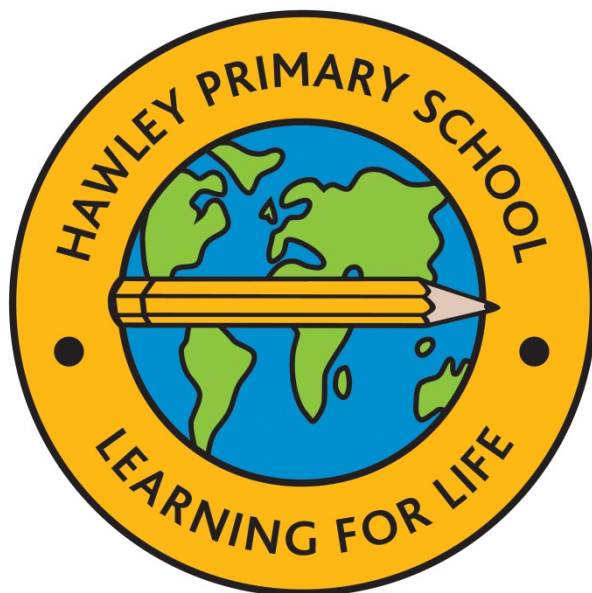


HAWLEY PRIMARY SCHOOL



SCHOOL EQUALITIES POLICY & OBJECTIVES

AGREED BY HEADTEACHER: Autumn 2025

LATEST REVIEW: Autumn 2025

NEXT REVIEW: Autumn 2026

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, such as respect, resilience and creativity – learning for life.

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 people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles and responsibilities

The governing board 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/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives daily to the headteacher

The equality link governor is Chris Mackinlay. They will:

- Meet with the designated member of staff for equality every [frequency], 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
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to discuss any progress and challenges
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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 under the Equality Act 2010 and complies with non-discrimination provisions.

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 meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise 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 people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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 incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including part-time work)

- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Policies and programmes in place to address equality concerns from staff

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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. This includes teaching in RE, citizenship and 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
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- 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. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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 considers whether the trip:

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

As a school, we are required to publish equality information every year:

We must report on at least 1 equality objective once every 4 years – we've chosen November 2029 to be our deadline for this.

We recognise that the public-sector equality duty has three aims, to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under 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

We have considered how well we currently achieve these aims regarding the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

SCHOOL CONTEXT – As of November 2025 based on 2024-2025 data

- The school is an average sized primary school serving the local community of Hawley, Blackwater and the locality of Camberley in the district of Hart in North East Hampshire as well as the nearby Farnborough area.
- Many of the pupils live **out** of catchment area which comprises of a mixture of private and rented properties.
- The school's deprivation indicator is 0.09 against 0.18 nationally (2025)
- As well as English, **11 languages** are spoken in the school including Tamil, Turkish, Romanian, Polish, Nepali, French, Italian, Shona and Slovakian.
- The school has a higher than national **stability factor** (Taken from ASP 2025: Stability 87.3%: National 84.3%)

Pupil Related Data (ASP 2024/2025)

Information	Evidence and Commentary	
	School 2025	National ASP 2025
No. on Roll	314	272
Gender	Boys – 47.1%	50.9%
	Girls – 52.9%	49.1%
Pupils Ever 6 FSM	10.8%	26.3%
Pupils from minority ethnic groups	19.8%	38.9%
Pupils from various ethnic backgrounds	80.8% White British 3.9% White Asian 2.5% Any Other White 2.2% Any Other Mixed 2.2% Other Asian 1.9% Black African 1.2% Bangladeshi 0.95% Indian 0.63% Any other ethnic group 0.63% White Black African 0.63% White Black Caribbean 0.63% White European 0.31% Black Caribbean 0.31% Black European 0.31% White Indian 0.31% Other Black African 0.31% White Irish Traveller 0.31% Gypsy Roma	
Pupils with SEN Support	7.6%	14.8%
Pupils with EHC Plans	4.1%	3.5%
Pupils from Service families	2.5%	n/a
Pupils with English as an additional language	8.3%	23.5%
Attainment by Gender	% Pupils achieving ARE+ Reading, Writing and Maths (End of Year 6 2025 – 44 students)	
Male	67%	59%
Female	50%	65%
Attainment – Ethnic group (three largest groups in school)	% Pupils achieving ARE+ Reading, Writing and Maths (End of Year 6 2025 – 44 students)	
White British	56.3%	61%
Black African	100%	64%
Any Other Asian	50%	69%
Attainment - by Disability/SEND	% Pupils achieving ARE+ Reading, Writing and Maths (End of Year 6 2025 – 44 students)	
No SEN	70%	73%
SEN with EHC Plans	0%	62%
SEN Support	0%	62%
Attendance by Gender	% sessions missed due to overall absence	
Male	4.8%	5.7%
Female	4.7%	5.4%
Attendance by Ethnicity	% Authorised Absence	% Unauthorised Absence
White Indian	17.2%	0.3%
White European	10.2%	0.4%
Bangladeshi	9.5%	0.3%
White British	5.9%	0.8%
Other Ethnic Group	3.8%	0.6%

Pakistani	4.7%	0.5%
Indian	4.1%	0.0%
Black-African	4.4%	0.7%
White/Black Caribbean	1.6%	1.2%
White/Asian	3.9%	2.0%
Other White	5.2%	0.5%
Other Asian	6.2%	0.1%
Gypsy/Roma	2.9%	0.0%
Attendance by SEND	% sessions missed due to overall absence	
No SEN	4.6%	5.0%
SEN Support	6.3%	7.5%
SEN with EHC Plan	5.5%	10.0%

Information Evidence and commentary

Statistics are shown as percentage proportions which vary depending on the size of a cohort.

BEHAVIOUR 2024-2025	
Behaviour Incidents logged on CPOMs	Behaviour, verbal & aggressive incidents = 2282 Suspensions = 14
Participation in the School Council by	The School Council is representative of the population of Hawley Primary School 42% - Boys 58% - Girls
Participation in After School Clubs	All club activities organised by the school operate at lunchtimes. This has been in operation since September 2018 and has enabled all children with equal access to participate. Team sport events are attended well by both boys and girls and are open to all. Staff and Parents provide opportunities for all children to participate in activities within and beyond the school day.

Other Information	
Information	Evidence and commentary
Staff Data 2024/2025	As our school employs less than 150 members of staff, the Governing Body is not required to publish information in relation to our staff.
Governor Representation at Autumn 2025	62% female 38% male
Volunteers in school 2024-2025	We have proportionately more women than men on the Volunteer profile.

Qualitative information

The school publishes the following on our website:

- Various school policies evidencing the school's commitment to the principles outlined in this policy including: the Admissions, Child Protection, Special Educational Needs, Teaching and Learning, Protected Disclosures (Whistleblowing) and Complaints Procedures, which can be found on the school website www.hawleyprimary.com. Additionally, its current Accessibility Plan and Equality Action Plan are available from the school office under the Freedom of Information Act.
- Information about aspects of the curriculum which promote tolerance, friendship, and an understanding of different cultures.
- The school analyses attainment and progress of pupils by a variety of characteristics including gender, ever 6, SEND, Service, EAL and LAC and post LAC.
- The school promotes the ethos of respect and inclusion
- The school has many links with the local community, including the Sharp Heads and Frogmore Cluster Heads Groups
- The school regularly revises its curriculum to ensure that it engages all groups of learners.

All the above evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

The following information is also available on request at the school office:

- Minutes of Governor meetings
- Details about assemblies which deal with relevant equality related issues

- Views of the School Council and Pupil Voice Groups

Date of publication of this appendix: Autumn 202

We have considered how well we currently achieve these aims regarding the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objectives:

OBJECTIVE 1:

To close gaps in attainment and achievement between pupils and all groups of pupils;

To achieve this objective, we will:

- Planning and curriculum provision will engage all children's needs and interests.
- Intervention groups, including tutoring will provide support and challenge.
- Improve parental engagement by enabling families to come into our school and to be a part of the learning experience.

OBJECTIVE 2:

Approaches detailed in the SIP (School Improvement Plan) are used to support groups of learners their full potential

To achieve this objective, we will:

- Quality professional development opportunities in both mediated learning and attachment and trauma approaches
- Accountability through performance management to meet these SIP targets in all classes

OBJECTIVE 3:

To promote equality, diversity and inclusive development and understanding through a rich range of experiences, both in and beyond our school.

To achieve this objective, we will:

- EARA Pupil Voice group to lead this objective through their involvement in the Hampshire Equality, Inclusion and Diversity Project.
- Engage in an ongoing programme of visits in and across the community we serve and to host a regular programme of visitors to our school to share different perspectives, faiths, and cultures.
- Assemblies and the PSHE and RE curriculum provide opportunities for all children.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by governing board and Headteacher at least every 4 years.

This document will be reviewed by the governing board and Headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND information report
- SEND policy

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Date for next review and re-publication: Autumn 2026