



HJS Equality Objectives

Reviewed Dec 2023

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics the school must take into account when publishing information

- Disability
- Sex
- Race
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment

There are also 2 other protected characteristics that schools do not have a direct duty.

- Age
- Marriage and Civil Partnership

The information we analyse and publish must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

General Duties

The three aims of the Public Sector Equality Duty are to:



1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

What is going well:

1	<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.</p> <ul style="list-style-type: none">● The school CPD schedule ensures that we raise awareness of the key issues around discrimination and the impact that this can have on children, families and the community. Recently, this has included LGBTQ+ inclusive school training as well as gender equality. The school has a clear, effective and rigorously implemented behaviour policy in which discrimination, harassment and victimisation are not tolerated. The school also has a policy which outlines the expectations of parents and visitors which includes respecting others and their backgrounds. The schools complaints policy is reviewed annually by Governors and ensures fair and equal processes are in place.● Assemblies focussed on festivals and celebrations from all faiths e.g. a visiting Diwali workshop.● We speak to our children about the importance of kindness as a golden thread through our assemblies, PSHE curriculum and conversations on the playground.
2	<p>Advance equality of opportunity between people who share a protected characteristic and those who do not</p> <ul style="list-style-type: none">● Our school community is richer due to the range of representations from many races. All children and families are treated equally and celebrated for their commitment to learning and our school community.● The school curriculum has been carefully crafted to create a bespoke programme in which children learn about different cultures, characteristics, beliefs and differences. This occurs not only through our PSHE and RE subjects, but throughout the curriculum. The school has a strong offering around our SMSC ethos which ensures all people and families are accepted and supported. The school works hard to ensure that any perceived barriers to learning, or enrichment, are addressed. For example, we ensure that all pupils have the opportunity to attend clubs and through our general enrichment offering experience different events. The protective characteristics are specifically referenced in the PSHE curriculum and children develop an understanding of what this means.● The school has also looked more widely at the curriculum to ensure that different characteristics are seen in a positive light e.g. having more female scientists studied, having a range of cultures in our texts, ensuring displays celebrate our



	<p>community.</p> <ul style="list-style-type: none">● Many of our enrichment activities also ensure we expose children to aspects of different cultures, religions and beliefs.● As a school we are engaging in the lifting limits programme which challenges gender stereotyping and strives for gender equality. Our curriculum is being reviewed and our books have been audited. Language we use is well thought out and we actively avoid gender stereotyping and encourage our children to challenge it.● HPP is an Equal Opportunities Employer and we are committed to ensuring that every employee is treated fairly, from recruitment, in day to day work, and opportunities for training and promotion.
3	<p>Foster good relations between people who share a protected characteristic and those who do not.</p> <ul style="list-style-type: none">● One of the schools 'golden rules' is about being respectful to 'yourself, others and the school environment'. This message is shared throughout the school community and all stakeholders take an active role to ensure that this statement is implemented. The children talk regularly about respecting others and celebrating others achievements and backgrounds.● Those children who have disabilities are fully integrated into the school and we ensure that they have access to the right support. This involves staff having strong relationships with parents and having a good understanding of their needs and requirements.● From a young age, children are taught about the importance of social interaction and how working as part of an effective team leads to success. This includes working with different people and developing an understanding and empathy of their background.



Specific Duties

Published information

Much of the information and analysis will relate to the school improvement plan, evaluations and pupil data – we intend to use the information to improve education for all groups in the school. We want to make sure we know which pupils are doing well and less well so we can plan and improve.

A lot of this information is already being used by the school to develop the school and improve what we are doing. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will find published here.

This information is meant to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know.

Part 1: Information about the Pupil Population

Number of pupils on roll at the school: 457

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of “protected characteristics.” Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.



Hampton Junior School

Disability

The Equality Act defines disability as when a person has a “physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.”

There are pupils at our school with different types of disabilities and these include:

- Autistic Spectrum Condition
- Physical Disability
- Profound And Multiple Learning Difficulties
- Specific Learning difficulties
- ADHD
- Medical difficulties

Pupils with Special Educational Needs (SEN) Provision

	Number of Pupils	Percentage (%) of school population
Total number of Special Educational Needs	80	17.5%
SEND Support	62	13.6%
EHC plans	18	3.9%

Gender

Male	244	Female	213
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Hampton Junior School

Ethnicity and Race							
	Boys	Girls	Total		Boys	Girls	Total
Asian or Asian British				Mixed			
Bangladeshi heritage	1	2	3	Other mixed heritage	8	10	18
Indian heritage	17	12	29	White and Asian	5	9	14
Other Asian heritage	10	7	17	White and Black African	3	3	6
Pakistani heritage	3	7	10	White and Black Caribbean	5	6	11
				Any Other Ethnic Group	5	3	8
Black and Black British				White			
African heritage	4	2	6	British heritage	136	125	261
Caribbean heritage	5	6	11	Irish heritage	2	0	2
Other Black heritage	2	1	3	White other	28	15	43
Chinese	2	2	4	Gypsy/Roma	0	0	0
Not specified	4	3	7	Traveller of Irish heritage	0	0	0

Religion and Belief			
Any other religion	1	Methodist	0
Anglican	4	Muslim	47
Baptist	1	No religion	160
Buddhist	8	Humanist	0
Christian	119	Not specified	54
Greek Orthodox	7	Other Religion	11
Hindu	15	Roman Catholic	23
Jehovah's Witness	0	Sikh	7



Hampton Junior School

Jewish	0	United Reform	0
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Information about Other Groups of Pupils

Ofsted Inspections look at how schools help “all pupils to make progress, including those whose needs, dispositions, attitudes or circumstances require additional support.”

In addition to pupils protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an Additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	80	72	152	33.8%

Pupils from Low Income Backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	51	29	80	17.5%

Looked After Children
1

Young Carers
1

Other Vulnerable Groups
Post adoption 2



Part 2: EQUALITIES OBJECTIVES ACTION PLAN

September 2022 – Reviewed annually by Governors (NB must be updated at least every 4 years)

Objective	Which protected group(s) will this most affect/ influence	How will we know we have achieved the objective?	Lead and other key players	Actions
To raise awareness of mental health and well-being in pupils, developing strategies to help manage their emotional state.	Pupils with high levels of anxiety and difficulties with their confidence and self-esteem	-Staff have a greater awareness of the impact mental health can have on pupil well-being and their capacity to learn. -Staff have developed strategies to support positive mental health -Pupils are willing to discuss their emotional state and well-being -Pupils feel equipped with strategies to manage their own well-being.	SLT Inclusion Manager School Counsellor Educational Psychologist	<ul style="list-style-type: none"> ■ Maintain zones of regulation as an intervention for pupils to help regulate their own emotional state ■ Induction and monitoring of school counsellor ■ Staff to receive additional training from professionals about child mental health ■ School to re-engage with the Attachment awareness training and disseminate key strategies to all staff and parents.
To raise awareness of ASC and Autism and how this impacts peoples everyday lives.	Pupils with a diagnosis of ASC or Autism	-For all pupils and staff to have a greater awareness of what autism is and how this affects people in their everyday lives. -For staff to be have a greater range of skills in order to support pupils with Autism at school	SLT Inclusion manager	<ul style="list-style-type: none"> ■ Arrange a speaker, who has a diagnosis of ASD, to come into school run an assembly ■ For staff to plan a series of lessons that look at the different difficulties that people with ASC face e.g. social interaction, body language and tone ■ For pupils to develop their understanding of how everyone is different and that we all have strengths and challenges Use lessons plans on the Autism awareness website. ■ Inclusion team to sign up for and engage with the Executive Functioning Friendly Schools project run by the local Educational Psychology Service



Hampton Junior School

<p>To ensure staff wellbeing is seen as a priority at HJS.</p>	<p>Staff employed by the school</p>	<p>-Staff retention is strong -Staff surveys show a positive response to staff well-being support.</p>	<p>SLT</p>	<ul style="list-style-type: none"> ▣ Staff survey to be completed and identify key next steps Staff have access to the Employee Assistant programme which offers counselling and support ▣ Social events for staff No expectation of emails or communication outside of working hours. ▣ Review of school policy to ensure they are efficient and reduce workload ▣ SLT to ensure the staff well being is held in high regards and included on agendas
<p>To ensure the curriculum and its implementation promote gender equality.</p>	<p>Sex</p>	<p>Staff will have carefully considered the materials and lessons taught throughout the school to ensure that this is balanced and provides all children with an opportunity challenges.</p> <p>Staff have consider and reviewed the language that they use in school to ensure that this promotes a healthy balance for both sexes.</p>	<p>Claire Simms (Gender champion lead)</p>	<ul style="list-style-type: none"> ● Staff inset on the impact of stereotyping ● Audit of books in the class libraries and main library ● Introductory lesson to all pupils ● Introductory assembly to whole school ● Two lessons on stereotyping to be completed per term ● One assembly on stereotyping per term ● Staff survey to be completed to identify impact of assemblies and lessons. ● Review of PSHE curriculum and how the stereotyping lessons can be embedded into the curriculum.