



**C**aring **A**chieving **R**espectful **E**xciting

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# Equality Statement and Action Plan 2026-2030

**School Leader:** S Haider

**Link Governor:** A Repesa

**Policy Approved** Signed: A Repesa Date: 10.06.21

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## School Context

Hardwick Primary School is a larger than average, inner-city primary school with 583 pupils on roll.

- Gender
  - Currently, 51% of our school population are boys, and 49% girls.
- Socio Economic
  - Our catchment area is in the bottom 1% of most deprived geographical areas (LSOAs) in the country based on the national 2025 Index of Multiple Deprivation.
  - The proportion of pupils known to be eligible for pupil premium is above average at 63% with 63% claiming free school meals.
- Special Educational Needs and Disabilities
  - The percentage of children with EHCPs in line with the national average at 3.4% (currently 20 children) compared to 3.5% nationally.
  - A further 16% are registered as requiring SEND support above the national average of 15%.
- Ethnicity
  - We have an incredibly diverse school community, with 83% of our children having English as an additional language and 32 languages currently listed as first languages of children in school.
  - The proportion of children from minority ethnic backgrounds is high, with the largest groups being of Pakistani and Gypsy Roma/Other White heritage.
- Mobility
  - Our classes have around 8% mobility each year. Often children who join us part way through their primary education have either had extremely disrupted schooling, no schooling and/or arrive with no English.
- Attainment
  - Most of our reception children start below national averages.

	Attainment Outcomes 2024-25 (%)									
	All	Male	Female	PP	SEND	Pakistani	GR/OW	Indian	Black-African	White British
<b>Reception</b>										
<b>GLD</b>	57%	37%	73%	59%	20%	60%	50%	67%	60%	0%
<b>Year 1</b>										
<b>Phonics Pass</b>	75%	72%	79%	73%	60%	88%	43%	50%	100%	100%
<b>Year 4</b>										
<b>MTC</b>	34%	40%	28%	32%	13%	37%	22%	40%	33%	33%
<b>Year 2</b>										
<b>Reading EXS+</b>	45%	38%	54%	37%	20%	59%	0%	0%	100%	100%
<b>Writing EXS+</b>	37%	19%	57%	53%	10%	50%	14%	50%	0%	50%
<b>Maths EXS+</b>	50%	34%	68%	43%	20%	59%	14%	50%	50%	100%
<b>Year 6</b>										
<b>Reading EXS+</b>	54%	40%	70%	49%	5%	70%	33%	75%	0%	100%
<b>Writing EXS+</b>	57%	45%	70%	52%	5%	70%	33%	75%	33%	100%
<b>Maths EXS+</b>	44%	34%	55%	40%	10%	65%	19%	50%	0%	50%

By the end of EYFS (Reception):

- Outcomes are below the city and national averages.
- We have had an increasing trend in percentages of children achieving a good level of development over the last three years;
- Pupil Premium children are performing better than National Pupil Premium children.
- The key groups who are making the least progress and are not in line with cohort averages are Boys, SEND, Gypsy/Roma and White British.

### Phonics (PSC) in Year 1:

- Outcomes are just below the city and national averages.
- We have had an increasing trend in percentages of children passing the Phonics Screening Check over the last three years;
- Pupil Premium children are performing better than National Pupil Premium children.
- The key groups who are making the least progress and are not in line with cohort averages are SEND and Gypsy/Roma.

### At the end of Key Stage 1 (Year 2):

- Outcomes are below the city and national averages.
- Pupil Premium children are performing below National Pupil Premium children.
- The key groups who are making the least progress and are not in line with cohort averages are Boys, SEND and Gypsy/Roma.

### Multiplication Timestables Check (MTC) in Year 4:

- Outcomes are just above the city and national averages.
- We have had an increasing trend in percentages of children passing the Multiplication Timestables Check over the last three years;
- Pupil Premium children are performing better than National Pupil Premium children.
- The key groups who are making the least progress and are not in line with cohort averages are Girls, SEND and Gypsy/Roma.

### At the end Key Stage 2 (Year 6):

- Outcomes are below the city and national averages.
- Pupil Premium children are performing below National Pupil Premium children.
- The key groups who are making the least progress and are not in line with cohort averages are Boys, SEND, Gypsy/Roma and Black African.

## Attendance

	Attendance Outcomes 2024-25 (%)									
	All	Male	Female	PP	SEND	Pakistani	GR/OW	Indian	Black-African	White British
<b>Attendance</b>	92.8%	92.0%	92.3%	92.1%	90.4%	92.7%	87.9%	95.0%	97.5%	95.8%
<b>Persistently absent</b>	27.8%	31.1%	29.4%	32.6%	43.3%	23.5%	60.6%	25.9%	3.6%	8.3%

Attendance outcomes:

- Attendance is below and persistent absence is above the city and national averages.
- Pupil Premium children's attendance is in line with National Pupil Premium children.
- The key groups who have the lowest attendance and are not in line with cohort averages are SEND and Gypsy/Roma.

## Extra-Curricular Opportunities

	Attendance at Extra-Curricular Activities (excluding tuition/booster groups)									
	All	Male	Female	PP	SEND	Pakistani	GR/OW	Indian	Black-African	White British
<b>Attendance</b>	<b>2024-25</b>									
Attendance	94.3%	95.0%	93.9%	94.4%	93.5%	95.2%	89.5%	93.9%	97.6%	98.7%

Extra-curricular engagement:

- Overall engagement in extra-curricular opportunities is very high.
- The key group with the lowest level of engagement and are not in line with cohort averages are Gypsy/Roma.

## Awards

The school currently holds the following awards:

Silver Mental Health and Wellbeing Award – achieved 2020

Religious Education Quality Mark Gold Award – achieved 2020

Balanced System Scheme for Schools Accreditation – achieved 2019

IQM Inclusive Schools Award and Centre of Excellence Status – achieved 2020

Voice 21 Oracy centre of Excellence – achieved 2023

## Vision, Values and School Code

### Our Vision

We want everyone who is part of this school and its community to care about each other and to help us be better than our previous best, so that everyone achieves their potential. We want it to be a place where everyone is respected and included and where we all share a love of learning, full of exciting experiences.

We believe everyone who is part of our school and its community should be proud of their school and each other and should behave in a way that reflects the school's values. Through understanding their rights, and the responsibilities associated with them, everyone should engage with their role proactively seeking to promote the school's values beyond the school, thereby benefitting society and the wider world.

### Our Values

We want everyone involved with our school to CARE and make it a place that is;

**Caring** where everyone cares about each other and our school

**Achieving** where everyone always does their best

**Respectful** where everyone remembers their manners and respects one another

**Exciting** where everyone enjoys learning and new experiences

### Our School Code is CARE

At Hardwick Primary School we:

Care about each other and our school

Always do our best

Remember our manners

Enjoy learning

## Principles

In considering the school's equality plan, we are guided by a number of principles:

### **All pupils, families and staff are of equal value.**

We see all current and potential pupils, parents/carers and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

### **1. We recognise and respect difference.**

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff and parents/carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff and parents/carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff and parents/carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

### **2. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

Our policies, procedures and activities promote and ensure:

- Positive attitudes and interaction between groups and communities different from each other
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics

### **3. We observe good equalities practice in relation to staff.**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups.

**4. We aim to reduce and remove inequalities and barriers that already exist.**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

**5. We consult and involve proportionally and with specific purpose.**

We engage in consultation pertinent to the actions we propose. Such consultation may be qualitative or quantitative and is always purposeful. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents/carers, this will be through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

**6. We aim to foster greater community cohesion.**

We intend that our policies, activities and curriculum foster greater social cohesion and provide an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

**7. We base our practices on sound evidence.**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. However, in considering the publication of information, we will consider the sensitivities of children and families in our school. This is because some pupil groups in school are very small, making it inappropriate, in some cases, for information to be published where it could enable individual children to be identified.

**8. We set ourselves specific and measurable equality objectives.**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7). The objectives can be found on the action plan below and take into account both national, city and school level priorities. We keep our equality objectives under review and report annually on progress towards achieving them.

**Application of the principles within the equality duty:**

The principles outlined above will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to pupils and staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents/carers
- Our contact with the wider school community

**Roles and responsibilities**

The Governing Body, supported by the Executive Headteacher, Head of School, Leadership Team and staff, is responsible for ensuring the implementation of this scheme.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

**The Governing Body will:**

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Executive Headteacher/Head of School and key staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties

**The Executive Headteacher and Head of School will:**

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold staff accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

**The Leadership Team will:**

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

**All staff: teaching and non-teaching will:**

- Contribute to consultations and reviews
- Raise issues with line managers/phase leaders which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

## Equality Objectives and Action Plan

<b>Identified concern:</b>	<b>Gypsy Roma/Other White children have lower attendance and more persistent absence compared to other pupil groups.</b>
<b>Objective:</b>	To improve the attendance of Gypsy Roma/Other White children.
<b>Aim:</b>	To increase the attendance and attainment of Gypsy Roma/Other White children so that the attendance gap and attainment between this and other pupil groups is diminished.
<b>Action:</b>	<p>To achieve this objective, the school will take the following actions:</p> <ul style="list-style-type: none"> <li>• Additional capacity from the New Communities Achievement Team (NCAT) to be brought into school to make daily attendance follow-up calls to Gypsy Roma/Other White families (Slovak-speaking).</li> <li>• NCAT team to support school staff in completing home visits and attendance meetings to emphasise importance of school attendance and unpick barriers to attendance.</li> <li>• All school staff to encourage good attendance and reinforce importance of good attendance for learning to parents.</li> <li>• Monthly meetings to be arranged with LA Attendance and Inclusion Support Officers/Leadership Team to follow-up poor attendance of target children, identify barriers, agree attendance expectations and put in place any required support (Attendance Agreement).</li> <li>• Weekly attendance review meetings to ensure target children's attendance is improving or to agree next actions.</li> </ul>
<b>Responsibility:</b>	The Leadership Team will be responsible for the delivery of this objective; however, all staff are responsible for encouraging and reinforcing the importance of good attendance.
<b>Affected parties:</b>	Leadership Team with support of NCAT to discuss with families the barriers to attendance that they face and the support required to overcome these.
<b>Timescales:</b>	<p>Ongoing.</p> <ul style="list-style-type: none"> <li>• Additional NCAT capacity in place from September 2025.</li> <li>• Monthly LAISO/Leadership meetings to commence from September 2025.</li> </ul>
<b>Success criteria:</b>	The attendance of Gypsy Roma/Other White children will increase. There will be a diminished attendance and attainment gap between Gypsy/Roma/Other White children and other groups.
<b>Review:</b>	Attendance data will be reviewed on a weekly basis.

<b>Identified concern:</b>	<b>SEND children's attainment and progress to end of year targets is lower than non-SEND children.</b>
<b>Objective:</b>	To ensure that SEND children receive the adapted provision they require to make good progress towards their academic targets.
<b>Aim:</b>	To increase the percentages of SEND children meeting their end of year targets.
<b>Action:</b>	<p>To achieve this objective, the school will take the following actions:</p> <ul style="list-style-type: none"> <li>• Whole school monitoring by the Leadership Team with a focus on quality first inclusive teaching (QFIT) for SEND children.</li> <li>• Whole school professional development meetings to be informed by the findings of monitoring to support staff in improving QFIT for SEND children.</li> <li>• Where needed, individual support to be provided for staff members to implement QFIT or targeted interventions for SEND children.</li> <li>• Where needed, targeted group/individual support to be provided for children to accelerate their progress in identified areas of learning.</li> <li>• Impact reports for interventions to be used to track the progress of groups/individuals towards their targets and to identify next steps.</li> </ul>
<b>Responsibility:</b>	The Leadership Team, including the SENDCo, will be responsible for delivering this objective; however, all staff are responsible for ensuring that SEND children receive high quality inclusive teaching and intervention provision to enable them to make good progress.
<b>Affected parties:</b>	Pupil progress or SEND review meetings with class teachers, and learning conversations with SEND children, are used to understand the barriers to SEND children's progress.
<b>Timescales:</b>	<p>Ongoing.</p> <ul style="list-style-type: none"> <li>• Professional development planned across 2025-30 to start September 2025.</li> <li>• Termly pupil progress and SEND review meetings with half-termly monitoring of provision and progress data.</li> </ul>
<b>Success criteria:</b>	There will be an increase in the percentages of SEND children meeting their end-of-year targets.
<b>Review:</b>	Termly pupil progress meetings with half-termly monitoring of data and provision.

<b>Identified concern:</b>	<b>Boys' and Gypsy Roma/Other White attainment in reading, writing and maths is lower than comparator groups.</b>
<b>Objective:</b>	To ensure that all boys and Gypsy Roma/Other White children receive the provision they require to achieve their end of year targets and increase attainment by the end of each key stage.
<b>Aim:</b>	To diminish the difference in attainment between boys and girls and Gypsy Roma/Other White children and other groups.
<b>Action:</b>	<p>To achieve this objective, the school will take the following actions:</p> <ul style="list-style-type: none"> <li>• Whole school strategic actions and training identified to support target groups and ensure quality first inclusive teaching.</li> <li>• Termly pupil progress meetings to be used to aid the identification of children who are falling behind their attainment targets and to review potential barriers to progress.</li> <li>• Additional teaching support capacity targeted at raising attainment.</li> <li>• Attendance to be monitored in line with school procedures to maximise attendance of all children in target groups.</li> <li>• End of year data will be used to explore whether the attainment gaps between boys and girls and Gypsy Roma/Other White children and other groups are closing and to review future actions.</li> </ul>
<b>Responsibility:</b>	The Leadership Team will be responsible for delivering this objective; however, all staff are responsible for ensuring all children receive high quality inclusive teaching and appropriate interventions to enable them to make good or accelerated progress.
<b>Affected parties:</b>	Pupil progress meetings with class teachers, outcome data and learning conversations with children are used to identify children for targeted provision and explore barriers to their progress.
<b>Timescales:</b>	<p>Ongoing.</p> <ul style="list-style-type: none"> <li>• Professional development planned across 2025-30 to start September 2025.</li> <li>• Termly pupil progress meetings with half-termly monitoring of progress data.</li> </ul>
<b>Success criteria:</b>	<p>There will be an increase in the percentages of SEND children meeting their end-of-year targets.</p> <p>There will a decrease in the attainment gap between boys and girls at the end of KS1.</p>
<b>Review:</b>	Termly pupil progress meetings with half-termly monitoring of data and in-class provision.