HALL GREEN SCHOOL

EQUALITY AND DIVERSITY INFORMATION

Adopted: 4 December 2024
Next Review: December 2025
Governing Committee: Full Governing Body
Responsibility: Headteacher

Context

All members of the school community have a responsibility to seek to ensure that the school is free from discrimination of any kind. We all have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes. Our school community consists of a diverse range of people, employees, students, parents and visitors. We need to celebrate our differences, by understanding them and enjoying the diversity this brings. Issues of equal opportunity should be part of the education of all learners. In this way we can work towards mutual respect and understanding in an increasingly interdependent world. Our Equal Opportunities Policy is designed to help us positively promote each other's individual rights and our responsibilities towards others.

Guiding Principles

- We will value each member of the school community as an individual.
- We will not define individuals in terms of labels.
- We will look at ways in which ability/disability is presented through the curriculum and stereotypes.
- We will ensure that ability/disability is not used as a term of abuse.
- Issues relating to ability/disability should be investigated in positive terms.
- We will be aware of the ways in which institutional and textbook language can disempower people.

See our Equality Policy for further information.

What is the duty?

We must:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

What are the protected characteristics?

The Equality Act 2010 was introduced to ensure protection on the grounds of specific characteristics (referred to as **protected characteristics)**. For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their sex; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics'. These apply to staff but not students in schools.

1.   School Context – Pupils

Gender	Count	%
Male	536	58.1%
Female	386	41.9%

Special Educational Need/Disability

Pupils with a SEND 14.8% (3.51% with an EHCP; 11.29% on register but without an EHCP)

Looked After Children

There are currently 12 pupils in care.

Ethnicity

Ethnicity	Count	%
Other Pakistani	371	40.2%
Mirpuri Pakistani	157	17.0%
Kashmiri Pakistani	61	6.6%
Indian	41	4.4%
Bangladeshi	33	3.6%
Asian and any other ethnic group	32	3.5%
White - English	28	3.0%
Other Asian	18	2.0%
Other mixed background	15	1.6%
Other ethnic group	15	1.6%
White and Pakistani	14	1.5%
Black Caribbean	14	1.5%
White + any other Asian Backgrnd	13	1.4%
White Eastern European	11	1.2%
Arab	11	1.2%
Afghan	11	1.2%
White and Black Caribbean	6	0.7%
White and any other ethnic group	6	0.7%
Black and any other ethnic group	6	0.7%
Yemeni	6	0.7%
Other Black African	5	0.5%
White Other	5	0.5%
Information Not Yet Obtained	4	0.4%
White and Black African	3	0.3%
Black - Nigerian	3	0.3%
Bosnian-Herzegovinian	2	0.2%
Asian and Black	2	0.2%
Other White British	2	0.2%
Chinese + any other ethnic group	2	0.2%
Kurdish	2	0.2%
African Asian	2	0.2%
Refused	2	0.2%
Iraqi	2	0.2%
Other Black	2	0.2%
Black - Somali	2	0.2%
White European	1	0.1%
Kashmiri other	1	0.1%
Moroccan	1	0.1%
Black North American	1	0.1%
Egyptian	1	0.1%
Nepali	1	0.1%
Thai	1	0.1%
Black - Ghanaian	1	0.1%

Albanian	1	0.1%
White and Indian	1	0.1%
Other Chinese	1	0.1%
Italian	1	0.1%
Black - Sudanese	1	0.1%

Additional Groups

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support". In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an Additional Language

EAL	Count	%
Yes	300	36.8%
No	585	63.2%

Pupils from low-income backgrounds

Pupil Premium	Count	%
Pupil Premium	422	45.8%
Non Pupil Premium	500	54.2%

Religion and Belief

Religion	Count	%
Muslim	781	86.3%
Christian	48	5.3%
No Religion	33	3.6%
Sikh	27	3.0%
Hindu	9	1.0%
Refused	3	0.3%
Buddhist	2	0.2%
Other Religion	1	0.1%
Jewish	1	0.1%
Grand Total	**905**	**100.0%**

Equality Objectives 2024 - 25

Equality Objective One:

Overall aim: To eradicate achievement gaps between **disadvantaged** pupils and their peers.

Objective: Embed a new leadership structure to implement pastoral and academic strategies to raise the achievement of pupils who have additional pupil premium funding.

To achieve this objective we plan to:
- Appoint an Associate Senior Leader: Pupil Premium.
- Shape the new Senior Leader role to further develop our strategies to close the achievement gap.
- Re-structure Pastoral leadership; move from a Head of House structure 94 leaders) to Heads of Year structure (5 leaders).
- Embed new form structure.
- Continue aligning the work of the pastoral and academic teams to identify key priorities and necessary actions.
- Leaders to utilise feedback from all stakeholders to shape priorities and evaluate impact.
- Act upon the feedback from the Pupil Premium review.

Equality Objective Two:

Overall aim: To further develop leaders' **awareness and understanding of diversity** issues that are relevant to the school and the community.

Objective: The Governing Body and Senior Leadership Team to complete diversity training.

To achieve this objective we plan to:
- Review available training courses.
- Identify a suitable provider and training course.
- Run a training course, or series of courses, at a time that maximises attendance.
- Ensure training course material and learnings are used in planning the school's priorities.

Equality Objective Three:

Overall aim: To **eradicate discriminative language and behaviours**.

Objective: To have a better understanding of the experiences of pupils with protected characteristics.

To achieve this objective we plan to:
- Conduct annual pupil voice surveys, ensuring maximum completion.
- Increase the quality of responses of the annual pupil survey through pre-teaching the meaning of the questions.
- Conduct focus groups to better understand responses from surveys and truly understand the pupil perspectives.
- Feedback the findings of pupil voice to pupils and staff.
- Use the findings to identify priorities and actions needed.