



Hartford Primary School

Equality Information and Objectives Policy

Updated: 8th February 2021

To be reviewed: 8th February 2023

Author: Deputy 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 We aim to:
 - 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;
 - 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;
 - Ensure that equality and inclusion is at the heart of all we do.
 - 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.
 - 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.
 - Provide training for all staff and governors to enable them to understand our policy, participate in its implementation, and promote equality of opportunity.

3. Monitoring and Evaluation:

- 3.1 The school will:
- Systematically review this and all policies, and address any areas of inequality.
 - Monitor and evaluate progress of all pupils, and analyse data in respect of any potential barriers to learning, such as children in care, SEND, birthdate, gender.

3.2 Responsibilities:

- The Governing body will ensure that the school complies with equality legislation.
- 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.
- All breaches of this policy will be investigated using the appropriate procedures and reported to the governing body and local authority as required.

3. Review

3.1 This policy was drawn up after consulting relevant information and documentation and 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
- Equalities Act 2010

3.2 Staff will review it 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.

Characteristics of the school and equality information:Feb 2021

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 **397**

The proportion eligible for pupil premium funding is **5.29%**

The proportion of pupils from ethnic minority groups is **12.8% although see below we have some pupils who have info not yet obtained**

The proportion of pupils with Special educational needs is **3.24%**. These needs relate to specific learning difficulties; speech, language and communication and physical difficulties.

Since Oct 2017 26.5 days fixed term exclusions **which relate to 4 individual children**

Attendance rates are currently high at **97.8%**

Information on Ethnicity and Race

Ethnicity	Gender		Grand Total
	Female	Male	
Any other Asian background	2	0	2
Any other ethnic group	1	0	1
Any other mixed background	1	2	3
Any other White background	13	8	21
Black - African	4	1	5
Chinese	2	2	4
Indian	2	6	8
Info not obtained	2	4	6
Pakistani	1	0	1
White - British	153	180	333
White - Irish	4	2	6
White and Asian	0	3	3
White and Black African	0	2	2
White and Black Caribbean	2	0	2
Grand Total		Count of Ethnicity	397

Information on Achievement: HARTFORD PRIMARY SCHOOL

School Academic Results 2018 – 19 (19-20 not available due to COVID 19)

RECEPTION GOOD LEVEL OF DEVELOPMENT	School % achieving a good level of development	National % achieving a good level of development
	84.5%	71.5%

Y1 PHONICS SCREENING	School % achieving the pass mark	National % achieving the pass mark
	90%	85%

OUTCOMES FOR PUPILS AT THE END OF KS1	School % achieving the expected level	National % achieving the expected level	School % achieving greater depth	National % achieving greater depth
KS1 READING	84%	75%	35%	26%
KS1 WRITING	79%	70%	18%	16%
KS1 MATHEMATICS	77%	76%	32%	22%
KS1 READING, WRITING & MATHEMATICS COMBINED	80%	65%	28%	-
KS1 SCIENCE	98%	83%	N/A	N/A

OUTCOMES FOR PUPILS AT THE END OF KS2	School % achieving the expected level	National % achieving the expected level	School % achieving greater depth	National % achieving greater depth
KS2 READING	89%	73%	54%	27%
KS2 WRITING	84%	78%	19%	20%
KS2 MATHEMATICS	86%	79%	51%	27%
KS2 READING, WRITING & MATHEMATICS COMBINED	75%	65%	14%	11%
KS2 GRAMMAR, PUNCTUATION & SPELLING	93%	78%	60%	78%

AVERAGE SCALED SCORE	School	National
READING	109	104
MATHS	109	105
Grammar, Punctuation and Spelling	111	106

PROGRESS MEASURES: KS1- KS2	School
READING	3.1
WRITING	-0.2
MATHS	2.4



