



**St Mary's Hampton**  
Church of England Primary School

*Flourishing through faith, hope and love*

# Equality Information and Objectives

**Review Frequency**

Equality Information Statement & Objectives: Annual  
Next Review: Summer 2025

Committee: Personnel and Pastoral

Agreed: Summer 2024

Signed:

(Headteacher)

(Chair, Personnel & Pastoral Committee)

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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: advice for 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
- 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 Personnel and Pastoral committee is responsible for overseeing the equality information and objectives. They will:

- Hold the headteacher and other relevant staff members to account, regularly discussing any issues and how these are being addressed as a standing item on the committee's meeting agenda
- Ensure they're familiar with all relevant legislation and the contents of this document
- Elect a representative to attend appropriate equality and diversity training
- Report 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 Senior Leadership Team 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 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.

The school regularly reports back to the Personnel and Pastoral Committee for monitoring equality issues. 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
- › 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:

- › 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
- › 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 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.

## 8. Equality objectives

### **Objective 1: Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community and beyond.**

By the end of 2024-25, 33% of all classroom RE teaching to be devoted to exploring other faiths

- **Why we have chosen this objective:** We have a range of families from different faiths in our school community
- **To achieve this objective we plan to:** Use RE curriculum and cycle of Collective Worship to promote understanding of different faiths and cultures
- **Progress we are making towards this objective:** RE curriculum and programme of Collective Worship embedded across school

### **Objective 2: Monitoring and promotion of the involvement of all groups of children in the extra-curricular life of the school, especially students with special educational needs and disabilities.**

By the end of 2024-25, we will aspire for all SEND pupils to participate in at least one after school club or activity, and support all children entitled to PPG to access at least one after school club.

- **Why we have chosen this objective:** To ensure equal access for all pupils to our extra-curricular offer
- **To achieve this objective we plan to:** Monitor extra-curricular activities to ensure inclusivity and accessibility for all pupils, ensure places in extra-curricular provisions reserved for children entitled to PPG
- **Progress we are making towards this objective:** Range of diverse extra-curricular opportunities in place, registers regularly monitored to ensure participation of vulnerable groups

### **Objective 3: Actively close gaps in attainment and achievement between children and all groups of children; especially those eligible for free-school meals, those with special educational needs and disabilities, looked after children and children from minority ethnic groups.**

All children on the SEND register and entitled to PPG to make at least 3 steps of progress from their relative starting points in any academic year

- **Why we have chosen this objective:** To ensure every child, regardless of background or ability, makes progress and reaches their potential
- **To achieve this objective we plan to:** Monitor children's attainment through half-termly pupil progress meetings, ensure intervention strategy planned around needs of vulnerable pupil groups and monitored half-termly

- **Progress we are making towards this objective:** Pupil progress meetings and intervention strategy in place – monitoring outcomes for vulnerable groups – extra support given where needed.

#### **Objective 4: Continue to improve accessibility across the school for children, staff and visitors with disabilities.**

Termly Health and Safety audit used to ensure all accessibility issues identified and remedied

- **Why we have chosen this objective:** To cater for the needs of a range of current and future pupils needing reasonable adjustments in order to fully access school site
- **To achieve this objective we plan to:** Ensure annual plan of site improvements to improve and enhance accessibility
- **Progress we are making towards this objective:** improved medical room includes facility for discreet intimate care

#### **Objective 5: To ensure the prevention of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010.**

By the end of 2023-25, to achieve the 'United Against Bullying' Gold Award.

- **Why we have chosen this objective:** To ensure all children and staff are treated with tolerance and respect at all times
- **To achieve this objective we plan to:** Include regular anti-bullying messages in cycle of Collective Worship and PSHE, create regular opportunities for events to promote community cohesion
- **Progress we are making towards this objective:** Anti-bullying policy, staff wellbeing programme.

### **9. Monitoring arrangements**

The Personnel and Pastoral Committee will ensure the headteacher updates the equality information we publish, described in section 8 above, at least every year.

The Personnel and Pastoral committee will review this document at least every 4 years.

The Personnel and Pastoral Committee and the headteacher will approve this document.

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

This document links to the following policies:

- Accessibility plan
- Risk assessment.