

Equality Objectives Action Plan



Hinguar Primary School

<i>Review date</i>	<i>September 2025</i>
<i>Reviewed by</i>	<i>Alison Waite</i>
<i>Next review date</i>	<i>September 2026</i>

ANNEX - EQUALITY OBJECTIVES: 2025 – 2026

School Context (September 2024)

The school is on the edge of the Garrison housing re-development scheme which has a mixture of new private and social housing. The school is one form entry with one class in each year from Reception to Year 6, with a 56 place 2–4-year-old Nursery (am and pm).

Although the catchment area was not changed following the move from the previous school building to the new school building in 2012, there is currently a transition within the school's characteristics and traditional families. A key statistic is an increase in pupils eligible for pupil premium and/or FSM since the Pandemic, as well as an increase in pupils with SEND needs, including EHCPs.

Most of our children are from White-British and White-other backgrounds with small proportions of children from a range of minority ethnic heritages.

Awards, accreditations, specialist status: Enhanced Healthy School, Equality and Diversity Champion, Silver Eco School, Platinum PE Mark.

Linked to Public Sector Equality Duty	Protected Characteristic	Aim	Success Criteria	Target group(s) e.g. whole school, girls, boys, SEN, staff etc.	Action	Who	Dates	Progress and impact
All aims of duty	All protected characteristics	To increase pupil, parent, staff, community and Academy Committee Reps' awareness of the equality objectives and policy.	For all stakeholders to understand they have rights, how they can exercise their rights and understand how their rights link to responsibilities.	Whole school	Make sure the policy and action plan are effectively communicated to the whole school community, e.g. website, workshops, staff training and use of outside agencies.	AW	September 2025 onwards	Policy uploaded on website Safeguarding training annually (Sept)
Fostering good relations	Race Religion and belief	To raise pupils' awareness of the diversity within school, the local community,	Improved understanding of the global community, the diversity within it	Whole School	Our new curriculum has been written to help raise pupil awareness and increase understanding of the diverse community in which we live as well	RE lead, All staff	Sept 25 onwards	Review of the curriculum every term – WWW/EBI.

		<p>nationally and across the world.</p> <p>To promote equality within the curriculum and learning environment.</p>	<p>and how this has shaped our future.</p> <p>Equality is promoted within the curriculum and learning environment.</p>		<p>as across the world. This is via studying key events and key people both from the past and today and their impact in shaping our future.</p> <p>New books purchased to support the outcomes of our diverse curriculum, both fiction and non-fiction and foster greater awareness of key events/people for pupils.</p> <p>More planned visits to different places of worship as part of the RE curriculum and a diverse range of visitors as part of our assembly offer.</p> <p>Displays in classrooms and corridors promote diversity in terms of all backgrounds, e.g. race, religion, gender, different families and disabilities.</p> <p>More diversity reflected in school displays and materials for lessons across all year groups Diversity is threaded through our school teaching and learning all year.</p> <p>Children confidently talk about the uniqueness and value of all individuals and celebrate diversity. Children understand what diversity truly means and are able to see how diversity, and sometimes lack thereof, is reflected in world events.</p> <p>Children do not judge from appearance or make assumptions about background, faith, gender, etc</p>			<p>Pupil voice in response to the new curriculum to help shape the content covered.</p> <p>Pupils are more aware of diverse groups/key events that have impacted the country/world as we know it today.</p>
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Eliminate unlawful discrimination	Sexual Orientation Race	To ensure that racism and homophobia is challenged consistently.	Reports of racist and homophobic incidents decrease.	Whole school	<p>Utilise resources within PSHE-RSE, SMSC</p> <p>Whole school -Respect Day, BAME awareness, Black History month, LGBTQ+ awareness.</p> <p>Purchase reading materials reflecting different relationships for class readers and within our school library.</p>	PSHE lead English Leads	Ongoing	Pupils have a greater awareness of the diverse community in which they live and are empathetic towards diverse groups. Pupils have a greater understanding of how minorities have contributed to our lives today eg black soldiers in WW2, removing the stigma of same sex relationships etc.
Advance equality of opportunity	Disability, Sex, Race	<p>To ensure that vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced.</p> <p>To ensure all pupils can participate in sporting events, representing the school no matter their</p>	Pupils to make at least expected or better progress.	Whole School Groupings	<p>Children's progress to be tracked throughout the school – pupil progress meetings and issues surrounding race, gender, disability (SEN or G&T), socio economic background to be monitored and necessary interventions and appropriate staff training to be put in place.</p> <p>Increased competitive sporting activities and inter school partnerships to widen experiences for all pupils and raise awareness of diverse groups, by continuing to participate in Panathlon</p>	<p>Class teachers, SENCo, Pastoral Lead, SLT</p> <p>PE Subject Leader</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Regular pastoral meetings and SEND /disadvantaged group data analysis to track progress.</p> <p>SECAT /SSCO sporting activities increased for all pupils, including</p>

		disability, race, gender etc.			competitions, as well as all other competitions offered throughout the year.			diverse groups.
Eliminate unlawful discrimination	Sexual Orientation	To ensure that transgender discrimination is challenged consistently.	Whole school organisation is gender neutral.	Whole school	To ensure staff are aware of whole school policy and protocols to adhere to the Equality Act 2010.	SLT	Ongoing	Review of school uniform, and facilities such as toilets so they are gender neutral
Linked to Public Sector Equality Duty	Protected Characteristic	Aim	Objective	Target group(s) e.g., whole school, girls, boys, SEN, staff etc.	Action	Who's Responsible?	Dates from and to:	Progress and impact
Advance equality of opportunity	Disability, Race, Sex	To ensure that all pupils have access to test arrangements including end of Key Stage testing and 11+ examinations.	Greater % of pupils achieve pass mark in 11+ examinations and pupils make at least expected to good progress in all subjects.	Groupings	Implement 11+ tutoring to a wider audience of pupils. Establish links with tutoring service and out of hours tutoring, including links with local Grammar schools.	SLT	Nov-July each year	11+ weekly club in place and links with grammar school signposted
Advance equality of opportunity	All protected characteristics	To raise pupil awareness of equality and diversity through the curriculum.	All pupils able to contribute to whole school equality and diversity issues.	Whole school	<p>Pupil voice strategy using pupil advocates, class reps, individual opportunity to increase pupil involvement and awareness of individual rights and responsibilities Equality and Diversity to continue to be discussed with children as part of PSHE/RSE and across the curriculum.</p> <p>Displays in classrooms and corridors promote diversity in terms of all backgrounds, e.g. race,</p>	Pupil Forum Pupil Champions Individuals SENCO	Meetings across the year	PSHE/RSE SOW reviewed Pupils are aware of equality and diversity within our curriculum and are empowered through pupil voice.

					<p>religion, gender, different families and disabilities.</p> <p>More diversity reflected in school displays and materials for lessons across all year groups Diversity is threaded through our school teaching and learning all year.</p>			
Eliminate unlawful discrimination	Age, disability, race	To improve accessibility of marketing and liaison with both existing and prospective parents	All parents and the wider community can access information on the school.	Parents Wider community	Ability to produce publicity materials in enlarged print or Braille and in additional languages when required. Improve access to the website for people with visual disabilities. Provide signing/interpreter opportunities to increase parent liaison when required.	SLT	September each year	All parents and the wider community can access information on the school.
Eliminate unlawful discrimination	Sexual Orientation	To ensure that transgender discrimination is challenged consistently.	Whole school organisation is gender neutral.	Whole school	To review key communication documentation to parents, within school, policy and whole school ethos to include the principles of the Equality Act 2010 and that we are an inclusive school: home/ school book, residential letters, admissions, changing for PE, toileting etc	SLT	Every 2-4 years	Whole school organisation is gender neutral.