

# Equality Objectives

## Welcome to Holland Haven Primary School

In order to meet our school's general and specific duties under the Equality Act 2010, the following information has been prepared.

### Stage 1 : Understanding Our School Community- Pupils

What is the school profile?

- How many children are on roll at the school

405 pupils in total

- What information on pupils is collected by protected characteristics?

The following information was correct as of February 2023

Ethnic Categories							
White British	380	Other Asian	3	White and any other	3		
Turkish	3	White and Asian	2	White and black African	3		
Indian	5	Other Mixed	2				
South African	2	White and Black Caribbean	2				

Disability Categories			
Hearing impairment	2	Visual Impairment	0
Speech and language	23	ASD/ ADHD	18
SEMH	31	Physical disability	4
Specific Learning Difficulty	5		
Personal care	4	SEN Support but no assessment	14
Eating and drinking	3		

Special Educational needs	Percentage	Actual number
No Specified SEND	80%	327
SEND without a EHCP	16%	64
SEND with an EHCP	4%	14

Gender	
Girls	203
Boys	202

Deprivation	Number	Percentage
Pupil Premium	107	
Non- Pupil Premium	298	

Religion and belief			
Christian	123	No religion	244
Muslim	1	Refused to give information	18
Other religion	14		
Hindu	4		
Buddhism	1		

## No information has been collected on Gender Reassignment or Sexual Identity Stage 1 : Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. school councils

Following our analysis we have developed Equality Objectives to meet the following requirements of the Equality Act

- Eliminate Unlawful Discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance Equality of Opportunity , between persons who share a relevant protected characteristic and persons who do not share it
- Foster Good Relations between persons who share a relevant protected characteristic and persons who do not share it

### Objective 1- Attendance

<b>Equality Objective</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>
<b>Why</b>	Precovid whole school attendance reached 96%. Post Covid the whole school attendance has fallen significantly which if allowed to continue will impact on pupil ability to make progress.

<b>How</b>	<p>Daily attendance check of the attendance message book with HT and Attendance Officer including follow up decisions.</p> <p>Aquinas engagement on a daily basis making daily home visits, calls and SAMs</p> <p>Joint working in the STPP Cluster of local schools- joint attendance letter to parents in all STPP schools</p> <p>New (more detailed) leave of absence form.</p> <p>Positive attendance rewards weekly, termly and annually for classes and individuals. Half termly attendance raffle for individual attendance</p> <p>Published class attendance figures monthly on school newsletter.</p>
<b>Outcome</b>	Whole school attendance increases to be at least in line with national averages

### Objective 2- Attainment

<b>Equality Objective</b>	<b>To continue to close the gap between disadvantaged and non-disadvantaged pupils in Reading</b>
<b>Why</b>	The gap between disadvantaged and non-disadvantaged pupils in reading widened in 2022. The gap had closed in 2019 prior to covid.
<b>How</b>	<p>A whole school focus on Reading is prioritised across the curriculum to ensure the best outcomes in all areas of learning. This, alongside the provision of high quality staff CPD, ensures the most effective current practice occurs in the teaching of reading.</p> <p>In EYFS and KS1 Little Wandle ( DfE approved scheme) will be introduced and followed.</p> <p>The reading for pleasure agenda and pupils accessing high quality texts is upheld through the provision of high quality age appropriate books in reading corners in classrooms. Books in reading corners are deliberately chosen by the teacher.</p> <p>Weekly sessions in the school library. Library review to take place and library refresh.</p> <p>All pupils are able to use the library and reading corners.</p>
<b>Outcome</b>	The gap in performance will be narrowed with the majority of our pupils achieving ARE in Reading by the end of KS2 thus giving our disadvantaged pupils the best chance of academic success at secondary school.

### Objective 3- Understanding and Valuing Diversity

<b>Equality Objective</b>	<b>To increase understanding of equality and diversity and inclusion by the whole school community including SLT, governors, staff pupils and parents</b>
<b>Why</b>	The school's SEND population is changing with an increasing proportion of pupils now demonstrating needs relating to communication and interaction or social, emotional and mental health. There is a need to educate the school community thereby developing greater understanding, tolerance and empathy in relation to the needs of neurodiverse pupils.
<b>How</b>	<p>CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils</p> <p>Sharply focused SEMH interventions are used to support individuals specific areas of need in relation to the above areas. The aim of the interventions is to support pupils to better understand themselves in order for them to develop strategies to enable them to engage successfully and happily in school and the wider community.</p> <p>Parents are kept informed about the children's learning in relation to the school values via displays, the school newsletter and parents' evenings</p>
<b>Outcome</b>	Staff have improved skills and understanding of the needs of SEND pupils and are more confident in adapting the curriculum to meet those needs. The whole school community, including staff, pupils and parents show respect and understanding to others.

#### **Objective 4- Race and Religion**

<b>Equality Objective</b>	<b>To ensure pupils have a better understanding of other cultures religions and faiths</b>
<b>Why</b>	Our data indicates that the composition of our school is predominantly white British, Christian with minority representation in other ethnic and religious groups.

<b>How</b>	<p>In order to address and celebrate our cultural diversity we will continue to deliver PSICHE/RSE programmes which explore the values and cultural difference. This, alongside a robust RE syllabus which incorporates the use of both visitors and visits to different places of worship, as part of our school curriculum activities , will develop a deeper understanding of other cultures.</p> <p>The curriculum will be the vehicle to teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship, democracy and traditional folk heritage. We actively aim to instil aspiration and ambition in our pupils by exposing them to a wider range of cultural experiences including visits, visitors and wilder opportunities .</p>
<b>Outcome</b>	<p>Pupils will positively develop their understanding of, and empathy for, people from different regions, races, religions and cultures</p> <p>The curriculum (through a range of learning opportunities ) will provide a clear structure for promoting and championing the importance of racial equality</p>

### **Evaluating Impact**

We will engage with our school community to ensure the objectives identified are the most appropriate given the needs of the school at the current time. The Local Governing Board will monitor progress on all Equality Objectives.