



Hollywell Primary School

Equality Objectives Action Plan 2024-2027

Our aim is to ensure that HPS is proactive in ensuring equality throughout our school for pupils, parents and staff with regard to the protected characteristics. We seek to embed equality of access, opportunity and outcome for all members of our school community within all aspects of life.

Ethnicity	Total Number	Mobility In	Mobility Out	Girls	Boys	FSM	EAL	Pupil Premium	SEN	Statemented	SEN Support	Education Health & Care Plan	Looked After	Asylum Seekers (Refugees)	Autumn Born	Spring Born	Summer Born
Asian and Any Other Ethnic Group	1			1 100.00%	0 0.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%
Black - African	2	1		1 50.00%	1 50.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 50.00%	0 0.00%	1 50.00%
Chinese	1			1 100.00%	0 0.00%	1 100.00%	1 100.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%
Chinese and Any Other Ethnic Group	1			0 0.00%	1 100.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%	0 0.00%
Hong Kong Chinese	2	2		2 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 50.00%	1 50.00%
Indian	2			2 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	2 100.00%	0 0.00%	0 0.00%
Pakistani	1			0 0.00%	1 100.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%
White and Any Other Ethnic Group	1	1		1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%
White and Asian	1	1		1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%	0 0.00%
White and Black Caribbean	2			0 0.00%	2 100.00%	1 50.00%	0 0.00%	1 50.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 50.00%	1 50.00%
White - British	190	28	3	94 49.47%	96 50.53%	44 23.16%	0 0.00%	42 22.11%	36 18.95%	0 0.00%	35 18.42%	1 0.53%	0 0.00%	0 0.00%	61 32.11%	44 23.16%	85 44.74%
White European	2	1		2 100.00%	0 0.00%	0 0.00%	2 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 50.00%	0 0.00%	1 50.00%
White Other	1	1		0 0.00%	1 100.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%	0 0.00%

Ethnicity 2024-25

Ethnicity	Enrolment	% of Total
Any Other White Background	1	0.5%
Asian and Any Other Ethnic Group	1	0.5%
Chinese	1	0.5%
Chinese and Any Other Ethnic Group	1	0.5%
Hong Kong Chinese	1	0.5%
Pakistani	1	0.5%
White and Any Other Asian Background	1	0.5%
White and Any Other Ethnic Group	1	0.5%
White and Asian	1	0.5%
Black - African	2	0.9%
White Other	2	0.9%
Indian	3	1.4%
Other White British	3	1.4%
White European	3	1.4%
White and Black Caribbean	5	2.4%
White - British	185	87.3%

Gender 2024- 25

Sex	Enrolment	% of Total
Not Known	0	0%
Not Specified	0	0%
Female	98	46.2%
Male	114	53.8%

In order to further support pupils, raise standards and ensure equality throughout school, we have set the following objectives:-

Equality objectives	Actions to be taken	Impact	Review
<p>1. To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children.</p>	<ul style="list-style-type: none"> -Careful tracking of attainment and progress for pupils with SEND. - Target appropriate interventions at those pupils. - Create Individual Education Plans and involve parents in their implementation. - Provide SENCO support and training for staff. - Ensure reasonable adjustments are in place for children with SEND. - Provide auxiliary aids and services to disabled pupils where it is reasonable to do so to alleviate disadvantage. - Where appropriate, work with outside agencies to achieve the best progress for our children. 	<ul style="list-style-type: none"> - SEND children continue to make progress that is in line with, or better than their peers. -Children with SEND can access the curriculum as fully as they are able. -Children with SEND fulfil their potential including (where appropriate) achieving the <i>Greater Depth</i> level for Maths, Reading and Writing. 	
<p>2. To continue to promote understanding and respect for diversity and to give equal opportunities to all children</p>	<ul style="list-style-type: none"> -Ensure school policies and procedures promote equality of opportunity in line with the Trust Equality scheme - Ensure all staff are aware of our responsibility with regards to the equality act - Ensure our school curriculum promotes tolerance of all groups. - To continue with our block teaching of RE and British Values each term. - To facilitate the introduction to, and understanding of, other religions and cultures by our children through lessons and assemblies. - To continue the delivery of our PSHSE curriculum across the school. - Increase staff's understanding of equality and its implications on a day-to-day basis and in this way reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics. To tackle any incidents that may occur in relation to protected characteristics. 	<p>Children are aware of a range of religions and cultures.</p> <p>The children celebrate diversity and are tolerant to other religions, cultures and groups of people within society.</p> <p>All children have access to a rich range of</p> <p>For all adults in our community to show tolerance and understanding and school tackle any incidents that may occur in relation to the protective characteristics.</p>	
<p>3. To monitor assessment data at regular intervals to ensure that children are not being disadvantaged by belonging to a protected group *</p>	<ul style="list-style-type: none"> -Careful tracking of attainment and progress for pupils with the "Protected Characteristics". - Ensure reasonable adjustments are in place for these children. - Where appropriate, work with outside agencies to achieve the best progress for our children. 	<p>Children identified as needing additional support make progress that is in line with, or better than their peers.</p> <p>Children can fully access the curriculum.</p>	

* The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are called the "Protected Characteristics".

Action Plan

Objective	Actions to be taken	Responsibility	Timeframe	Review /outcome
Revise Equality objectives and ensure all staff are familiar with policies in school	<ul style="list-style-type: none"> • Ensure all staff are familiar with EMET Equality Policy • Meet with MSAs and Admin to share policies and reaffirm understanding of protective characteristics. • Develop an action plan for the objectives • Approve at FGB • Publish on website 	<ul style="list-style-type: none"> • HT • Governors 	March 2024 Annually	<p>Objectives are a core driver of the school's curriculum and HPS is proactive in maintaining a high profile of the protected characteristics.</p> <p>Staff keep protective characteristics as a high profile. All adults keep equality at high profile</p>
Ensure that procedures for recording Racist and Bullying incidents are clear	<ul style="list-style-type: none"> • Set up reporting categories on My Concern • Train all staff in recording incidents concisely and factually • Clarify reporting to authorities – EMET and NCC • Agree thresholds to be reached to qualify for formalised recording. • Establish clear monitoring dates for reviews 	<ul style="list-style-type: none"> • HT • SLT 	Sept 2024 Half termly	Monitoring is completed half termly and actions taken where necessary. Staff are supported by clear procedures.
Ensure Governors are informed of all procedures.	<ul style="list-style-type: none"> • Nominate a governor to oversee equality and diversity across the school and monitor incidents and records. • Termly data to be shared with governors as part of HT report. • Serious incidents to be discussed with Safeguarding and behaviour governor 	<ul style="list-style-type: none"> • HT • COG 	Termly	Governor reports to the LGB. Governors regularly monitor and challenge actions and decisions taken by school staff.
Widen pupils understanding and awareness of all pupils especially as HPS is broadly white British	<ul style="list-style-type: none"> • The cultural capital plan includes visits/visitors and experiences to enhance children's understanding of the different cultures that are within their community and city • Make connections with more diverse schools 	<ul style="list-style-type: none"> • HT • RE co-ord • Curric co-ord 	Jan 2024	Children have meaningful experiences of the lives of others and broaden their experiences to have a greater appreciation of other cultures

Ensure that communication is accessible to all groups.	<ul style="list-style-type: none"> Develop relationships with families whose parents have EAL Ensure school communication is accessible by sending out information on Class Dojo where a translator app is available 	<ul style="list-style-type: none"> Teachers TAs 	Ongoing	HPS recognises that there are difficulties for those families whose children have hearing impairments, developmental delays, speech and language development and EAL and develops strategies to support these children and their families with their time in school.
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Pupils and staff with additional needs are planned for	<ul style="list-style-type: none"> PEEPs complete Health Care Plans updated, and new ones completed EIPENs are checked and renewed where needed ASTHMA inhalers are checked and renewed where needed Transition information is clear and shared Dietary cards are renewed with particular focus on allergies and religious requirements 	Teacher SENCO First Aid team DHTs Office	Ongoing	All needs are planned for with a view to keeping all pupils and adults safe.
Ensure resources in school address the protected characteristics	<ul style="list-style-type: none"> Audit of library and reading books Gaps addressed Additional resources purchased 	DHT Reading lead SENCO	Sept 24	Resources do not discriminate or bias pupil's perception of the world

1. Long-term Objectives

Objectives	Actions	Responsibility	Timeframe	Outcome
Children have experience of a wide range of cultures, beliefs and understanding of the diverse nature of their wider community	<ul style="list-style-type: none"> Children have highlighted activities and visits to a diverse range of experiences Make connections with a local, more diverse school and arrange joint activities Visit places of worship 	DHT RE Lead SENCO School Council	Jan 24 ongoing	Children can speak confidently about differences in culture by with respect and understanding about these.

Explore additional services available to individual needs to access the curriculum	<ul style="list-style-type: none"> • Work with public and private sectors to improve awareness • Consider more effective use of funding 	SENCO	Ongoing	A wider range of services are available to staff to use to support varied needs.
Ensure all adults are well informed with up to date changes in any procedure	<ul style="list-style-type: none"> • Make sure plans for specific children are appropriately shared to enable all to access the curriculum and school life. 	SLT	Ongoing	Staff are well trained and prepared.
Ensure all aspects of Health and Safety round the site are addressed to enable a safe environment for all children	<ul style="list-style-type: none"> • SLT to lead staff with plans to ensure areas of need are developed in time and can be actioned appropriately • Review of facilities is done well in advance to ensure most up to date provision can be made 	SLT	Ongoing	HPS facilities are the best they can be and move with the needs of the pupils.
Staff are trained in a variety of support interventions to be able to provide an immediate and effective service to the community.	<ul style="list-style-type: none"> • SLT keeps up to date on how children can be supported and invest in appropriate staff to prove the service required to meet the needs of all children • Ensure links to Healthy Schools team. • School counsellor referrals 	SLT	Ongoing	Staff are well trained and prepared.