



## Hilltop First School and Foundation Stage

### Equality Objectives

|                        |               |
|------------------------|---------------|
| <b>Document author</b> | LB            |
| <b>Approved by</b>     | FGB           |
| <b>Approval date</b>   | 18 March 2024 |
| <b>Review date</b>     | 18 March 2025 |

# Equality Objectives

## Contents

|                                                      |   |
|------------------------------------------------------|---|
| Overview .....                                       | 3 |
| PART 1: INFORMATION ABOUT THE PUPIL POPULATION ..... | 4 |
| 1. Special Educational Needs and/or Disability ..... | 4 |
| 2. Special Educational Needs (SEN) .....             | 4 |
| 3. Gender.....                                       | 4 |
| 4. Ethnicity and Race.....                           | 5 |
| 5. Religion and Beliefs .....                        | 5 |
| 6. Information about Other Groups of Pupils .....    | 5 |
| Part 2: EQUALITIES OBJECTIVES ACTION PLAN.....       | 7 |

## Overview

The **Public Sector Equality Duty** requires our school to publish information about Equalities. The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

### Protected Characteristics the school must take into account when publishing information

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment

There are also 2 other protected characteristics that schools do not have a direct duty.

- Age
- Marriage and Civil Partnership

The information we analyse and publish must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

### General Duties

The three aims of the Public Sector Equality Duty are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

### Specific Duties

#### Publish information

Much of the information and analysis will relate to the school improvement plan, evaluations and pupil data – we intend to use the information to improve education for all groups in the school. We want to make sure we know which pupils are doing well and less well so we can plan and improve.

A lot of this information is already being used by the school to develop the school and improve what we are doing. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will find published below. This information is meant to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know.

**PART 1: INFORMATION ABOUT THE PUPIL POPULATION**

Number of pupils on roll at the school: 217

**Information on pupils by protected characteristics**

The Equality Act protects people from discrimination on the basis of “protected characteristics.” Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

All data quoted is correct on Wednesday 13 March 2024.

**1. Special Educational Needs and/or Disability**

The Equality Act defines disability as when a person has a “physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.”

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

- Attention Deficit (Hyperactivity) Disorder
- Autistic Spectrum Disorder
- Cerebral palsy
- Colour blindness
- Moderate Learning Difficulty
- Social, Emotional & Mental Health Needs
- Speech, Language and Communication Needs
- Tourette's syndrome
- Vision Impairment

We recognise that a children may have undiagnosed needs and do not require a formal diagnosis in order for the appropriate support and adaptations to be provided.

**2. Special Educational Needs (SEN)**

|                                           | Number of Pupils | Percentage (%) of school population |
|-------------------------------------------|------------------|-------------------------------------|
| SEND Support                              | 17               | 8.4%                                |
| EHC plans                                 | 5                | 2.3%                                |
| Total number of Special Educational Needs | 23               | 10.6%                               |

**3. Gender**

|      |     |       |     |
|------|-----|-------|-----|
| Boys | 107 | Girls | 110 |
|------|-----|-------|-----|

#### 4. Ethnicity

|                                | Total |                             | Total |
|--------------------------------|-------|-----------------------------|-------|
| <b>Mixed</b>                   |       |                             |       |
| Bangladeshi heritage           | 2     | Other mixed heritage        | 5     |
| Indian heritage                | 21    | White and Asian             | 5     |
| Other Asian heritage           | 2     | White and Black African     | 3     |
| Pakistani heritage             | 56    | White and Black Caribbean   | 1     |
| Any Other Ethnic Group         | 12    |                             |       |
| <b>Black and Black British</b> |       | <b>White</b>                |       |
| African heritage               | 4     | British heritage            | 72    |
| Caribbean heritage             | 4     | Irish heritage              | 1     |
| Other Black heritage           | 6     | White other                 | 2     |
| Gypsy/Roma                     | 2     | Traveller of Irish heritage | 0     |
| <b>Chinese</b>                 | 3     | Any other white background  | 26    |
| <b>Japanese</b>                | 0     |                             |       |
| <b>Refused</b>                 | 1     |                             |       |

#### 5. Religion and Beliefs

|                              |    |                |    |
|------------------------------|----|----------------|----|
| Any other religion/faith     | 5  | Methodist      | 0  |
| Anglican / Church of England | 12 | Muslim         | 77 |
| Baptist                      | 0  | No religion    | 48 |
| Buddhist                     | 0  | Not known      | 0  |
| Christian                    | 21 | Not specified  | 14 |
| Greek Orthodox               | 1  | Roman Catholic | 15 |
| Hindu                        | 7  | Sikh           | 1  |
| Jehovah's Witness            | 1  | United Reform  | 0  |
| Jewish                       | 0  | Refused        | 5  |

#### 6. Information about Other Groups of Pupils

Ofsted Inspections look at how school help “all pupils to make progress, including those whose needs, dispositions, attitudes or circumstances require additional support.”

In addition to pupils protected characteristics, we wish to provide further information on the following groups of pupils:

##### English as an Additional Language

|                                                              | Total | Percentage (%) of school population |
|--------------------------------------------------------------|-------|-------------------------------------|
| Number of pupils who speak English as an additional language | 38    | 33%                                 |

##### Pupils from Low Income Backgrounds

|                                                     | Total | Percentage (%) of school population |
|-----------------------------------------------------|-------|-------------------------------------|
| Pupils eligible for free school meals               | 32    | 14.7%                               |
| Pupils who have ever been eligible for FSM (ever 6) | 32    | 14.7%                               |

**Other Vulnerable Groups**

|                                  | Total | Percentage<br>(%) of<br>school<br>population |
|----------------------------------|-------|----------------------------------------------|
| Looked after Children            | 0     | -                                            |
| Previously Looked After Children | 0     | -                                            |
| Young Carers                     | 0     | -                                            |

## Part 2: EQUALITIES OBJECTIVES ACTION PLAN

September 2020 – Reviewed annually by Governors (*NB must be updated at least every 4 years*)

| Objective                                                                                                                  | Which protected group(s) will this most affect/ influence                                    | How will we know we have achieved the objective?                                                                                                                                                                                                                                                                                                                                                                                             | Lead and other key players                                                                                   | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ensure the wider curriculum meets our pupils social and emotional needs and prepares them for challenges outside of school | Children with high levels of anxiety and difficulties with their confidence and self- esteem | <ul style="list-style-type: none"> <li>• Staff have a greater awareness of emotional regulation and how this can effect children's capacity to learn.</li> <li>• Staff recognise when pupil behaviour is communicating emotional need and address appropriately</li> <li>• Children are willing to discuss their emotional state and well-being</li> <li>• Children feel equipped with strategies to manage their own well-being.</li> </ul> | SLT<br>SENCO<br>Social Emotional Support Team (ELSA; Nurture; Drawing & talking)<br>Educational Psychologist | <ul style="list-style-type: none"> <li>• All class teachers and Support staff to become familiar with principles of Mind-Up curriculum Principles of Mind-Up to be incorporated into day to day routines and shared with parents / careers via Newsletter</li> <li>• Whole school continued engagement with Virtual School Attachment Aware programme, including training included in induction for new staff members</li> <li>• SLT review vulnerable pupils each short term and prioritise Social Emotional Support</li> </ul>                                                                   |
| To raise awareness of Sensory Processing Disorder and how this impacts peoples everyday lives.                             | Pupils with a diagnosis of SPD or those showing similar needs                                | <ul style="list-style-type: none"> <li>• Children with sensory processing difficulties are more regulated and able to access the full school day</li> <li>• All staff have a greater awareness of what SPD is and how this affects people in their everyday lives.</li> <li>• Staff to be have a greater bank of skills in order to support pupils with SPD</li> </ul>                                                                       | SLT<br>SENCO<br>Class teachers                                                                               | <ul style="list-style-type: none"> <li>• Whole staff training on SPD</li> <li>• Daily specific sensory diet for identified pupils</li> <li>• Daily use of Five-a-day activity time for all pupils at the start of morning and afternoon sessions</li> <li>• Provision of resources to support sensory regulation available to all pupils who need them</li> <li>• Culture of tolerance developed so that pupils who need to use resources are supported</li> <li>• For pupils to develop their understanding of how everyone is different and that we all have strengths and challenges</li> </ul> |

| Objective                                                                 | Which protected group(s) will this most affect/ influence | How will we know we have achieved the objective?                                                                                                             | Lead and other key players | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To ensure staff well-being is seen as a priority at Hilltop First School. | Staff employed by the school                              | <ul style="list-style-type: none"> <li>• Staff retention is strong</li> <li>• Staff surveys show a positive response to staff well-being support.</li> </ul> | SLT<br>Governors           | <ul style="list-style-type: none"> <li>• Effort and involvement of staff is recognised by leadership</li> <li>• Annual timetable of staff meetings takes into account other commitments and events e.g. no staff meetings during PTC weeks; shows; report writing etc.</li> <li>• Staff signposted to support charities</li> <li>• Shared staff lunches are planned for each term</li> <li>• At least 1 team building community focussed twilight each year</li> <li>• Social events scheduled throughout the year.</li> </ul> |