

Equality Objectives 2022 - 2024

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for 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.

Highwood 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 believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between individuals. 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.

Equality Information

Number of pupils on roll at the school:	439 (35 pupils attending Nursery)
Age of pupils:	3 to 11

Mobility increased during 2021 – 22 due to relocation being the most common reason. We have 14 pupil vacancies across the school.

Information on pupils by protected characteristics

The Equality Act 2010 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.

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

Ethnicity

This school has 37 possible ethnic groups.

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Other Asian Background 7.11%	White-British 45.41% (national 65.2%)	Less than 5% - Turkish, Cypriot, Italian, Kurdish, Bangladeshi, Chinese, Traveller of Irish Heritage, Afghanistan, Information not shared
Gypsy Roma 2.0%	Unknown/ refused 3.9%	
White and Black Caribbean 3.9%	Indian 8.26%	
Black British – African 1.61%	White-Other 5.73%	
Pakistani 4.36%	White Asian 2.06%	

Gender

47 % male	53% female
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Pupil characteristics	% School	% National (as of January 2022)
Pupils eligible for Free School Meals (FSM)	68 children, 17%	22.5%
Pupils with Special Educational Needs (SEN)	64 children, 16%	13.0% of pupils were classed as having SEN, but didn't have an EHC plan
Children with EHCP 3 children, with 6 in progress	3 children, 0.05%	2.3%
Pupils eligible for Free School Meals (FSM) And Pupils with Special Educational Needs	24 children, 35 %	36.4%
Post Looked After Children	5 children	-
Pupils with English as an Additional Language	117 children	21.2%

Through 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.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give consideration to equality issues in everything that we do. '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, logging to and responding to 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.
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

Equality Objectives

At Highwood Primary 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:

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Evaluation and Progress Made:

- Pupil Leadership activities who raise equality-related issues in school
- Our new data tracking systems (Scholarpack) enable teachers to focus even more precisely on identifying and addressing gaps in progress between boys and girls
- Summative and formative assessments identify progress and support adaptations towards quality first teaching and lesson planning
- Diverse range of books purchased for the library and class reading so that children understand and value the diversity that surrounds them, and challenge prejudice and stereotyping
- Regularly consider the impact of our curriculum to ensure that it promotes awareness of the rights of individuals and develops the skills of participation and responsible action.
- Implementation of PSHE Jigsaw programme and RSHE programme that supports British citizenship values
- Early Years embedding positive partnership with parent and carers through early engagement opportunities
- Consideration of displays that positively promote diversity and inclusion
- Continue to work with outside agencies and other schools where appropriate to ensure that every opportunity is taken to promote and advance equality
- Regular training is given to new and existing staff to ensure that they are aware of the process for reporting and following up on any incidents of bullying
- The developments made with Anti-bullying Ambassadors and School Council to deliver specific presentations and actively support happier pastoral activities

- Visiting speakers, assemblies and workshops promoting a deeper understanding and appreciation of different faiths and lifestyle choices
- Year 6 Mindful workshops to support well being and mental health
- Year 5 and 6 understanding of specific safeguarding and hate crime through workshops with the Police Community School Officers
- Continued Professional development training for staff and parents