

Handford Hall Primary School

September 2026

Equality information and Objectives

- School policy statement on equality and community cohesion
- Handford Hall Primary School is committed to equality both as an employer and a service-provider.
- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is safe, secure and stimulating place for everyone.
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We make sure that people from different groups are consulted and involved in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We recognise our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population. We explain how we have due regard for equality and to publish objectives which show how we plan to tackle particular inequalities and reduce or remove them.

Handford Hall Primary School has a duty under the Education and Inspections Act 2006 to promote community cohesion (please see Community Cohesion Plan).

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for free school meals
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects and girls in certain other subjects.

In addition to this short statement, we also have a full school policy statement on equality and community cohesion. Please ask for a copy if you would like to see it.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population

Number of pupils on roll at the school: **357**

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 in our school with different types of disabilities and these include:

- Autistic Spectrum Disorder
 - Physical Disability
- Moderate Learning Difficulties
- Hearing and Visually Impaired

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about.
We are already developing strategies and interventions to tackle some of these concerns.
For some of these issues we have also set and published equality objectives.

Early Years

- Accelerating learning across the early years with high quality speaking and listening opportunities (ECAT)

Key Stage One and Two

- (i) Accelerate the progress and skills in Literacy (writing) and Maths of our identified lower achieving group. Revise this termly at our pupil progress meetings
- (ii) Monitor the achievement and behaviour of identified vulnerable children and target specific interventions for them.

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

At Handford Hall Primary School we are aware of the requirement of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly to put them at a disadvantage.

Our governing body has had training on the Equality Act 2010.

All staff members have had training on the Equality Act 2010.

We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

At Handford Hall we have an ethos which supports respect and professionalism.

We have a school behaviour policy which ensures that all pupils are rewarded and sanctioned when necessary. The policy is applied fairly and positively by the staff and pupils alike.

We have appropriate policies that deal promptly and effectively with all incidents and complaints of bullying and harassment. These may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record if such incidents should arise and notify those affected of what action will be taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.

All our policies make explicit that we aim to give careful consideration to equality issues.

We keep an accurate record, where possible and appropriate, of the protected characteristics of our pupils and employees.

We analyse our data to ensure we act upon any concerns in relation to these protected groups.

We review our accessibility plan every three years.

We record any racist or homophobic incidents and act upon any concerns.

We have a Special Educational Needs policy and an Action Plan that outlines the provision the school makes for pupils with special educational needs.

Our complaints procedure sets out how we deal with any complaints relating to our school.

We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.

We have clear procedures for dealing with staff discipline.

Our Grievance Policy and procedures clearly sets out clear guidance for staff who wish to make a formal complaint.

Our Accessibility Plan increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the school and increase the availability of accessible information to disabled pupils.

Our Complaints Procedure sets out how we deal with any complaints relating to the school and can be obtained at the main reception.

The school has an ICT & an E-safety Policy and takes all e-safety issues very seriously. Through assemblies, e-safety weeks and ICT lessons, pupils and staff are made aware of suitable internet conduct. Subsequently, "Acceptable Use" policies are signed and adhered to by all staff and are beside all pupil computers.

Through a broad range of areas of study within our Circle Time and PSHE education, we work hard to eliminate discriminations, harassment and victimisation.

We have a comprehensive curriculum that encourages children to think about the world in which they live. Pupils are encouraged to broaden their understanding of others beliefs, cultures and faiths.

We have a vibrant and well-represented School Council that ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and the immediate environment. The school council is strong and articulate, contributing to whole school decision making where appropriate.

We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult.

We have a Healthy Eating ethos that recognises a culturally diverse community and ensures that all pupils receive a healthy meal each day. Our school meals reflect our commitment to healthy lifestyle and responsibility to our environment, regardless of one's socio-economic background.

We understand that attendance plays an integral part in pupils' achievement at school. Thus, through our Attendance Policy, we investigate any discrepancies that may occur and address inequalities appropriately. We strive to ensure that children maintain a high level of punctuality and attendance.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

We have identified the groups of children whose attainment needs to be raised. These children are being challenged within small groups, through in-class support and individual precision teaching. Our Action Plan highlights the targeted support and our Provision Map details the children and type of support they are receiving.

We have several intervention programmes run by the Teaching Assistants but the most important strategy is quality first teaching.

The relationship between SEND pupils and others is very positive. Pupils have responded positively and maturely in whole class autism awareness sessions and as members of peer support groups for selected pupils.

We have been proactive in accommodating a visually impaired child in our school. All necessary adjustments to the environment and the curriculum have been made. Staff are trained in the use of specialised equipment, when required.

How we advance equality of opportunity:

We have an ethos of inclusion within the school.

We set challenging targets to ensure our children with disabilities make good progress.

We provide good quality training for all of our staff.

When required, we seek the advice and support of external agencies.

We promote positive links with our parents and families.

There is a designated governor for SEND matters.

We target specific support where appropriate.

We hold annual reviews for all statemented children and meet regularly with the parents/carers of the others.

We liaise and work in partnership with many professional organisations.

We have a wide range of specialised resources, which includes our immersion room.

We ensure all staff deliver teaching that reflects the inclusion check list.

How we foster good relations and promote community cohesion:

We welcome all pupils.

We have parent/teacher consultations and an induction day prior to the children starting school in our nursery and reception to aid transition.

We liaise with special schools in the county regarding effective provision.

We provide both formal and informal opportunities to meet with parents.

We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes often experienced. We do this through assemblies, circle time and other PSHE curriculum activities.

We ensure that the curriculum and resources we use have positive images of disabled people.

We tackle prejudice and any other incidents of bullying based on prejudice.

We have developed links with local organisations such as the church, senior citizen homes, etc.

Parent Governors reflect the whole school population.

What has been the impact of our activities? What do we plan to do next?

Handford Hall children experience a positive start.

We have a culturally diverse community of boys and girls who value their cultural differences and appreciate their many similarities. We are proud that incidents of racist bullying are negligible, but we are not complacent.

We have effective, positive relationships with parents, school and home working in partnership to support the child.

Cross phase cooperation ensures appropriate strategies and differentiation.

Next steps

- Increase progress of pupils through implementation of monitoring, intervention strategies and teachers' performance management targets.
- Extend and develop disability training with particular emphasis on meeting the needs of the current cohort and their specific needs.
- Continue to foster relationships with the local community, UK community and links abroad.
- Ethnicity and race (including EAL learners)
- We are committed to working for the equality of all ethnic groups.

How we advance equality of opportunity:

Initial assessments are completed promptly for new arrivals and targets are set out. These may include targeted interventions.

We identify appropriate provision and then monitor its impact.

We identify and address barriers to the participation of particular groups in learning and other activities.

How we foster good relations and promote community cohesion:

At Handford Hall Primary School we promote the spiritual, moral, social and cultural development of all our children.

We provide special events, international days, e-safety weeks, class and school productions and sports days. Visits are also conducted to other local places of interest, worship and to local community groups such as senior citizen's homes.

We have an informal open door policy; staff are available at both the start and the end of the day.

The Headteacher and Assistant Headteachers personally meet all new families during induction meetings and the EYFS/Reception or Nursery leaders meet all new pupils in their settings.

Special induction meetings are arranged with parents for our children starting in Nursery or Reception.

We have a curriculum that supports all pupils to understand, respect and value difference and diversity and ensures that the curriculum challenges racism and stereotypes.

What has been the impact of our activities? What do we plan to do next?

We have high attendance from our parents for all our parents' evenings, assemblies, productions, concerts, sports days and Friends Association events.

We have a high number of parents from a range of ethnic backgrounds who support learning and other activities throughout the school.

Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils is available at school)

How we advance equality of opportunity:

At Handford Hall we have a high ratio of female staff.

We monitor the attainment and progress of all our pupils by gender.

We set targets to improve the attainment rates of progress of particular groups of boys and girls.

Through our extended school provision, boys and girls are represented (football club, tag rugby club, rounders club, nature club, Lego/Pokémon club, drama club, juggling club, etc).

We have a roughly equal representation of boys and girls on the school council. The school council ensures both boys' and girls' views are equally heard.

We invite speakers into the school to talk to the children: we ensure that these represent both genders.

We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.

We ensure the curriculum interests both boys and girls.

How we foster good relations and promote community cohesion:

Whole school events are thoughtfully planned to include and attract Mums/Dads/carers from all sections of our community in order to enrich and contribute to the children's learning and progress.

We ensure that we include positive, non-stereotypical images of men and women, girls and boys, across the curriculum, through assemblies, visits and the visitors we invite in to the school.

What has been the impact of our activities? What do we plan to do next?

We have narrowed the gap between boys' and girls' achievement in identified areas.

We have a stimulating curriculum in place that engages both boys and girls.

Next steps

- We will continue to drive forward literacy and numeracy initiatives to further improve the attainment in reading, writing and mathematics across all year groups.
- We will continue with reading interventions that accelerate and raise the profile of writing reading for our boys and FSM pupils.
- We always challenge stereotypes of gender inside and outside our school community.

Religion and belief

At Handford Hall Primary School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

How we advance equality of opportunity:

We support our pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.

We promote inclusion for all our faith groups in all parts of the curriculum.

We deliver a PSHE curriculum that promotes and supports the aforementioned statements, with tolerance and respect as key values.

How we foster good relations and promote community cohesion:

Visits to places of worship and reflection have provided us with opportunities to engage with different religious and spiritual communities around us.

We encourage and involve our parents and families in celebrations based on the different religions. These have included displays, talks and sharing experiences and customs around significant festivals.

Our curriculum, including RE and PSHE, encourage pupils to accept others' lifestyles and beliefs, as well as exploring shared values.

The RE and PSHE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice and discrimination.

What has been the impact of our activities? What do we plan to do next?

Despite the many global conflicts, between some of the groups which are represented in our school, all of our staff, pupils, parents and families remain positive and respectful and we have had no issues arising from these external conflicts.

Pupils enjoy RE and PSHE and are willing to learn about the range of beliefs.

We have a rich curriculum that enables children to learn about different cultures and religions.

Next Steps

- We would like to increase the number of outside speakers from different religions into the school to share with us their beliefs and practices.

Part 4: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality Objectives

Equality Strand	Objective	Success Criteria	Actions	To be carried out by	Timescale	Monitored by	Costs / Resources
All	To raise the awareness of the school community to the school's Equality Objectives	Staff, parents, carers, governors and pupils to be aware of the aims	Staff Meetings Newsletters Website School Council Assemblies	Head Teacher SMT All teachers and staff	Ongoing	Headteacher SLT	To be included in the costs of newsletters and website.

of the Equality Objectives.							
Race Gender Disability EAL Children of Service Families FSM Pupils All those listed as vulnerable pupils.	To monitor and analyse pupil achievement by categories and act on any trends or patterns in data that require additional support	The progress and attainment of all groups to have been monitored and analysed. The effectiveness of any support to have been evaluated and any necessary action to have been taken.	Pupil progress meetings to continue to monitor *vulnerable groups. Ensure that the needs of the different groups are met via resources, interventions and support.	Head Teacher SMT All teachers and staff	Ongoing.	Headteacher SLT	Possible cost of release time for monitoring staff and teachers involved in Pupil Progress meetings.
Age	To promote pupils' understanding that people of any age are to be respected and valued for the contribution they make to the school community.	Pupils to be aware that anyone, regardless of their age, is of value to the school community and should be respected.	To include some of our volunteers in our school assemblies. Continue to promote the visits to, and performances at, Residential Homes and other venues catering for the aged.	A variety of pupils, and staff	Ongoing.	Headteacher SLT	Possible cover for staff involved in visits and performances.