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Electronic signature of chair of governing body committee at which the policy was approved.

Equalities Information & Objectives

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1. Aims

The Equality Act 2010 protects the following nine characteristics: Age, disability, gender, race, religion, marriage and civil partnership, pregnancy and maternity, sex and sexual orientation. Under this act it is unlawful for a school to discriminate against a pupil, a prospective pupil, or member of our school community by treating them less favourably due to any of these characteristics.

Hayes Park School aims to meet its obligations under the public sector equality duty by having due regard for the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations across all characteristics

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document also take into account the advice from the Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed annually and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives
- Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training as required

The head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the equality objectives

The designated member of staff for equality will:

- Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the governing body annually to raise and discuss any issues
- Support the head teacher in identifying any staff training needs, and deliver training as necessary
- Monitor and review the objectives set out in this document

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations to eliminate discrimination and ensures:

- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during staff training and meetings.
- The school considers its training needs in relation to the Equality Act for new and existing staff.

- The school has a designated member of staff for monitoring equality issues. They liaise with the governing body regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by pupils that may be connected to a particular characteristic they have.
- Taking steps to meet the individual needs of pupils who have a particular characteristic.
- Encouraging pupils who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the school will:

- Review attainment data each academic year showing how pupils with different characteristics are performing where appropriate.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in bullying or racist incidents)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum and through our school PREP values. This includes teaching in personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. *For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures*.
- Holding assemblies that deal with relevant issues to the pupils in our school. Pupils will be encouraged to take part in such assemblies and we will also invite external speakers to contribute where appropriate.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds.
- Encouraging all pupils to participate in the school's activities, such as extra-curricular clubs.
- Working with pupils and parents to promote knowledge and understanding of different cultures.
- Developing links with individuals and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school aims to consider whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Below are the current objectives we are prioritising as a school:

Objective 1: *To reduce the attainment and opportunity gap between disadvantaged pupils and their peers, ensuring that every child can achieve their full potential regardless of background or circumstance*

Why we have chosen this objective:

This objective aligns with the Ofsted Education Inspection Framework, which expects schools to provide an ambitious, inclusive curriculum that enables all pupils, particularly the disadvantaged and those with SEN needs, to achieve highly. Our data shows that some pupils face barriers linked to disadvantage, so we are prioritising actions that close attainment gaps and promote equity of opportunity. This reflects both Ofsted's focus on high expectations for all learners and our duty to advance equality under the Public Sector Equality Duty.

To achieve this objective, we plan to:

- Deliver initial training on disadvantaged pupils to wider staff group through training days and inset data
- Create a new disadvantaged register, including PP, LAC, CIN, CP, attendance and further contextual information for staff to refer to when making decisions
- Targeted teaching and learning interventions, with close monitoring of progress for disadvantaged pupils.
- High expectations and inclusive classroom practice that celebrates diversity and promotes belonging.
- Continued professional development for staff on equity, unconscious bias and inclusive pedagogy.
- Enhanced parental engagement and community partnerships to support learning beyond school.
- Regular analysis of attainment, attendance and wellbeing data to inform next steps

Progress we are making towards this objective:

- Initial training delivered September 2025 from PP Lead
- On-going CPD strand and focus for academic year 2025-26
- Disadvantaged focus in termly Pupil Progress meetings

Objective 2: *To ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), are able to learn and play in a safe, secure and inclusive environment by strengthening site security measures and staff awareness of SEN-related safety needs.*

Why we have chosen this objective*:*

We have chosen this objective to ensure that all pupils, particularly those with Special Educational Needs and Disabilities (SEND), experience equal levels of safety and security while at school. Due to an increasingly complex cohort of pupils, some pupils with SEN may have additional vulnerabilities related to awareness of danger, sensory processing, mobility, or communication, which can make them more at risk in certain environments.

To achieve this objective, we plan to conduct:

- **Site Assessment:** Conduct a full review of current site security arrangements, including gates, fencing, access points and supervision of outdoor areas, with specific attention to the needs of SEN pupils.
- **Individual Risk Planning:** Update or create individual risk assessments and Personal Emergency Evacuation Plans (PEEPs) for pupils where necessary, ensuring their safety needs are clearly identified and met.
- **Staff Training:** Provide targeted staff training on supporting the safety and wellbeing of SEN pupils, including awareness of flight risks, sensory sensitivities and safe handling or response procedures.
- **Environment Improvements:** Make reasonable adjustments to the physical environment, such as improved signage, secure but accessible boundaries,and calm spaces to support pupils who may become overwhelmed.
- **Pupil and Parent Involvement:** Involve SEN pupils and their parents or carers in reviewing safety measures and gathering feedback on how secure they feel in school.
- **Regular Monitoring:** Schedule termly reviews of site security and safeguarding arrangements, reporting outcomes to the Senior Leadership Team and Governors.
- **Partnership Working:** Work closely with external agencies (e.g., SEN specialists, local authority advisors, health and safety advisors) to ensure best practice in inclusive safety planning.

Progress we are making towards this objective:

- The school site is being continually reviewed and amended to meet the needs of the pupils we have and subsequently for any pupils that may join our school in the future (E.g. classroom ramps, EVAC chairs, classroom allocation)
- We have adjusted our exit system replacing push release buttons with intercom exit systems operated by the office staff
- Hall fire doors are on auto release systems

Objective 3: *To improve the attendance of disadvantaged pupils, including those eligible for pupil premium, so that it is at least in line with the attendance of their peers and supports improved engagement, wellbeing and attainment**.***

Why we have chosen this objective:

We have chosen this target because regular attendance is vital for pupils' academic progress, wellbeing, and long-term success. Our attendance data shows that pupils who are eligible for Pupil Premium funding and those identified as disadvantaged have slightly lower attendance rates than their peers. This indicates that some pupils may be facing barriers such as family challenges, health concerns, or reduced engagement with school.

By focusing on improving attendance for Pupil Premium and disadvantaged pupils, we aim to close the attendance gap, remove barriers to participation and ensure all pupils have equal opportunities to learn, achieve, and thrive.

To achieve this objective, we plan to do the following*:*

1. Early Identification and Monitoring
    - Establish termly attendance tracking for all disadvantaged pupils, highlighting those below 95%.
    - Use weekly reports to identify emerging attendance concerns promptly.
    - Hold half-termly review meetings between the attendance lead, SENDCo and pupil premium lead to discuss individual cases.
2. Strengthen Family Engagement and Support
    - Implement a graduated response to absence (e.g., phone calls, home visits, formal letters and meetings).
    - Provide early help support for families facing barriers such as transport, health, or housing issues.
    - Hold "Attendance Matters" workshops or coffee mornings to promote the importance of attendance and build trust.
    - Recognise and celebrate improvements in attendance through assemblies, certificates and positive communication home.
3. Targeted Interventions for Persistent Absentees
    - Develop individual attendance plans for pupils below 90%, co-produced with families and the pupil.
    - Offer pastoral or mentoring support to address wellbeing, confidence, or anxiety-related barriers.
    - Provide access to breakfast or nurture groups to encourage morning routines and positive starts.
    - Coordinate multi-agency support when persistent absence is linked to wider family needs.
4. Staff Training and Consistent Messaging
    - Train all staff to understand the link between attendance, disadvantage and attainment.
    - Ensure consistent language and expectations about attendance across all communications.
    - Include attendance priorities in staff meetings and performance management objectives.

5. Ongoing Evaluation and Accountability

- Review attendance data for disadvantaged pupils termly and report to governors.
- Evaluate which interventions have the greatest impact and adjust support accordingly.
- Share successes and case studies to promote good practice across the school community.

9. Monitoring arrangements

The lead teacher for equalities will update the equality information we publish at least once a year and share these updates with the governing body annually.

This document will be approved by the governing body of Hayes Park School.

10. Links with other policies

This document links to the following policies:

- Accessibility plan