

Equality Audit 2021/2022 and Equality Objectives 2022/2023

1. What sort of school are we?

Almost all pupils at our small school come from White British backgrounds. Although the proportion of pupils identified with special educational needs and/or disabilities is below average, it varies significantly between year groups. The proportion of pupils known to be eligible for free school meals is well below average. The age range of the children in the school is from 3 – 11. See below the data required for publication by the school.

2. Our Equality Policy

Hailey CE Primary School is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

3. This report

The school conducts an annual audit of its performance on equality, led by Graham Simpson, Equality and SEND (Special Educational Needs & Disability) Governor Lead Annual Equality Audit with support from Liz Jarrett, Assistant Special Educational Needs Co-ordinator (SENCo). The audit includes a review of:

- the school's equality data
- governance and leadership
- physical accessibility of the school's site
- access to learning and information

4. Equality data

(a) Pupils

	January 2022
Children on roll	112
Children on pupil information form ^{Note 1} as White European	110
Children described on form as being of other ethnic or cultural background	3
Children described on form as having a disability	0
Children on SEND register	9
Children eligible for pupil premium funding	5
Looked after children	2
Children with English as an additional language	2
Our ratio of boys:girls	41:71
Gender reassignment – no information provided	-
Lesbian, Gay, Bi-sexual or Transgender (LGB or T) – no information provided	-

^{Note 1} Pupil information form completed by parents

The school will take note of further advice and guidance from local and national specialists on how and when to ask pupils these questions and how to use the data sensitively when collected.

(b) Employees – Schools with fewer than 150 employees are not required to publish data about employees.

5. Governance and leadership

1. Are governors aware of their legal duties under equality legislation?	Yes. All Governor Terms of Reference include references to these duties.
2. Does the governing body reflect the full diversity of the school and the local community?	Yes. Our current gender ratio is 5:4 female:male governors. Racial and cultural diversity is currently difficult to achieve as racial and cultural diversity of both the school and the local community is statistically small.
3. Has a governor been nominated from the governing body to take the lead in championing equality, inclusion and community cohesion?	Yes. We have an Equality Governor lead, with an additional responsibility for Special Education Needs & Disability. We also have a separate Communications Lead Governor specifically addressing information and communication issues and initiatives.
4. Have governors seen and agreed the school's Equality Policy and Objectives, including equality in employment obligations, and the monitoring and implementation of these?	Yes. Policy documents and reports and CPA Committee minutes are distributed prior to the full Governing Body meetings. Questions are raised, discussed and ratified as appropriate. Equality and SEND are standing items on all governing body meeting and sub-committee meeting agendas.
5. Do governors receive regular reports that monitor equality and diversity?	Yes. Pupil progress for all cohorts is closely monitored and analysed by the CPA Committee. Also pupil progress for children for whom school receives pupil premium funding is reviewed and discussed at QofT meetings, SEND Governor meetings, SEAT meetings. Head teacher reports to FGB meetings, Personnel & H&S Governor staff wellbeing survey result meetings are also reviewed by governors. Areas of concern are followed up by the HT and monitored by the CPA Committee.
6. Are there well-known and clear school-wide procedures for dealing with, and reporting, issues and incidents of discrimination and harassment?	Yes. See policy file and staff briefing meeting minutes. Appropriate lead governors and all staff have received training on anti-bullying, SEND related anti-bullying, cyberbullying and safeguarding. HT also holds information sessions for parents on bullying.
7. Do governors receive a report of these incidents?	Yes, through the Head teacher reports at full Governing Body meetings x3 per year.
8. Have governors identified milestones and targets against which progress can be monitored?	Yes. The school's equality objectives are embedded in the School Raising Achievement Plan (RAP). The Accessibility Plan is monitored at SEAT meetings.
9. Is equality and diversity embedded throughout the school evaluation form (SEF) specifically: (a) on how the full diversity of learners' views are gathered and acted upon including disabled learners, those from ethnic communities and hard to reach groups? (b) comparing achievement and standards of different groups such as boys, girls, ethnic communities; learners with SEND? (c) on any	(a) Pupil Voice is gathered through a range of measures including whole school pupil voice. Each group discusses a topic. Support is provided to children with SEND via our SENDCo and Asst SENDCo. We also have a senior governor leading on Communications across the school. (b) Achievement and standards – Pupil progress is carefully reviewed regularly by the CPA Committee. This review is across all cohorts – girls, boys, children

<p>issues of bullying on the grounds of religion, race or sexual or homophobic incidents and how learners' rights and responsibilities are developed? (d) on the support for children with SEND or learners with EAL needs? (e) on how leadership and management monitor the impact of the school's equality and diversity policies in relation to all groups of learners?</p>	<p>with SEND; more and most able; children with English as an alternative language; children eligible for Pupil Premium funding; children eligible for Free School Meals; and looked after children.</p> <p>(c) <i>Bullying related to the protected characteristics</i> – Any such incidents are recorded in the school's action log.</p> <p>(d) <i>SEND & EAL</i> – There are a range of interventions that are put in place and closely monitored, followed by discussions between class teachers and the SENCo or Asst SENCo.</p> <p>(e) <i>Monitoring equality impact by leadership and management</i> – The SEAT (HT/SENCo; Asst SENCo and Equality/SEND lead governor) meet twice a year to review progress against the school's Equality objectives and Accessibility Plan. Performance minutes are circulated to the full Governing Body for information. An Equality and Accessibility Audit is conducted annually and a report on Special Educational Needs & Disability is produced by the Equality & SEND lead governor. Both reports are presented to the FGB. In addition, the Equality/SEND lead governor visits the school during the events including Anti-bullying week.</p>
<p>10. Does the school recognise and celebrate events important to people from diverse backgrounds?</p>	<p>Yes. Specific examples include HT collective worship on global citizenship and whole school services in the village church to celebrate Christian festivals e.g. Christmas and Easter. In addition to this we celebrate Mental health Awareness week, National Charity Initiatives and Global Charities eg UNICEF.</p>
<p>11. How do governors ensure that all staff understand their duties to implement equality legislation in their day to day responsibilities?</p>	<p>HT deals with operations aspects of this and reports to governors through CPA Committee meetings, minutes of which also go to FGB. Equality matters are posted on the designated notice board in the staff room.</p>
<p>12. Have governors checked that the school Equality Policy and associated documents follow county and national guidelines?</p>	<p>All equality related policies are reviewed regularly. They are up to date and cross referenced with anti-bullying, safeguarding, medical needs, behaviour, new technology, etc. policies</p>
<p>13. Do governors know the 'diversity make-up' of the school?</p>	<p>Yes, through the Equality Audit report produced by the Equality and SEND governor lead, which is presented to the FGB</p>
<p>14. Are governors aware of areas where the school has made the most, and the least progress in promoting equality, inclusion and community cohesion? Do priorities in the Raising Achievement Plan concentrate on areas of least progress?</p>	<p>Yes. Equality Objectives and Accessibility plan reflect the need to address diversity in faith and culture. SEF highlights progress in this area and further action required.</p>
<p>15. Do governors refuse to accept a new policy unless an equality impact assessment has been carried out?</p>	<p>Yes. Governor and sub-committee terms of reference clearly state the need to consider equality issues. Equality implications are included as a matter of course when reviewing policies.</p>

16. Are the Equality Policy and Objectives and Statutory data for publication available on the school website? Have all governors received a copy? Has a summary been made available to pupils, staff and other interested stakeholders?	Yes.
17. Are the Equality Accessibility Plan and Equality Objectives embedded within the School's Raising Achievement Plan, and monitored by the Governors and their Visits Schedule?	Yes. See SAP (strategic action plan), governor meeting minutes, governor visit report template, governor visit reports and Performance Subcommittee where progress against the Accessibility Plan is scrutinised.

6. How we will deliver our equality duty

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and also the requirements set out in the Ofsted briefing Inspecting Equalities to ensure that our school meets both the general Public Sector Equality Duty (PSED) and the specific duties. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The school recognises that Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

The School Equality Action Team (SEAT): SEAT is a working group, consisting as a minimum of the Head teacher, an additional staff member who works with children at the school with special educational needs and disabilities, and the lead governor for Equality and Special Educational Needs and Disability (SEND). Parents in our school parent community are invited to be members of SEAT, and input is actively sought from pupils, parents and staff as part of the group's planning and review cycle.

The terms of reference for the Equality Duty & SEND Governor Lead include convening and meeting with this group several times during the year to oversee and action statutory and aspirational targets within the school's Equality Duty and to take a lead on items addressing the school's responsibilities on equality, accessibility and diversity matters. Specifically, SEAT works with relevant staff and governors to ensure that the requirements of the Public Sector Equality Duty are integral to all aspects of the schools' functions and to generate, implement, review and update in line with changing best practice and guidance:

- A Single Equality Policy for the school, and its impact. This includes our obligations for equal opportunities in recruitment and employment.
- The published, specific and measurable, Equality Objectives for the school, at least every four years.
- The published data on protected characteristics for stakeholders at the school.
- An Accessibility Plan for monitoring and delivering these objectives, including specific objectives for improving our accessibility for pupils, employees and other stakeholders with disabilities.
- Appropriate statements in other policies and documents (including the website, staff handbook, and the weekly newsletter to parents) in the school affecting equality issues, and their delivery and impact.

How well we meet, and continue to improve, our delivery on equality will be through assessment of:

- The effect of our policies and practices on the recruitment, development and retention of employees.
- The effect of our policies and practices on the educational opportunities available to, and achievements of pupils with protected characteristics.
- The effect of our policies and practices on the involvement of parents and carers with protected characteristics in their child's education.
- The effect of our policies and practices on the involvement of other school visitors and users (including governors) with protected characteristics in school community activities

Information used to inform this assessment is collected from:

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| • Pupil progress tracking data and reviews | • Staff wellbeing surveys, and line manager meetings |
| • School to school support | • Relevant outside agency feedback and advice |
| • PP (Pupil Profile) reviews | • Audits of accessibility to premises, the learning environment and to information |
| • SEND (Special Educational Needs & Disabilities) reports | • Local authority and national guidance |
| • Provision mapping | |
| • Parental surveys | |
| • Pupil surveys | |

When gathering information, protected characteristic data about pupils, staff and other stakeholders is identified through self-declaration, recruitment and selection procedures, admission forms and through monitoring as part of the SEND code of practice. Data protection legislation will be observed in sharing this information.

The specific reporting duties

SEAT

- annually sets and publishes equality objectives
- reports SEAT actions to the Performance Committee and the FGB

7. Our equality strategies

The school has identified the following strategies that are specifically designed to address our delivery of Equality and our Vision:

Equality Strategy	Evidence	Documents and Policies for Reference
<i>Establishing, maintaining and developing a school culture and ethos</i>	<ul style="list-style-type: none"> • Love, compassion and respect are embedded in the school values. • British values, tolerance, democracy, rule of law, and individual liberty are embedded throughout the school and included in teaching and assessments. • Good behaviour of pupils • A rating of “Outstanding” from our Statutory Inspection of Anglican and Methodist Schools in April 2016. • Responsibilities under the Equality Duty are integral to decision making at the school, by the leadership team and by the Governing Body and are specifically included in the Terms of Reference for all committee, working group and lead governor roles. 	<ul style="list-style-type: none"> • Vision statement • Raising Achievement Plan • British Values Statement • The Terms of Reference for all aspects of the governance of our school, particularly those for the Governing Body; Leadership & Partnership Sub Committee; the Equality Duty and SEND Governor Lead
<i>Preventing and dealing effectively with bullying and harassment</i>	<ul style="list-style-type: none"> • Very few, if any incidents of bullying or prejudice related harassment. • Action records kept by HT of any concerns or incidents relating to prejudice and staff informed. Action records analysed for any incidents related to and involving protected characteristics. • Anti-Bullying week activities across the school • OCC guidelines followed for procedure for any abuse, bullying or harassment. 	<ul style="list-style-type: none"> • Head Teacher Reports to Governing Body • Hailey School Anti-Bullying Policy, and relevant safeguarding and child protection and behaviour policies and protocols • Whistleblowing Policy (adopted policy from Oxfordshire County Council) • Hailey School Safeguarding & Anti-Bullying Plans • Hailey School Parent and Pupil Survey Reports • Governing Body newsletters • Self-Evaluation Forms (SEF)

		<ul style="list-style-type: none"> • E Safety Policy • Guidance on derogatory language
<i>Listening to pupils, staff, parents and others</i>	<ul style="list-style-type: none"> • Parent and pupil surveys • Staff well-being surveys • Pupil Voice groups • SEAT Committee invites parental representation 	<ul style="list-style-type: none"> • Equality and Diversity in the workplace (adopted policy from Oxfordshire County Council) • Hailey School Health and Safety Policy • Hailey School Staff Wellbeing Survey Reports and action plans • Hailey School Parent and Pupil Survey Reports • Feedback from Pupil Voice discussion groups • Equality /Accessibility Audit Report • Performance Committee Minutes • Governing Body Minutes • Whistleblowing Policy (adopted policy from Oxfordshire County Council) • Staff Meeting Minutes
<i>Equalising opportunities</i>	<ul style="list-style-type: none"> • Review of Pupil Premium Spend including impact on the progress by pupils entitled to PPG • 30 hour nursery provision offered • Good value extended provision available within school • Work with community partners to offer advice and support to parents 	<ul style="list-style-type: none"> • Hailey School Pupil Premium Spend Review and Action Plan • COVID catch up funding report • Hailey School Charging and Remissions Policy
<i>Informing and involving parents and carers</i>	<ul style="list-style-type: none"> • Weekly school newsletter • School website • Encouraging parents to let the school know if they have a disability or need • Open door policy • Pupil reports • Parent teacher consultation meetings • Parents workshops 	<ul style="list-style-type: none"> • Hailey School Vision Statement • Hailey School Communication Policy • Individual Pupil Reports • Parent Consultation Evenings and meetings • Parent Awareness support e.g. pupil safety • Weekly Newsletter

	<ul style="list-style-type: none"> • Support for parents on how they can help their child at home • Friends of Hailey School 	<ul style="list-style-type: none"> • Termly Governor Newsletter • Website and Parent Noticeboard • “Open door” invitation to meet with Headteacher to discuss matters of specific concern
<i>Welcoming new pupils and helping them to settle in effectively</i>	<ul style="list-style-type: none"> • Additional support given to pupils who may find transition to new classes or schools more challenging • Transition days • Liaison with support services • Transition meetings with nursery school settings • Buddy system in place for Reception pupils 	<ul style="list-style-type: none"> • SEND Policy • Website entries regarding our Nursery and reception provision
<i>Addressing the full range of learning needs</i>	<ul style="list-style-type: none"> • Pupil progress meetings • Performance Committee monitor attainment and progress of different groups of pupils • School assessment system • Attendance monitored termly and initiatives in place to improve attendance • Moderation checklists used to identify whether pupils need to be placed on SEND register. • Pupil Profiles reviewed three times a year with parents and teachers and include SMART targets • SEAL resources used in school • PSHE curriculum • Pupil achievement recognised and weekly rewards given. • House point system 	<ul style="list-style-type: none"> • Pupil Headline Data • SEND Policy and Reports • Provision maps • Most Able, More Able and Talented Policy • School to school support, Curriculum Sub-Committee Minutes, Quality of Teacher Lead Governor and Head Teacher Meeting Reports • Attendance Policy • Head Teacher awards • Pupil non-academic achievements included in HT awards e.g. sport, music, etc.

<p><i>Supporting learners with particular needs</i></p>	<ul style="list-style-type: none"> • Progress and needs of SEND pupils regularly reviewed by SENCo and Assistant SENCo. • Referrals made to support services as needed • Advice requested from other agencies 	<ul style="list-style-type: none"> • Policy for supporting pupils at school with medical conditions • Personal care policy • Positive handling policy • Hailey School SEND Information Report (also on website) • Special Educational Needs Support in Oxfordshire Schools and Settings 2017
<p><i>Making the school accessible to all</i></p>	<ul style="list-style-type: none"> • See Accessibility Plan and Audit and Communications Policy 	<ul style="list-style-type: none"> • Accessibility Plan and Audit • Communications Policy
<p><i>Ensuring fair and equal treatment for pupils</i></p>	<ul style="list-style-type: none"> • School vision and ethos of love, compassion and respect • Embedded British Values • CPD programme include equality matters 	<ul style="list-style-type: none"> • Single Equality Policy • Pupil and Parent Surveys Reports • Whistleblowing Policy • British Values Statement
<p><i>Ensuring fair and equal treatment for staff and others</i></p>	<ul style="list-style-type: none"> • School vision and ethos of love, compassion and respect • Embedded British Values • CPD programme include equality matters • Staff induction 	<ul style="list-style-type: none"> • Single Equality Policy • British values statement • Performance Minutes and Equality Governor Visits Reports • Staff Wellbeing Surveys and Action Plans • Staff and Governor Induction Packs and training • Hailey School Dignity at Work Policy • Equality and Diversity in the Workplace Policy (adopted from OCC) • Whistleblowing Policy
<p><i>Encourage participation of under-represented groups</i></p>	<ul style="list-style-type: none"> • Staff recruitment follows LA equality in employment guidelines • Attempt to recruit governors representative of the pupil population and community 	

8. Review of Equality Objectives 2021/2022

Objective	Actions	Success Criteria/Expected Outcome	Impact Observed
<p>Ensure the gap continues to narrow for all our children falling into cohorts defined under the school's equality policy, that is, pupils with impairments; pupils with English as an alternative language (EAL); pupils eligible for pupil premium (PP); pupils with special educational needs and disabilities (SEND); and most able pupils (MA)</p>	<p>Ensure that learning and progress of groups of pupils, particularly those who are disabled, most able, those with special educational needs, and those for whom the pupil premium provides support, are good. (RAP Evidence of achievement)</p> <p>Compare with data from external sources – Analyse School Performance, and teacher assessment data</p> <p>Use pupil progress meetings to identify under achievement; identifying action to be taken; targeting support ; using the support of our SENDCo and Assistant SENDCo to support specific individuals and groups on our SEND register; utilising every opportunity to support Most Able pupils (RAP Achievement priorities), and looking for opportunities to protect and expand SENCo capacity for the school over time.</p>	<p>There is evidence of improvement and closing the gap across the cohorts of children identified in our equality policy when compared with other cohorts</p> <p>ARE attainment exceeding national data for all groups in reading, writing and maths; combined average scaled score will be in line with or exceed national average. Most able are in line with or exceed national data in attainment in reading, writing and maths.</p>	<p>KS2 SATs data 2022 indicates that all pupils met the required standard in reading, SPAG and maths. Greater depth data exceeds national averages</p>
<p>Continue to develop in our children a greater understanding, respect and tolerance of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity,</p>	<p>Using the Spiritual, Moral, Social and Cultural (SMSC) provision at the school; develop opportunities for first hand experiences and links with other schools with a more culturally and religiously diverse</p>	<p>Pupils gain first hand understanding and awareness of the diversity of the UK and global community by experiencing the opportunity to meeting with the face with children from a more culturally or</p>	<p>Due to COVID-19 some learning experiences were not possible eg One World Week.</p> <p>SIAMS inspection did not take place in 2021/2022</p>

<p>race, religion or belief, sex, sexual orientation) and demonstrate our commitment to British values – tolerance and individual liberty.</p>	<p>population; monitoring progress through Governor Raising Achievement Plan (RAP); arrange further visits to places of worship other than Christian e.g. Synagogue, Sikh Temple, Hindu Temple, Mosque. Whole school SMSC afternoons to be timetabled once per term.</p> <p>One World Week activities to be organised annually.</p>	<p>religiously diverse background.</p> <p>Maintain SIAMS Outstanding rating.</p> <p>SMSC class books to be maintained containing evidence of SMSC activities</p> <p>One World week activities enjoyed by pupils (as evidenced by pupil survey results.)</p>	
<p>To provide a clear focus on the health and well-being of the whole child with a view to developing the strategies already in place and drawing on best practice from elsewhere to improve emotional and physical health of children and others in the school community</p>	<p>Staff to attend mental health first aider training. Staff to visit other schools working on similar projects.</p> <p>WPS key objective for the year to be around pupil mental health and well-being.</p> <p>Grant applications for peace pod and peace garden</p> <p>Class activities to include mental health awareness and mindfulness</p>	<p>Pupils surveys indicate they have been shown how to develop resilience, independence and confidence.</p> <p>Pupil surveys indicate that they are aware of who they can talk to if they are experiencing anxiety (worries) etc</p> <p>Parent surveys indicate that they believe their children have been shown how to develop resilience, independence and confidence.</p>	<p>Due to COVID-19 surveys were not completed.</p>

9. Equality Objectives 2022/2023

Objective	Actions	Success Criteria/Expected Outcome
<p>Ensure the gap continues to narrow for all our children falling into cohorts defined under the school's equality policy, that is, pupils with impairments; pupils with English as an alternative language (EAL); pupils eligible for pupil premium (PP); pupils with</p>	<p>Ensure that learning and progress of groups of pupils, particularly those who are disabled, most able, those with special educational needs, and those for whom the pupil premium provides support, are good. (SAP Evidence of achievement)</p>	<p>There is evidence of improvement and closing the gap across the cohorts of children identified in our equality policy when compared with other cohorts</p> <p>ARE attainment exceeding national data for all groups in</p>

<p>special educational needs and disabilities (SEND); and most able pupils (MA)</p>	<p>Compare with data from external sources – Analyse School Performance, and teacher assessment data</p> <p>Use pupil progress meetings to identify under achievement; identifying action to be taken; targeting support; using the support of our SENDCo and Assistant SENDCo to support specific individuals and groups on our SEND register.</p>	<p>reading, writing and maths; combined average scaled score will be in line with or exceed national average. Most able are in line with or exceed national data in attainment in reading, writing and maths.</p>
<p>Continue to develop in our children a greater understanding, respect and tolerance of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) and demonstrate our commitment to British values – tolerance and individual liberty.</p>	<p>Using the Spiritual, Moral, Social and Cultural (SMSC) provision at the school; develop opportunities for first hand experiences and links with other schools with a more culturally and religiously diverse population; monitoring progress through Governor Strategic Action Plan (SAP); arrange further visits to places of worship other than Christian e.g. Synagogue, Sikh Temple, Hindu Temple, Mosque. Whole school SMSC afternoons to be timetabled once per term.</p>	<p>Pupils gain first hand understanding and awareness of the diversity of the UK and global community by experiencing the opportunity to meeting with the face with children from a more culturally or religiously diverse background.</p> <p>Maintain SIAMS Outstanding rating.</p> <p>SMSC class books to be maintained containing evidence of SMSC activities</p>
<p>To provide a clear focus on the health and well-being of the whole child with a view to developing the strategies already in place and drawing on best practice from elsewhere to improve emotional and physical health of children and others in the school community</p>	<p>Staff to attend mental health lead training and additional staff undertake mental health first aider training.</p> <p>Staff to visit other schools working on similar projects.</p> <p>Class activities to include mental health awareness and mindfulness</p>	<p>Pupils surveys indicate they have been shown how to develop resilience, independence and confidence.</p> <p>Pupil surveys indicate that they are aware of who they can talk to if they are experiencing anxiety (worries) etc</p> <p>Parent surveys indicate that they believe their children have been shown how to develop resilience, independence and confidence.</p>