0.0%	1 0.29%	3 0.8%	0 0.0%	0 0.0%	0 0.0%	4 1.17%
Any other mixed Background	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.29%	0 0.0%	1 0.29%	0 0.0%	2 0.5%
Any other white background	1 0.29%	0 0.0%	0 0.0%	0 0.0%	1 0.29%	0 0.0%	0 0.0%	0 0.0%	1 0.29%
Black African	2 0.5%	3 0.8%	0 0.0%	4 1.17%	0 0.0%	1 0.29%	2 0.5%	2 0.5%	14 4.1%
Chinese	1 0.29%	2 0.5%	0 0.0%	1 0.29%	0 0.0%	0 0.0%	0 0.0%	1 0.29%	4 1.17%
Indian	6 1.7%	6 1.7%	11 3.2%	10 2.9%	9 2.6%	11 3.2%	16 4.7%	10 2.9%	73 21.5%
Information not obtained	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.29%	0 0.0%	0 0.0%	0 0.0%	1 0.29%

Not specified	0 0.0%	0 0.0%	2 0.5%	1 0.29%	0 0.0%	1 0.29%	0 0.0%	0 0.0%	4 1.17%
Other ethnic group	0 0.0%	2 0.5%	0 0.0%	1 0.29%	0 0.0%	0 0.0%	1 0.29%	0 0.0%	4 1.17%
Othe mixed background	0 0.0%	0 0.0%	1 0.29%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.29%
Pakistani	1 0.29%	0 0.0%	1 0.29%	1 0.29%	0 0.0%	0 0.0%	2 0.5%	1 0.29%	5 1.47%
Refused	0 0.0%	0 0.0%	1 0.29%	0 0.0%	0 0.0%	2 0.5%	0 0.0%	0 0.0%	3 0.8%
Turkish	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.29%	0 0.0%	0 0.0%	1 0.29%
White British	15 4.42%	20 5.8%	18 5.3%	19 5.6%	26 7.6%	22 6.4%	22 6.4%	25 7.37%	152 44.8%
White & Asian	0 0.0%	1 0.29%	1 0.29%	1 0.29%	1 0.29%	0 0.0%	1 0.29%	1 0.29%	6 1.7%
White & Black African	1 0.29%	1 0.29%	0 0.0%	1 0.29%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 0.5%
White & Black Caribbean	2 0.5%	1 0.29%	4 1.17%	1 0.29%	2 0.5%	1 0.29%	0 0.0%	2 0.5%	11 3.2%
White & Chinese	0 0.0%	1 0.29%	0 0.0%	0 0.0%	1 0.29%	0 0.0%	1 0.29%	0 0.0%	3 0.8%
White European	0 0.0%	1 0.29%	2 0.5%	3 0.8%	0 0.0%	5 1.47%	0 0.0%	3 0.8%	14 4.1%
White other	0	5	2	0	0	0	0	0	6

	0.0%	1.47%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	1.7%
Total No. of students in Year	29	43	43	44	45	44	46	45	339

Homefields Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support our pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

1. Ensure that the school effectively engages with all communities in our local area	
Why	All members of our community have the right to receive equal access to our education provision
Action	<ul style="list-style-type: none"> ○ SLT to continue to encourage all community in school event such as Christmas and Summer fayres, discos and celebration events. ○ Ensure all the local community are fully aware of the above events through newsletters, dojo and website. ○ Ensure our school community is represented through pupil voice groups e.g., school council, peer mediators, eco council.
Impact	<ul style="list-style-type: none"> ○ Strong links developed between school and the local community. ○ Children will take an active part in the concerns of their community and neighbourhood. ○ Relationships between HPS and the wider community will strengthen enabling the ability to support the children in their learning, well-being and developmental outcomes.
Review	
2. To ensure enrichment and out of school activities are made accessible to all pupils, including those with disabilities, special educational needs and pupil premium to eliminate discrimination and ensure the best possible educational outcomes for all.	
Why	Currently HPS has a MEG community of 48%, 15% children with SEND needs, 6% pupil premium and 4% FSM
Action	<ul style="list-style-type: none"> ○ Ensuring consideration is given to equality when arranging school visits and school-based activities. ○ Educational visit leaders and SLT will monitor club and visit registers to ensure that equality considerations are made for school visits and school-based activities.

	<ul style="list-style-type: none"> ○ Addressing any barriers to pupils engagement to school visits and school based activities through the planning and risk assessment process.
Impact	<ul style="list-style-type: none"> ○ Registers for visits and school events will show that pupils with disabilities and special needs are fully involved in the range of activities that school can offer.
Review	
<p>3. To welcome and respect the rights and freedoms of different religions, beliefs and generational groups and gain an interest in exploring and gaining an understanding in them.</p>	
Why	At Homefields we do not currently identify any areas of concern in relation to religion, belief or age. However, we have decided to include this as an objective to ensure that we keep the high profile of respect and tolerance in our school.
Action	<ul style="list-style-type: none"> ○ In order to keep a high profile on Religion or Belief, we will continue to deliver robust RE curriculum with strong leadership over this area of the curriculum. ○ We will visit different places of worship as part of our school based activities. ○ We will continue with our culture and belonging days, where children and families can celebrate their background heritage, their religions and their beliefs. Theses days also support the feeling of belonging which is an important part of our Homefields ethos. ○ Weekly assemblies will support the children’s understanding of different faiths and beliefs where we can explore and celebrate different faiths important dates in their calendar with the children that are not explicitly taught in our RE curriculum. ○ We will engage with school community to introduce intergenerational work to help foster good relations between our older community and younger generations.
Impact	Children at HPS will be able to acknowledge the richness and diversity of British society and are prepared for their part in society.
Review	