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 2025)

Gender

	Foundation Stage	Y1 – Y6	Total
Total	40	317	364
Boys	25	154	179
Girls	15	170	185

Free School Meals

FSM
133

Ethnic Groups – numbers

Afghan	5	Black and AO Ethnic Group	14	AO Pakistani	4	AO White/Ethnic Group	8
Albanian	2	Black and Chinese	1	AO White British	5	White and Black African	7
Arab other	1	Black Caribbean	38	Portuguese	2	White and Black Caribbean	32
AO Asian background	13	Black European	1	Refused	44	White British	38
AO Black Background	16	Black Ghanaian	1	Romany/Gypsy	1	White Eastern European	4
AO Ethnic group	5	Black Somalian	6	Sri Lankan	3	White English	7
AO Mixed Background	22	Information not obtained	15	Vietnamese	2	White European	3
AO White Background	2	Latin/South/Central America	1	Turkish	3	White Other	3
Asian and AO Ethnic group	5	Chinese	2	Turkish Cypriot	1	Black British	7
Black African	59	AO Chinese	2	AO Indian	4		

White British	White European	Black Carribean	Black African	White English
38	**3**	**38**	**59**	**7**

First Language

Afghan	7	Flemish	1	Romanian	3
Akan	2	French	9	Sinhala	1
Albanian	6	Information not obtained	1	Spanish	14
Arabic	9	Greek	1	Somali	8
Bengali	3	Hungarian	2	Tagalog	1
Bulgarian	3	Igbo	1	Tamil	4
Chinese	1	Italian	4	Turkish	6
Czech	1	Krio	2	Ukrainian	1
Dagbane	1	Malayalam	1	Urdu	3
Dari/Farsi/Persian	8	Pashto	4	Vietnamese	3
Ebira	1	Polish	7	Yoruba	14
English	266	Portuguese	6	Others	8

Special Educational Needs

Stage	Numbers	%
No Specified SEN	-	-
SEN Support	63	16%
EHC Plan	12	3%
% children with SEN for N to Y6	75	19%

Primary SEN type for pupils with SEN support and EHCPS	
Speech Language and Communication Needs	36
Specific Learning difficulty	9
Autism	10
Social Emotional and mental Health	18
Other disability including sensory physical or medical	2
No specialist advice	
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- survey completed on line- anonymised results going to Drumbeat directly • Complete a baseline assessment- Drumbeat completed baseline assessment based on need across the borough to determine offer • Engage with advisors from the PINS project- worked with Sonia and Sophie from Drumbeat • Facilitate family participation group meetings in school- half termly SEND coffee morning meetings held • Identify a parent leader for the project- parent identified- children have now left the school, however so we will need to do this again • Create an action plan following feedback from meetings and surveys- action plan created with parents for coffee morning and focuses identified. Action plan, with school, identified with regards to staff training and pupil voice • Signpost famiies to relevant local services and providers- achieved via coffee mornings/ mailing etc. • Engage with training that helps us to further support our children with neurodiversity.Training for staff on PICA, Sensory circuits & Disordered eating. Training for ASC/ BC and midday staff around managing behaviour of neurodiverse pupils • Following feedback, review policies and procedures with the aim to deliver reasonable adjustments, changes and improvements that are sustainable. Reasonable adjustments and ASD friendly classrooms are all part of agreed non-negotiables reviewed every year
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 (currently going for Gold) 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 2024/25:
There were 10 prejudice related incidents reported to the governing body
There were 0 fixed term exclusions

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, winter/spring/summer markets, 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	Participation in music events – in conjunction with Lewisham Music Hub PTFA Family Picnic & Family Discos Visits to local places of worship, local museums, art galleries, parks Visits from various people to talk about their experiences – e.g.: a Dog Handler (+ dog), historical workshops PE – sports festivals, football, netball & athletics competitions and annual SEND Sports Event

Guest speakers for whole school assemblies – road safety, water safety Raising money for UNICEF and Jeans for Genes Day Family Food Festivals, e.g. for Eid or BHM – parents bring a dish to share Meet the teacher events – September Parent/Teacher Meetings – October & February Parent questionnaires 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 Pupil Parliament trips, including to the Houses of Parliament	Parents in to talk about own religions, cultures and careers Links with IOE, Greenwich university & local secondary schools to host 1 student teachers Work experience placements for local secondary schools, including from Brentknoll in our ASC Placements for trainee teaching assistants Parent volunteers for trips, swimming and reading Big Foot Theatre Groups workshops on Migration & the Windrush for BHM