



Hartford Primary School

# Equality Information and Objectives Policy

Updated: 22<sup>nd</sup> March 2018

To be reviewed: 22<sup>nd</sup> March 2021

Author: Headteacher

Signature of Headteacher:

Signature of Chair of Governors:

**HARTFORD PRIMARY SCHOOL**  
**Equality Information and Objectives Policy**

**This policy relates to all other curricular policies and should be read in conjunction with them.**

**1. Policy Statement**

- 1.1 In line with the Equality Act 2010 and the Public Sector Equality Duty (PSED) we believe that all members of our school community should have the opportunity to achieve their full potential, regardless of race, disability, gender, age, religion, belief, sexual orientation, pregnancy and maternity and gender reassignment or special educational need. We recognise and value diversity and the way in which differing contributions enrich the life and development of our school.
- 1.2 Our school is situated some two miles of Northwich in Cheshire, in the semi-rural village of Hartford, with a predominantly white British population. The school has a very small number of pupils who are of mixed race or of other nationalities. This raises specific challenges to the school and the community in relation to racial equality.
- 1.3 We aim to provide a range of educational activities and enrichment opportunities, which encourage everyone to participate in learning. Through our teaching, administration and support services, and our community links, we will promote equality of opportunity and seek to remove any barriers to access, participation, progression and achievement.
- 1.4 We will ensure that we honour our legal obligations and strive for freedom from discrimination. All members of the school community will be fairly treated.
- 1.5 We will provide a welcoming, stable, secure and caring atmosphere within a stimulating learning environment. We will consider the social and emotional aspects of learning and promote high self-esteem for all members of the school community. To reinforce this we will strengthen links between school, home and our wider community, valuing the contribution of each towards the development of well-balanced individuals and encouraging pupils to develop a positive view of their contribution to society.

**2. Aims**

- 2.1 As a school we are committed to providing equality of opportunity and anti-discriminatory practice for all children, families and staff.
- 2.2 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
- 2.2 We aim to:

Eliminate Discrimination

  - Ensure that equality and inclusion is at the heart of all we do.
  - Ensure that the culture and ethos of the school is one in which the heritage and origins of all people are equally valued and treated with respect.

- Provide a broad, balanced and enriched curriculum that enables us to meet a wide range of individual learners' needs, goals and aspirations. The curriculum will be delivered through quality first teaching, in line with the Staff Appraisal policy.
- Provide a secure environment in which all our children can flourish and in which all contributions are valued;
- Ensure that procedures for recruiting and selecting staff will be sensitive to, and promote, equality of opportunity.
- Ensure that the ethos and environment of our school enables all pupils and staff to feel welcome, supported and valued, with access for all to our facilities and services.
- Encourage pupils and staff to recognise, understand and value diversity.
- Provide training for all staff and governors to enable them to understand our policy, participate in its implementation, and promote equality of opportunity.
- 

#### Advance Equality

- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about different ethnic groups and people with disabilities or learning difficulties, and address racism and discrimination
- Improve our knowledge and understanding of issues of equality and diversity through ongoing CPD;
- Develop our pupil induction and curriculum to enable children to understand this policy, its implications, and how they can contribute to achieving greater equality of opportunity.

#### Foster Good Relationships

- 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
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies
- We have developed links with people and groups who have specialist knowledge which helps inform and develop our approach

### **3. Monitoring and Evaluation:**

#### **3.1 Responsibilities:**

- The Governing Body will ensure that the equality information and objectives as set out in this document are published and communicated throughout the school and that they are reviewed and updated at least once every four years unless there is a need to review sooner.
- The Governing Body has appointed a governor responsible for Equality . They will meet regularly with the Headteacher and designated member of staff to discuss any issues and how these are being addressed, ensure they are familiar with the legislation and this policy document, attend appropriate equality and diversity training and report back to the full governing body regarding issues.

- The Headteacher and staff will implement this policy in all areas of school life, identifying and challenging bias and stereotyping within the curriculum and culture of the school.
- The school has appointed a member of staff responsible for equality of opportunity. They will meet regularly with the Headteacher and governor responsible for this policy
- All breaches of this policy will be investigated using the appropriate procedures and reported to the governing body and local authority as required.

### **3.0 Legislation and Guidance**

3.1 This policy 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 policy is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

In addition, this policy was drawn up after consulting relevant information and documentation. The legal framework for this policy is:

- Race Relations Act, 1976;
- Race Relations Amendment Act, 2000;
- Sex Discrimination Act, 1986;
- Children and Families Act 2014
- SEND Code of Practice 2014

4.0 Review

4.1 The Headteacher will update the equality information we publish at least every year.

4.2 The policy will be reviewed every four years, in line with DFE guidelines unless there are significant changes and therefore a need to review it sooner. The information will be published annually.

5.0 Links with other Policies

This document links to the following policies:

Anti Bullying Policy

SMSC policy

RE Policy

## **Equality Information 2015 -2018**

### **Characteristics of the school (January 2016)**

Hartford Primary School is a two form entry primary school that serves a semi-rural community in mid Cheshire.

Currently the number on roll is 399

The proportion eligible for pupil premium funding is 4.0%.

The proportion of pupils from ethnic minority groups is 4.2%.

The proportion of pupils with Special educational needs is 3.2%. These needs relate to specific learning difficulties; speech, language and communication and physical difficulties.

During the last two years there have been 4 days fixed term exclusions.

Attendance rates are currently high at 97.1 %

### **Information on Ethnicity and Race**

Ethnicity	Gender		
	Female	Male	Grand Total
Any other Asian background	2	1	3
Any other ethnic group		1	1
Any other mixed background	2	2	4
Any other White background		2	2
Black - African		2	2
Indian		2	2
White - British	185	194	379
White - Irish		1	1
White and Asian	2	2	4
White and Black Caribbean		1	1
Grand Total	191	Count of Ethnicity	399

### **Information on Achievement**

Overall pupil levels of attainment at the end of Key Stage 1 and Key Stage 2 are well above national averages. (See table below).

The results for 2016 were:

#### **End of year results**

Last summer I shared with you our school data so you were able to compare our results with previous years and have a clear understanding of the standards in phonics, reading, writing, maths and spelling, punctuation and grammar at Hartford Primary School.

#### **Year 1 phonics screening check July 2015**

Phonics is a way of teaching children to read quickly and skilfully. The screening check is a quick and easy way of testing a child's phonic knowledge at the end of Year 1. The children read 40 words, some of them real and some of them nonsense. Any child who does not make the expected standard is re-tested at the end of Year 2.

	2013	2014	2015
--	------	------	------

<b>Year 1</b>	59% (National 69%)	87% (National 74%)	90%
<b>Year 2 re-takes</b>	65% (National 69%) 24 children	78% (National 66%) 8 children	88% 8 children

### Year 2 National Test Result

All children at the end of Year 2 take their National Curriculum Assessment Tests at the end of Key Stage One.

#### Reading

%	<u>2013</u>	<u>2014</u>	<u>2015</u>
<L1	0	0	0
L1/+	100	100	100
L2c/+	100	95	98
L2b/+	92	91	95
L2a/+	53	71	74
L3	28	33	43

#### Writing

%	<u>2013</u>	<u>2014</u>	<u>2015</u>
<L1	0	0	0
L1/+	100	100	100
L2c/+	98	97	97
L2b/+	78	84	79
L2a/+	38	53	39
L3	15	19	8

#### Maths

%	<u>2013</u>	<u>2014</u>	<u>2015</u>
<L1	0	0	1
L1/+	100	100	100
L2c/+	100	98	98
L2b/+	88	86	89