



HJS Equality Objectives

Reviewed January 2026

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



	community. • 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	Foster good relations between people who share a protected characteristic and those who do not. • 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: 474

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.



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	94	19.8%
SEND Support	78	16.5%
EHC plans	16	3.4%

Gender

Male	248	Female	226
------	-----	--------	-----



Hampton Junior School

Ethnicity and Race							
	Boys	Girls	Total		Boys	Girls	Total
Asian or Asian British				Mixed			
Bangladeshi heritage	3	2	5	Other mixed heritage	8	6	14
Indian heritage	18	15	33	White and Asian	9	8	17
Other Asian heritage	12	8	20		7	4	11
Pakistani heritage	7	5	13	White and Black Caribbean	3	6	9
				Any Other Ethnic Group	5	7	12
Black and Black British				White			
African heritage	3	1	4	British heritage	132	124	256
Caribbean heritage	0	1	1	Irish heritage	3	0	3
Other Black heritage	1	1	2	White other	20	16	36
Chinese				Gypsy/Roma	0	0	0
Not specified	2	0	2	Traveller of Irish heritage	0	0	0

Religion and Belief			
Any other religion	6	Methodist	0
Anglican	12	Muslim	54
Baptist	2	No religion	177
Buddhist	5	Humanist	0
Christian	101	Not specified	39
Greek Orthodox	6	Other Religion	6
Hindu	25	Roman Catholic	28
Jehovah's Witness	1	Sikh	10



Jewish	0	United Reform	0
--------	---	---------------	---

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	65	60	125	26.4%

Pupils from Low Income Backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	35	28	63	13.3%

Looked After Children
0

Young Carers
10

Other Vulnerable Groups
Post adoption 2



Part 2: EQUALITIES OBJECTIVES ACTION PLAN

Jan 2026 – 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. Children with SEMH and Speech and language needs that find identifying and managing their emotions challenging.	-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. -Staff work with children to find bespoke ways of supporting them. -Pupil tool boxes are shared with relevant staff -Pupil tool boxes are shared with parents -Pupil tool boxes are reviewed and updated. -Each class has a calm area set up linked to the Attachment awareness project	SLT Inclusion Manager School Counsellor Educational Psychologist	• 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. • Staff to have a refresher on zones of regulation and how this can be successfully used. • Staff to receive additional training on support children with bereavement. • Bereavement policy to be written. • Staff to provide support and advice around 'calm corners', resources required and set up. (Attachment Awareness course). • Impact of calm corners to be shared with all staff and further improvements made (support from the EP service)
To ensure staff understand how to support children from separated families and to ensure that the experience of families at HPP is aligned with our values.	Marriage and Civil Partnership	-teachers and support staff have a greater awareness of the families within their classes that come from split families and take this into consideration when teaching specific areas of the curriculum and selecting texts. -Admin staff to ensure that information regarding split families is indicated on Arbor	SLT Administration staff Teachers LSA's	• Ensure that all teachers are provided with a list of separated parents (of which we know) • Staff to have read the separated parents policy and have a clear understanding of key expectations linked to: parent communication, parent consultations, legal responsibilities • Split parents to receive, on request, 2 end of year reports (one each) via Arbor.



		-All staff have read and understood the separated parents policy -Where possible, the DSL will share with the relevant staff any court documentation and how this impacts contact. -Staff to have a clear understanding of procedures around	Parents	• If required, DSL to meet with staff where court orders are in place and identity clear school responsibilities
Enhance staff knowledge of the school's Special Educational Needs and Disabilities (SEND) profile to better equip them to support pupils' achievement and belonging	Disability	Staff will have a strong understanding of the profile of children within the school. Staff will have a clear understanding of children with SEND's wishes and needs. Staff will have received a comprehensive package of CPD and therefore have a greater range of strategies and tools to support SEND pupils. The school will share with children examples of disabilities and the importance of inclusion in school and society.	Inclusion Team Teachers LSA Parents	• Staff will receive regular CPD which has been carefully selected to meet the schools needs and its changing demographic. • Staff will regularly have protected time to discuss the needs and wishes of children with disabilities to further enhance their school experience. • The inclusion team will develop a parent working group for a focus on developing disability awareness and school support. • Neurodiversity week will be a springboard in raising awareness for children into the differences in school and society. • Regular access walks will be completed providing staff with additional strategies to support all children