Haseltine Primary School Equality Information and Objectives

The 2010 Equality Act places a duty on the school to publish the following information on an annual basis

Characteristics of our school population (as of September 2024)

Gender

	Foundation Stage	Y1 – Y6	Total
Total	58	317	375
Boys	30	145	175
Girls	28	172	200

Free School Meals

FSM 111

Ethnic Groups – numbers

Afghan	7	Black and AO Ethnic Group	15	AO Pakistani	1	AO White/Ethnic Group	9
Albanian	2	Black and Chinese	1	AO White British	5	White and Black African	8
Arab other	2	Black Caribbean	44	Portuguese	5	White and Black Caribbean	33
AO Asian background	18	Black European	1	Refused	44	White British	36
AO Black Background	16	Black Ghanaian	1	Romany/Gypsy	1	White Eastern European	4
AO Ethnic group	11	Black Somalian	6	Sri Lankan	5	White English	5
AO Mixed Background	14	Information not obtained	13	Vietnamese	3	White European	3
AO White Background	4	Latin/South/Central America	1	Turkish	5	White Other	2
Asian and AO Ethnic group	5	AO Chinese	1	Turkish Cypriot	2		
Black African	54	AO Mixed Background	10	AO White/Asian Background	1		

White British	White European	Black Carribean	Black African	White English
36	**12**	**44**	**54**	**5**

First Language

Afghan	7	Flemish	1	Romanian	2
Akan	3	French	10	Sinhala	3
Albanian	5	Information not obtained		Spanish	13
Arabic	4	Greek	1	Somali	7
Bengali	3	Hungarian	1	Tagalog	1
Bulgarian	1	Igbo	1	Tamil	2
Chinese	1	Italian	2	Turkish	9
Czech	12	Krio	2	Ukrainian	2
Dagbane	1	Malayalam	3	Urdu	4
Dari/Farsi/Persian	8	Pashto	3	Vietnamese	3
Ebira	1	Polish	4	Wolof	2
English	237	Portuguese	7	Yoruba	9

Special Educational Needs

Stage	Numbers	%
No Specified SEN	-	-
SEN Support	48	15%
EHC Plan	13	3.2%
% children with SEN for N to Y6	61	15%

Primary SEN type for pupils with SEN support and EHCPS	
Speech Language and Communication Needs	39
Specific Learning difficulty	1
Autism	7
Social Emotional and mental Health	5
Other disability including sensory physical or medical	2
No specialist advice	7

			Total	61

Haseltine School is a diverse community. Our aim is to ensure that everyone feels welcomed and included.
Article 2: All children have the rights set out in the UNCRC, and individual children and young people shouldn't be discriminated against when these rights are realised. This covers both direct and indirect discrimination
Article 12: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.
Article 23: Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

Equality Objective 1	To further improve our understanding of, support for and appreciation of neurodivergence in collaboration with the whole school community
Why	Neurodiversity describes the way in which no two brains are completely alike. We all process information and interact with the world differently. It can be used in the context of autism spectrum disorder, as well as other neurological or developmental conditions such as ADHD or learning disabilities, to express the idea that there is no single 'right' way of thinking or learning. We have been selected for the PINS project a new national project that aims to support the education and health needs of neurodiverse children through a partnership approach.
How	• Survey parents, children and staff • Complete a baseline assessment • Engage with advisors from the PINS project • Facilitate family participation group meetings in school • Identify a parent leader for the project • Create an ation plan following feedback fro meeting and surveys • Signpost famiies to relevant local services and providers • Engage with training that helps us to further support our children with neurodiversity. • Following feedback, review policies and procedures with the aim to deliver reasonable adjustments, changes and improvements that are sustainable.
Expected Outcome	By working in partnership with families, all children are supported to succeed at school

Equality Objective 2	In order to challenge racism, empower all pupils to share their ideas & concerns in order to ensure lasting change across the federation and beyond
Why	As a Silver Rights Respecting school we believe our children should be at the heart of decision making, influencing and shaping the life and work of the Fairlawn and Haseltine federation.
How	• Continue to create opportunities to explore the concepts of fairness and equity and ensure children and young people can describe how school promotes these concepts. • Continue to promote an ethos of inclusion, where all feel supported and valued, relating this explicitly to non-discrimination.

	• Support children and young people to engage in a range of advocacy, campaigning and fundraising activities that promote children's rights locally and globally. • Using UNICEF UKs Youth Advocacy Toolkit, continue to develop children's understanding of what it means to be a rights respecting global citizen. Support them to be informed about the world so they are critical thinkers and empowered to challenge injustice • To use 'Pupil Parliament' (in the first instance) to capture the pupil's voice. Find out from the children what they would like to see regarding race and culture in their school and curriculum. Ensure this is a standing agenda item at pupil parliament meetings • Develop a shared language for children to discuss and report racism • Pupil parliament supported to contribute to a termly newsletter to the community • Pupil Parliament to lead Federation events such as Show Racism the Red Card and Stephen Lawrence Day.
Expected Outcome	All children develop a sense of belonging at Haseltine and across the federation and can confidently identify and challenge racism.

We will engage with our school community to ensure the objectives identified above are the best ones for this coming year based on the data analysis. The objectives will be reviewed when we review the school improvement plan and included, where appropriate, within the new plan. The Governing Body will review them regularly.

Prejudice related incidents

Records of behaviour incidents show that in 2023/24:
There were 10 prejudice related incidents reported to the governing body
There were 2 fixed term exclusions for 2 pupils for 2 days (1 incident – not prejudice related)

Actions undertaken over the past year to promote Community Cohesion	
Actions in school	**Actions involving the local/wider/global community**
Music performances Induction meetings for Foundation Stage parents Workshops for parents on reading/phonics and maths PTFA events – weekly coffee morning in The Hub, winter and summer fairs, bake sales, Ice-Pop Fridays Home visits as part of reception and nursery induction Books, food for the food bank and uniform donations Urban Synergy seminar for years 5 and 6, in partnership with Fairlawn School Guest speakers for whole school assemblies – road safety, water safety Raising money for UNICEF and Jeans for Genes Day Family Food Festivals – parents bring a dish Meet the teacher events – September Parent/Teacher Meetings – October & February Parent questionnaires	Participation in music events – in conjunction with Lewisham Music Hub Visits to local places of worship, local museums, art galleries, parks Visits from various people to talk about their experiences – e.g.: Basketball player & Dog Handler (+ dog) PE – sports festivals, football, netball & athletics competitions and annual SEND Sports Event Parents in to talk about own religions, cultures and careers Links with IOE, Greenwich university & local secondary schools to host 1student teachers Work experience placements for local secondary schools Placements for trainee teaching assistants Parent volunteers for trips, swimming and reading Eco club involvement in litter picking, cleaner air projects

Various events throughout the year including: World Afro Hair Day, Show Racism the Red Card, Mental Health Day, Anti-Bullying Week, Clean Air Day, Stephen Lawrence Day, Windrush Day etc. Annual Careers Fair – held in Haseltine, supported by volunteers (e.g. parents, friends, members of the local community) Raising opportunities for Pupil Voice through: Pupil Parliament, Digital Leaders, Eco Warriors, Librarians, Play Leaders	Big Foot Theatre Groups workshops on Migration & the Windrush for BHM