



# Equality Information and Objectives (Public Sector Equality Duty) Policy

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## 1. Aims

Hargrave Park School aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need 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.

Hargrave Park 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 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.

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

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

## 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 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

As designated member of staff for equality the Deputy Headteacher will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- 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 information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Hargrave Park School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying; reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

#### Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Ethnic Group	No. of Pupils		Religion	No. of Pupils
Afghan	7		Anglican/Church of England	2
Albanian	3		Buddhism	1
Any Other Asian Background	1		Christianity	73
Any Other Black Background	4		Hinduism	2
Any Other Ethnic Group	1		Judaism	1
Any Other Mixed Background	3		Muslim	96
Any Other White Background	2		No Religion	124
Arab Other	6		Other Religion/Faith	6

Asian and Chinese	1		Rastafari	2
Bangladeshi	11		Refused Information	3
Black - African	6		Roman Catholic	8
Black - Congolese	2		No response given	40
Black - Ghanaian	3			
Black - Nigerian	3			
Black - Sierra Leonian	1			
Black - Somali	17			
Black - Sudanese	2			
Black and any other ethnic group	11			
Black Caribbean	16			
Black European	1			
Chinese	1			
Egyptian	2			
Greek	2			
Greek Cypriot	1			
Greek/Greek Cypriot	1			
Gypsy/Roma	1			
Indian	3			
Information not yet obtained	5			
Kosovan	3			
Kurdish	2			
Latin/South/Central American	6			
Malay	2			
Moroccan	4			
Other Asian	2			
Other Black	3			
Other Black African	11			
Other ethnic group	2			
Other mixed background	14			
Other Pakistani	2			
Other White British	4			
Portuguese	1			
Refused	4			
Serbian	1			
Turkish	12			
Turkish Cypriot	1			
Turkish/Turkish Cypriot	2			
Vietnamese	3			

White-British	15	
White - English	63	
White – Irish	4	
White + any other Asian Background	6	
White and any other ethnic group	12	
White and Asian	3	
White and Black African	9	
White and Black Caribbean	16	
White and Indian	3	
White and Pakistani	2	
White Eastern European	2	
White European	11	
White Other	15	
White Western European	1	

Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

### Information on other groups of pupils

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 groups
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

In addition to the above group, we also gather further information on the following: Children's Services involvement and pupil mobility, of which both are relative to the context of Hargrave Park School.

### Data as of April 2024 on Key Factors at Hargrave Park:

	Year E2	Nursery 1	Nursery 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Pupils of Hargrave Park School											
Male	5	14	26	17	16	16	17	21	15	20	167
Female	9	17	27	19	24	17	15	23	23	16	190

<b>Free School Meals</b>	3	5	28	20	20	18	19	22	24	25	184
<b>EAL</b>	4	17	17	13	22	11	11	16	12	14	137
<b>PP</b>	3	5	28	20	20	18	19	22	24	25	184
<b>Medical Condition</b>	4	8	13	8	13	15	12	10	10	14	107
<b>In Care (LAC/PLAC)</b>	0	0	1	1	2	0	1	1	1	0	7
<b>SEN Needs</b>	0	0	11	9	5	6	9	10	14	14	78
<b>Pupil Mobility</b>	At Hargrave Park over the last 3 years, 150 children out of a total 587 have either joined or have left Hargrave Park at a point other than the normal age in which the child starts or finishes their education here.										
<b>Children's Services involvement</b>	At Hargrave Park, we have identified safeguarding and welfare issues as an additional key factor as lots of our families are being supported by Children's Services in many different ways i.e. social services or external agencies.										

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Hargrave Park 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 pupils who are being subjected to homophobic bullying)
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
  - Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
  - Ensuring participation of parents/carers and pupils in school development
  - Listening to parents/carers
  - Listening to pupils at all times
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it
  - Ensuring that Hargrave Park School is seen as a community school within our local community
  - Ensuring that equality and diversity are embedded in the curriculum and in collective worship.
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. halal options at lunchtime)
- 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)
- Analyse attainment data each academic year to see how pupils with different characteristics are performing and 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)

## 6. Fostering good relations

Hargrave Park 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 may also invite external speakers to contribute.
- Working with our local community. This may include 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. Considering Equality 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

## 7. Equality objectives at Hargrave Park School

At Hargrave Park School, 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 pupils, raise standards and ensure inclusive teaching, we have set the following objectives: -

1. To have a rich and diverse curriculum which promotes role models that allows young people to positively identify with and feel inspired by.
2. To monitor and analyse pupil achievement by sizeable groups, including, but not limited to, PP, SEN and other vulnerable groups and act on any trends or patterns in the data that require additional support for pupils.
3. To ensure our provision provides enriching experiences beyond the core curriculum which supports cultural capital.

## 9. Monitoring arrangements

The designated member of staff for equality will update the equality information we publish, described in sections 4-7 above, every 3 years.

This document will be reviewed by the Headteacher and approved by Governing Board at least every four years.

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

This document links to the following policies:

- Accessibility plan
- Behaviour
- Special educational needs and disability
- Teaching and Learning

**May 2024**

**To be reviewed May 2027**