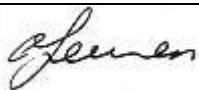


# **Hanbury's Farm and Oakhill Primary Schools Federation**



**Hanbury's Farm Primary School**

**Equality Policy: Principles and  
Implementation Oakhill Primary School**

<b>Title</b>	Equality Policy
<b>Author</b>	Staffordshire County Council
<b>Date approved</b>	Spring 25
<b>Approved by</b>	Adrian Allen – Chair of Governors
<b>Signature</b>	
<b>Next review date</b>	Spring 26

Date	Author	Note of Revisions
April 2023	NG/RM	No amendments made.
Jan 2025	RM	Change of Governor, amended headings and contents for clarity. No other amendments necessary.  References to other policies changed  Equality data and school objectives completed

This policy should be read with reference to other school policies, e.g., Pupil premium strategy, SEND information report, SEND policy

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### Introduction

At Hanbury's Farm and Oakhill Primary Schools Federation, every child is a unique and special member of our school community. We are committed to giving all our children every opportunity to achieve the highest of standards, by taking account of pupils' varied experiences and needs.

We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

This policy is intended to help to ensure that Hanbury's Farm and Oakhill Primary Schools promote the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background. This policy accords with legislation:

- Race Relations (Amendment) Act 2000;
- Disability Discrimination (Amendment) Acts 2002, 2005, 2010;
- Sex Discrimination Act 1975.

### Aims and objectives

We value everyone, be they staff, pupil or parent, no matter what their ethnicity, religion, attainment, age, disability, gender or background.

- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may sometimes and in some circumstances entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We celebrate each pupil's individuality and the cultural diversity of the community

- We promote positive social attitudes, and respect for all.

### **Racial equality**

At the federation we:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures.

The federation welcomes everyone. We will not tolerate racist behaviour in any form and require all parents to support the school's ethos and values. Our curriculum reflects the attitudes, values and respect that we have for all ethnic groups.

### **Disability non-discrimination**

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. We fully meet the requirements of the amended Disability Discrimination Act that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

We are committed to providing an environment that allows disabled children full access to all areas of learning, however we acknowledge our buildings are not as disabled-friendly as we would like and may not be able to cater for all disabilities without additional funding to secure building changes. Teachers modify teaching and learning as appropriate for children with disabilities and will seek advice from advisory services to ensure we do the very best we can to provide for any disability or need.

### **Gender equality**

We are committed to seeing all individuals and groups of pupils making the best progress possible in our schools. We have put in place a number of measures to raise the achievement of all pupils:

- Dealing with negative aspects of behaviour, including bullying and name-calling.
- Removing gender bias from our resources.
- Encouraging all pupils to develop good learning skills, attitudes and values.
- Making the curriculum and extra-curricular activities available to all pupils.
- Ensuring quality class teaching with appropriate support and intervention programmes to maximise learning.
- Using a variety of teaching styles, methods and resources appropriate to individual needs and abilities.
- Celebrating positive learning and social behaviour through house points, praise and rewards, gold ribbon assembly etc.

We also seek to ensure that policies designed to improve one group's attainment do not do so at the expense of achievement by other pupils.

### **The role of governors**

The governing board is committed to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally. The governing board collects, analyses and evaluates a range of school data. The Governors require the headteacher and staff to ensure that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- admissions
- attainment
- exclusions
- rewards and sanctions
- appointments and applications (via the Local Authority)

The governing board seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities. The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing board ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. All children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls.

### **The role of the headteacher /senior staff**

- To implement the school's policy on equal opportunities, being supported by the governing board in so doing.
- To make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- To ensure that all appointments panels give due regard to this policy, so that no one is discriminated against.
- To promote the principles of equal opportunity when developing the curriculum, and in providing opportunities for training.
- To promote respect for other people in all aspects of school life.
- To deal with incidents of unfair treatment, and any racist incidents, with fairness and equality.

### **The role of the class teacher / staff**

- To ensure that all pupils are treated fairly and with respect.
- To select classroom material which give positive images and which challenge stereotypical images of minority groups.
- To deliver a curriculum which reflects this policy, both in our choice of topics to study, and in how we approach sensitive issues. Care will be taken to avoid negative stereotypes.

## **Monitoring and review**

To monitor the effectiveness of this policy, the governors will:

- Monitor the staff appointment process, require the headteacher to report to governors annually on the effectiveness of this policy;
- Take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- Monitor the Federation's behaviour policy, and the numbers of exclusions.

## Equality Data- Hanbury's Farm Primary

The following information was correct as of January 2025

<b>Asian or Asian British</b>	
• Indian	2
• Pakistani	
• Bangladeshi	
• Chinese	1
• Any other Asian background	
<b>Black, Black British, Caribbean or African</b>	
• Caribbean	
• African	4
• Any other Black, Black British, or Caribbean background	
<b>Mixed or multiple ethnic groups</b>	
• White and Black Caribbean	11
• White and Black African	2
• White and Asian	
• Any other Mixed or multiple ethnic background	
<b>White</b>	
• English, Welsh, Scottish, Northern Irish or British	140
• Irish	
• Gypsy or Irish Traveller	
• Roma	
• Any other White background	12
<b>Other ethnic group</b>	
• Arab	
• Any other ethnic group	4
• Ethnic group not obtained	5

<b>SEND</b>	<b>Pupil Premium</b>
59- 33%	87- 48%

<b>EAL/Home Language</b>	
Polish	6
Arabic	3
Malayalam	1
Romanian	8
Tamil	1
Shona	1

<b>Religion</b>	
No religion specified	127
Christian	33
Muslim	5
Hindu	1
Other Religion (not specified)	13
Information not obtained	2

Boys	Girls
90	91

#### **Nursery**

	Boys	Girls	SEN	EYPP	EAL
Nursery	9	10	1	6	5

Following our analysis, we have developed Equality Objectives in order to meet the following requirements of the Equality Act.

<b>Objective 1</b>	<b>To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.</b>
Why	School attendance last academic year was 92.47% and is currently 91.08% for this academic year. Whilst there have been improvements, this is something that needs further continuation.
How	The deployment of a school attendance officer- Family Support and administration. Liaison with the EWO. Family Support Worker/SENDCO Assistant promotes positive relationships with parents and carers within the school community. Weekly attendance monitoring, concern letters, meetings with parents and if necessary, fines. The use of positive rewards gives recognition to pupils with good attendance.
Outcome	Outcome Whole School Attendance reaches the school target of 97%.

<b>Objective 2</b>	<b>To continue to close the gap between disadvantaged pupils and non-disadvantaged pupils in reading.</b>
Why	To narrow the gap between disadvantaged learners and non-disadvantaged pupils in reading, writing and maths. - To improve the attendance of disadvantaged pupils and the gap between disadvantaged and their peers is reduced. - To improve the oral language and vocabulary of all disadvantaged pupils from Early years up, - That all staff contribute and implement strategies to ensure positive outcomes for all pupils.
How	We aim to achieve this through our Pupil Premium strategy which ensures: - Teaching and learning meets the needs of all pupils in the classroom - Provision and monitoring of all groups of learners is regular to ensure that provision needs are addressed for all vulnerable groups of pupils. - Funding allocation will be a result of termly/ annual evaluations and therefore not all pupils will be in receipt of pupil premium intervention at the same time in school.
Outcome	The gap in performance will be narrowed with the majority of our pupils achieving ARE in reading by the end of Key Stage 2, thus giving our disadvantaged pupils the best chance of academic success at secondary school

<b>Objective 3</b>	<b>To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.</b>
Why	We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision. Our data indicates that the composition of our school is predominately White, British, Christian with minority representation in other ethnic and religious groups.
How	Implementation of JIGSAW PSHE and Religious Education curriculum to deepen pupils' understanding of differences within our community and teach them to value these.  <b>Ambition, resilience, empathy, co-operation, respect, confidence</b> – these core values promote a shared understanding of the importance of positive relationships in all aspects of school life and the wider communities to which children belong.  The curriculum will teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship and democracy  Children will have hand on experiences outside of school which will further their personal development.

	Class sets of carefully selected texts will be created to support teachers and pupils in the exploration of key themes and in their developing spiritual, moral, social and cultural understanding.
Outcome	Pupils' ill have broader and enriched curriculum which promotes and teaches the appreciation and celebration of diversity including gender, sexuality, race and religion.