



# Equality information and objectives Hounslow Town Primary School

Approved by: Laura Khalil **Date:** January 2020

Last reviewed on: April 2025

Next review due by: April 2026

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Hounslow Town Primary School is a large 5 form entry primary school in central Hounslow and in September 2018 moved into a brand new school building with amazing facilities. We provide for children aged 3yrs old (Nursery) to 11yrs (Y6). There is a very diverse school community at Hounslow Town with representatives from **33 ethnic groups with over 76 languages spoken**. We have a specialist unit (The Rainbow Unit) which supports children with Moderate Learning Needs and promote inclusion across the whole school where we endeavour to meet the needs of all children.

We have a distinct ethos, which is enhanced by supporting the UNCR Rights. The children have a good understanding of the UN Convention on the Rights of the Child and our values are promoted through a shared understanding of what it means to be a 'Hounslow Town Child' and a 'Hounslow Town Adult'. Our broad and balanced curriculum is designed to support children in their futures, and while maths and literacy are the 'skin and bone' of the curriculum art, music and a programme of trips and visitors are to give 'heart and soul'. Our new school facilities enable us to offer food technology and we aim to develop a range of life skills. Our overall mission is to help children develop as well-rounded, ambitious and 'decent' individuals capable of being successful in their futures.

We also want to foster a sense of community for our school, with families being involved in school life. Apart from the usual parent teacher consultation opportunities, and invitations to events, we offer stay and learn sessions with families invited in to observe lessons and gain insight into what goes on in school.

## 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 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.](#)

## 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor to raise and discuss any issues
- 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.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times during Ramadan)
- 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 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 behaviour incidents, attitudes towards bullying)

## 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 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
- 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
- We have developed links with people 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 considers whether the trip:

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

The school takes due care when planning trips and experiences for the community to show we have actively considered our equality duties and asked ourselves relevant questions.

## 8. Equality objectives

Equality Strand	Action	How will the impact be monitored?	Who is responsible for implementing?	Time frames	Evaluation/ impact
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent and staff awareness of Equality Plan in annual survey	Headteacher/ designated member of staff	Summer 2020	
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Attainment and progress data of groups analysed	Headteacher/ SLT/ governing body	On going at data drops tri-annually	
All	Ensure the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	Increase in pupils' participation in sessions/activities, confidence, pupil voice	Curriculum lead, subject leaders, assembly lead	Annually	
All	Ensure that displays in the classrooms and	Increase in pupils' participation in	Arts lead	On going	

	corridors promote diversity in terms of race, gender and ethnicity	sessions/activities, confidence, pupil voice			
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council, sports council, assemblies, fund raising, psa events etc	School council representation monitored by race, gender and or disability	School council & sports council leads, class teachers where appropriate	Annually	
Race equality duty	Identify, respond and report racist incidents as outlined in the Plan. Report figures and summary to the governing body	HT? Governing body will use the data to assess the impact of the school's response to incidents i.e. have certain year group's approach led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response/follow up?	Headteacher, behavior lead, governing body	Reporting at full governing body meetings	
Gender equality duty	Increase opportunities to encourage girls to take up sports outside the curriculum requirements, including offering dance and football/basketball lessons, to make participation rates more reflective of the school population	Increased participation of girls in sports clubs and out of school activities	Sports lead	On going	
Disability equality duty	Review accessibility plan to ensure access for all needs represented in the community	All members of the community have equal access or access is supported through a specific plan	Head teacher/ Health & Safety lead, SENDco	Annually	
Disability equality duty	Ensure regular and appropriate staff training on SEND linked to disability	Increased awareness and confidence in staff planning and delivering	SENDco, Headteacher, class teachers	On going	

		sessions for children			
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities (through assemblies, trips, visitors in, home-school links, local businesses/places of worship)	Increase in pupils' participation in sessions/activities, confidence, pupil voice	Subject lead PSHE, assemblies coordinator, class teachers, subject leaders	On going	

## 9. Monitoring arrangements

The governing body and Equalities Lead will update the equality information we publish annually or following updates.

This document will be reviewed by the governing body and Equalities Lead at least every 4 years.

This document will be approved by the governing body during Full Governing Body Meetings.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan