



# 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 (gender)
- Race (ethnicity)
- 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.**



## 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: 405

### **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.

<b>Disability</b>
<b>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.”</b>
There are pupils at our school with different types of disabilities and these include: <ul style="list-style-type: none"><li>● Autistic Spectrum Condition</li><li>● Physical Disability</li><li>● Profound And Multiple Learning Difficulties</li><li>● Specific Learning difficulties</li><li>● ADHD</li><li>● Medical difficulties</li></ul>



# Hampton Infant School and Nursery

<b>Pupils with Special Educational Needs (SEN) Provision</b>		
	<b>Number of Pupils</b>	<b>Percentage (%) of school population</b>
Total number of Special Educational Needs	34	8.4
SEND Support	26	6.3
EHC plans	8	1.9

<b>Gender</b>			
Male	213	Female	192

<b>Ethnicity and Race</b>							
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>		<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>Asian or Asian British</b>				<b>Mixed</b>			
Bangladeshi heritage	1	1	<b>2</b>	Other mixed heritage	12	7	<b>19</b>
Indian heritage	13	7	<b>20</b>	White and Asian	8	8	<b>16</b>
Other Asian heritage	11	4	<b>15</b>	White and Black African	4	3	<b>7</b>
Pakistani heritage	6	3	<b>9</b>	White and Black Caribbean	3	5	<b>8</b>
				Any Other Ethnic Group	2	7	<b>9</b>
<b>Black and Black British</b>				<b>White</b>			
African heritage	3	0	<b>3</b>	British heritage	115	103	<b>218</b>
Caribbean heritage	1	1	<b>2</b>	Irish heritage	1	0	<b>1</b>



# Hampton Infant School and Nursery

Other Black heritage	0	1	1	White other	12	16	<b>28</b>
<b>Chinese</b>	2	1	<b>3</b>	Gypsy/Roma	0	0	<b>0</b>
Traveller of Irish heritage	0	0	<b>0</b>	<b>Not Completed</b>	19	25	<b>44</b>

<b>Religion and Belief</b>			
Any other religion	0	Methodist	0
Anglican	3	Muslim	40
Baptist	1	No religion	160
Buddhist	3	Not known	0
Christian	95	Not specified	50
Greek Orthodox	3	Other Religion	6
Hindu	13	Roman Catholic	25
Jehovah's Witness	1	Sikh	5
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:

<b>Pupils with English as an Additional language (EAL)</b>				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	32	37	69	17.5
Number of pupils who are in an early stage of English language acquisition	2	0	2	0.5



<b>Pupils from Low Income Backgrounds</b>				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	8	11	19	4.8

<b>Looked After Children</b>
1

<b>Young Carers</b>
0

<b>Other Vulnerable Groups</b>
.post adoption



## 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 Please give an end date/timescale to each action
To maintain and develop Zones of regulation across the school.	Children with high levels of anxiety and difficulties with their confidence and self- esteem	-Staff have a greater awareness of emotional regulation and how this can effect children’s capacity to learn. -Staff have developed strategies to support emotional intelligence -Children are willing to discuss their emotional state and well-being -Children feel equipped with strategies to manage their own well-being.	SLT  Inclusion Manager  School Counsellor  Educational Psychologist	<ul style="list-style-type: none"> <li>● Introduce zones of regulation for all children to help them to regulate their own emotional state</li> <li>● Induction and monitoring of school counsellor</li> <li>● Staff to receive additional training from professionals about child mental health</li> <li>● Staff to use resources from WellSmart to support pupils emotional and social well-being</li> </ul>
To raise awareness of ASD and Autism and how this impacts peoples everyday lives.	Pupils with a diagnosis of ASD or Autism	-For all children and staff have a greater awareness of what autism is and how this affects people in their everyday lives. -For staff to be have a greater bank of skills in order to support pupils with Autism at school	SLT  Inclusion manager	<ul style="list-style-type: none"> <li>● Arrange a speaker, who has a diagnosis of ASD, to come into school run an assembly</li> <li>● For staff to plan a series of lessons that look at the different difficulties that people with ASD face e.g. social interaction, body language and tone</li> <li>● For pupils to develop their understanding of how everyone is different and that we all have strengths and challenges</li> <li>● Use lessons plans on the Autism awareness website.</li> </ul>



# Hampton Infant School and Nursery

<p>To ensure staff well-being is seen as a priority at HISN.</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"><li>• Termly Low Level weeks in place in which meetings are not held, no written marking occurs and staff have the opportunity to eat lunch together</li><li>• Staff have access to the Employee Assistant programme which offers counselling and support</li><li>• Review of school policy to ensure they are efficient and reduce workload</li><li>• Social events scheduled throughout the year.</li></ul>
--	-------------------------------------	--	------------	---