



Hampton Infant School and Nursery

Equality Objectives

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:

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



What is the school doing well?

Duties of the Public Sector Equality Act	Work within school which have enhanced our equality for all
• Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.	• 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. • Our curriculum has been carefully sequenced to ensure all children feel represented in who they learn about.
• 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. • 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.
• Foster good relations between people who share a protected characteristic and those who do not.	• Children with disabilities receive an excellent curriculum offer which has been carefully considered and adapted to meet their needs. • One of the schools 'Bee 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. • From Nursery 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.
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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: 372

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



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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, but are not limited to:

- Autistic Spectrum Condition
- Physical Disability
- Profound And Multiple Learning Difficulties
- Specific Learning difficulties
- ADHD
- Medical difficulties
- T21
- Hearing and visual impairments

Pupils with Special Educational Needs (SEN) Provision		
	Number of Pupils	Percentage (%) of school population
Total number of Special Educational Needs	50	13.4%
SEND Support	43	11.5%
EHC plans	7	1.8%

Gender			
Male	206	Female	166



Ethnicity and Race			
Ethnicity	Male	Female	Total
Albanian	0	1	1
Any Other Asian Background	5	10	15
Any Other Ethnic Group	4	4	8
Any Other Mixed Background	10	11	21
Any Other White Background	22	9	31
Asian and Black	1	0	1
Bangladeshi	4	1	5
Black African	3	3	6
Chinese	0	5	5
Gypsy	1	0	0
Indian	15	17	32
Information Not Yet Obtained	2	2	4
Iranian	0	1	1
Other Asian	0	1	1
Other Ethnic Group	1	0	1
Other Gypsy/Roma	2	0	2



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Other Mixed Background	1	0	1
Pakistani	5	4	9
Refused	8	2	10
Turkish	2	0	2
White British	97	84	181
White English	1	1	2
White Irish	4	0	4
White Irish Traveller	0	2	2
White and Asian	6	6	12
White and Black African	0	2	2
White and Black Caribbean	6	1	7
White and Indian	3	0	3
White European	3	0	3

Religion and Belief			
Any other religion	4	Methodist	0
Anglican / Church of England	4	Muslim	61
Baptist	0	No religion	148
Buddhist	3	Not known	0
Christian	69	Not specified	1



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Greek Orthodox	5	Refused Information	12
Hindu	29	Roman Catholic	27
Jainism	1	Sikh	7
Jehovah's Witness	0	United Reform	0
Jewish	1		

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	51	47	98	26.3%
Number of pupils who are in an early stage of English language acquisition	15	13	28	7.5%

Pupils from Low Income Backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	19	18	37	9.9%

Looked After Children
0



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Young Carers
0

Other Vulnerable Groups
Special Guardianship Orders - 1



Part 2: EQUALITIES OBJECTIVES ACTION PLAN

January 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 Please give an end date/timescale to each action
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
To raise awareness of mental health and well-being in pupils, developing strategies to help	Pupils with high levels of anxiety. Children with SEMH and Speech	-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	SLT Inclusion Manager School	- 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



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manage their emotional state.	and language needs that find identifying and managing their emotions challenging.	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	Counsellor Educational Psychologist	• School to continue to 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 enable pupils identified as having EAL to achieve academically and feel they belong within the school.	Pupils on the EAL register and those coming into the infant school with very limited English.	Staff have a clear understanding of which groups of pupils are EAL. Phonics Support groups are identified by teachers and are reviewed and updated. The EAL induction programme is set up and monitored by the EAL lead. The EAL banding report is updated by staff so this can help identify the level of EAL need. CPD given to staff so that there is a greater range of strategies and tools to support EAL pupils.	EAL Lead CPD - AFC Inclusion Manager Teachers Parents	• Phonics interventions capture children on the EAL register who have a low banding. • Catch up and then Keep up- reading daily with pupils. • Monitoring on Edukey for if a child is closing the gap and making progress. • Identification- Using the EAL banding report to identify which children are EAL and who needs to be targeted. • CPD- Staff EAL lead to receive training from AFC • EAL Register and on the Induction Programme has been written, updated and implemented,



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		Parents attend parent/teacher consultations and are informed about their child's progress.		
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