



## Hobletts Manor Junior School Equality Scheme 2023 - 2027

The purpose of this policy is to set out how our practice and policies have due regard to the need to:-

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

## Vision and Values

At Hobletts Manor Junior School all staff, governors, children and parents/carers are committed to working in partnership to realise the potential of all. We aim to be:

- an all inclusive school where all members of the school community have equal access to learning opportunities and enjoy growing, learning and achieving together.
- a caring school that welcomes everybody, recognises, and celebrates British Values and diversity, tolerance and respect.
- a school with high expectations committed to supporting and challenging each learner to be the best they can be.
- a school that aims to inspire, through the delivery of an engaging and enriched curriculum.
- a school where all learners believe in themselves and each other, view challenge as an opportunity and learning as limitless.

We aim to create an environment for learning, which encourages all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, and recognition of achievement and through committed, enthusiastic and effective teaching.

We will work hard to help our children develop into proud, confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, social, mental and physical development of children at the school and in society, and prepare them for the opportunities, responsibilities and experiences of later life.

To achieve the highest standards of teaching and learning for all irrespective of protected characteristics\* we will

- encourage respect for and understanding of the different cultures, beliefs, disabilities and personal circumstances of individuals and create a positive atmosphere in which there is a shared commitment to valuing and celebrating diversity
- prepare children to be full citizens in today's multi-cultural society and provide them with positive role models of respect and understanding
- involve, as far as possible, representatives from diverse groups within our community in school life and the services we offer
- consider when defining school policy and procedure the implications for different groups within our community and to take specific action to tackle any differences in opportunities or attainment between groups
- work with other schools and agencies in order to share strengths and seek ideas for improvement
- seek to promote the welfare in school of individuals who have specific physical, emotional, cultural, learning and religious needs
- challenge and prevent all forms of prejudice and discrimination
- deal swiftly, effectively and firmly with comments and incidents which are detrimental to the well being of others and promote good relations between all members of our community
- seek to employ a range of staff representing the diversity of our community and variety of
  - experience
  - ensure the correct and appropriate procedures are used for the recruitment, pay and
  - career progression of staff in accordance with current equality legislation so that all are encouraged to achieve their full potential.

\* Protected characteristics include disability, faith & belief, gender, gender reassignment, pregnancy/maternity, race or sexual orientation. Age and marriage/civil partnership are not protected characteristics for school provision, only for staff.

## School Context (as at September 2025)

Hobletts Manor Junior School is an average size two-form entry Junior School set in Adeyfield West within the borough of Dacorum, Hemel Hempstead.

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown (number and %)</b>
Number of children	240	122 (50.8%) Female 118 (49.2%) Male
Number of staff	38	34 (92.1%) Female 4 (7.9%) Male
Number of governors	5	3 (60%) Female 2 (40%) Male
Religious character		
Attainment on entry		Broadly Average
Mobility of school population		Less than 10%
Children eligible for Pupil Premium Funding	68	28.3%
Deprivation factor		
Disabled staff	2	
Disabled children (SEN/LDD)	54	22.5% 14 with an Education Health Care Plan (5.8%)
Disabled children (no SEN)	0	
BME children	68	28.3%
BME staff	0	
Children who speak English as an additional language	33	13.8%
Average attendance rate	94.6% 95.3% 95.8%	September 2022 – July 2023 September 2023 – July 2024 September 2024 – July 2025
Significant partnerships, extended provision, etc.		Member of Dacorum School's Sports Partnership (DSSN) The Headteacher also has an School Effectiveness Advisor role for HfL Dacorum Mental Health Support Team Collaborative working with Hobletts Manor Infant School
Awards, accreditations, specialist status		Eco School Silver Award, Active Mark Award, Herts for Learning Wellbeing Quality Mark, Sapere Bronze and Silver Philosophy for Children School Award Currently working towards Arts Mark Status

## Legal Background

### The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

### General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:-

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty.

### Protected Characteristics

The Equality Act 2010 protects children from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

### Disability

At Hobletts Manor Junior School, we implement accessibility plans that are aimed at:

- increasing the extent to which disabled children can participate in the curriculum;
- improving the physical environment of schools to enable disabled children to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled children.

Provision for disabled children is closely linked with the existing provisions for children with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. As a school we also ensure compliance with the reasonable adjustments duty for schools and education authorities which since September 2012 includes a duty to provide auxiliary aids and services for disabled pupils. The decision to bring this duty into force was taken by the Department for Education after a public consultation, with a positive response to its introduction without additional regulation from the majority of respondents. (EHRC 2015 Reasonable Adjustments for Disabled Pupils: Guidance for Schools in England)

### Community Cohesion

Community Cohesion supports good practice in educating children about equality and diversity. It contributes to the school's efforts to provide a broad, balanced and enriched curriculum.

### Teaching and learning

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use data to improve the ways in which we support individuals and groups of children;

- monitor achievement data by ethnicity, gender and disability and take action to address any gaps;
- set challenging targets when planning for future learning;
- ensure equality of access for all children and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school population, local and global community without stereotyping;
- promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- provide opportunities for children to value their own culture and celebrate the diversity of other cultures;
- seek to involve all parent/carers in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our children and the local and global community of which they are a part.

### Roles and Responsibilities and Publish Information

#### Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

#### Commitment to implementation

Sally Short, Headteacher, retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 24 months, staff will report to the Headteacher on actions and progress.

Every 24 months there will be a report on equality and diversity to the Governors meeting.

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

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	Governors/ Sally Short Head Teacher
Disability equality (including bullying incidents)	Governors/ Sally Short Head Teacher
SEN/LDD (including bullying incidents)	Sally Short Head Teacher/ Claire Short InCo/Helena Marks Dwyer Inclusion
Accessibility	Governors/ Sally Short Head Teacher
Gender equality (including bullying incidents)	Governors/Sally Short Head Teacher
Race equality (including racist incidents)	Governors//Sally Short Head Teacher
Equality and diversity in curriculum content	Governors//Sally Short Head Teacher
Equality and diversity in child achievement	Governors/Sally Short Head Teacher/Claire Short InCo
Equality and diversity – behaviour and exclusions	Sally Short Head Teacher/Claire Short InCo/ Helena Marks Dwyer Inclusion Governor/ Liz Polson Pupil Premium
Participation in all aspects of school life	Sally Short Head Teacher/Claire Short InCo/Helena Marks Dwyer Inclusion Governor/ Liz Polson Pupil Premium
Impact assessment	Governing Body/Sally Short Head Teacher
Engagement /Stakeholder consultation	Governing Body/Sally Short Head Teacher
Policy review	Governing Body

### Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

At Hobletts Manor Junior School, we will publish information annually. Information will be shared at full governing board meetings. Minutes of these meetings are available on request. More general information regarding equality will be available on the school website, particularly all policies related to equality, e.g. our positive behaviour policy and anti-bullying policy.

### Commitment to action

#### *Governors 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 Headteacher and senior 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 children
- congratulate examples of good practice from the school and among individual managers, staff and children
- 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 (and ensures the provision of 'returns' to the local authority)

#### *The head teacher and senior staff will:*

- initiate and oversee the development and regular review of equality policies and procedures
- consult children, staff and stakeholders in the development and review of the policies
- ensure the effective communication of the policies to all children, staff and stakeholders
- ensure that managers and staff are trained as necessary to carry out the policies
- oversee the effective implementation of the policies
- hold line managers accountable for effective policy implementation
- provide appropriate role models for all
- highlight good practice from staff and children
- 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

---

*Line managers will*

- respond to consultation requests by creating opportunities for children 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
- be accountable for the behaviour of the staff team, individual members of staff and children
- 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 children 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 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 children
- behave with respect and fairness to all colleagues and children, 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

## Engagement

### Engagement – Participation and Involvement

When deciding what to do to tackle equality issues, we will look to consult and engage both with people affected by our decisions – parents/carers, children, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be reflected in our actions.

### Using information – Equality Impact Assessment, data and other information

#### Evaluating the impact in terms of the outcomes

Impact assessments help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our children and staff and that diversity, equality and inclusion run through all areas of school life. Impact assessments help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively.)

We collect a range of information relating to incidents of harassment and bullying, including those relating to racism, homophobia, disability and gender.

We value more qualitative information that may be given to us through a variety of mechanisms. We conduct child voice activities and child questionnaires as well seeking the views from parents/carers in a number of ways. The Local Authority provides us with a range of services that support the equality agenda and helps us to identify our strengths and those areas requiring action.

#### Commissioned Services (procurement)

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be? We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality; policy and we require similar compliance by any sub-contractors. Further information regarding procurement is available from the school office on request.

#### Analysis of academic outcomes for children with Protected Characteristics:

The school regularly carries out, and acts upon the results of, analysis of academic outcomes for those children in the protected characteristics groups (e.g. ASP, SEF, Head Teacher's report to the Governing Body, etc.). Copies of this information can be obtained by contacting the school office.

#### Our School's Equality Objectives

Key priorities for action, achievements to date:

- All classrooms are now accessible to wheelchair users
- Reported incidents of bullying, racism and the use of homophobic language are low and procedures for reporting these are clear
- Exclusion figures show an improving picture over time
- The school continually looks to review provision to ensure it accurately reflects the diverse world in which we live

*Our equality objective-setting process has involved gathering evidence as follows:*

- Data collected through stakeholder feedback
- Performance data analysis by the SLT and governors
- Liaison with SLT and governor with responsibility for Inclusion

Equality Objectives	Protected Characteristic
1. Review, re-publish and promote the Equality Scheme through the school website.	All
2. Carry out equality Impact Assessment on all policies as they come up for review	All
3. Track, monitor and analyse the achievement of children in all vulnerable groups, including those in receipt of Pupil Premium, and act on any trends or patterns in the data that require additional support for children.	Termly PPM's Twice yearly assessment Outcomes End of KS2
4. Evaluate the impact of opportunities in the curriculum for the explicit teaching of themes and issues relating to equality and diversity particularly the appropriate use of language	All

related to sexual orientation	
5. To accelerate the progress of boys in writing and girls in mathematics to decrease the gap in achievement	Gender
6. Track, monitor and analyse the attendance of key groups in the school, namely those in receipt of Pupil Premium and SEND	All
7. Look to increase accessibility to all areas of the school site	Physically impaired – see Accessibility Plan

Equality Objectives Action Plan – RAG Rating Updated September 2025

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Monitoring	Responsibility	Measurable success Indicator	Timing	Review date
Review, re-publish and promote the Equality Scheme through the school website	All				1,2,3	Survey stakeholder s attitudes to equality issues	All Governors/ Head teacher	All stakeholders have been informed of the Equality Policy and Action Plan	Annually in the Autumn Term – completed annually to September 2025	Autumn 2026
Carry out equality Impact Assessment on all policies as they are reviewed	All				1,2,3	Resources and Standards Cttees to review policies in line with the policy schedule	Governors	All policies comply with the requirements of the Equality Duty	Ref. Policy Schedule – continues to be in line with Policy Review Schedule	On going
Monitor and analyse the achievement of vulnerable children and act on any trends or patterns in data that require additional support for	All				1,2	Achieveme nt data for vulnerable groups analysed and intervention tailored to match need at PPMs,	SLT/InCo and Governing Board	<b><u>End of Key Stage Attainment Data 2025</u></b> Percentages of pupils achieving the expected standard or above and above the expected standard/greater depth for Reading, Writing and Maths combined, Reading, Writing and Mathematics all continued to compare favourably with Dacorum, Hertfordshire and Nationall data.and	Half termly PPMs Assessment outcomes	On going.

children			Standards Cttee and Link Governor Visits		<p>remained broadly in line with 2024 school data. The percentage of pupils attaining the Higher standard in reading and maths compared favourably with Dacorum, Hertfordshire and National data and with 2024 school data.</p> <p><b><u>End of Key Stage Attainment Data 2024</u></b></p> <p>Percentages of pupils achieving the expected standard or above and above the expected standard/greater depth for Reading, Writing and Maths combined, Reading, Writing and Mathematics all compared favourably with Dacorum, Hertfordshire and National data. This was also the case for boys, girls and disadvantaged pupils.</p> <p>Attainment figures for Reading Writing and Maths combined, Reading and Writing working at and above the Expected Standard compared favourably with 2023 school outcomes. Maths data was broadly in line with the school's 2023 data for pupils working at the Expected Standard but showed increased percentages working at a Higher Standard.</p> <p><u>Progress data – progress data is available to Summer 2023</u></p> <p><i>Reading</i></p>		
----------	--	--	--	--	--	--	--

					<p>Reading Progress score for all pupils showed an improving picture cc 2022, broadly in line with National data but below that of Dacorum and Hertfordshire. Progress for Disadvantaged pupils showed a significant increase and compared favourably with Dacorum, Hertfordshire and National percentages.</p> <p>Progress of boys showed an improving picture but remained below that of girls</p> <p><i>Writing</i></p> <p>2023 progress data for the cohort, boys, girls and disadvantaged pupils showed an improving picture and compared favourably with Dacorum, Hertfordshire and National figures.</p> <p><i>Mathematics</i></p> <p>2023 school data compared favourably with Dacorum, Hertfordshire and National figures for the cohort, boys, girls and disadvantaged pupils. The progress of boys and non-disadvantaged pupils showed a decline cc 2022 school data but remained above Dacorum, Hertfordshire and National figures.</p> <p>Monitoring by school staff, Teaching and Learning advisors and The</p>		
--	--	--	--	--	---	--	--

						school's Effectiveness Advisor continues to evidence that staff have a range of strategies to draw upon and the Quality of Teaching remains good. Summative assessment is used effectively and the school continues to focus on enhancing the use of formative assessment across the curriculum. Monitoring evidences delivered interventions are accelerating learning and closing gaps.		
Evaluate opportunities in the curriculum to exploit opportunities to teach themes and issues relating to equality and diversity, particularly sexual orientation and cultural diversity	All		1,2,3	Scrutiny of the curriculum content and skills documents, enrichment documents	Head teacher, Subject Leaders	<p>Opportunities continue to be identified and exploited across the curriculum</p> <p>A clear programme for assemblies is in place that promotes diversity and inclusion, e.g. specific community's culture, values and traditions, people of standing.</p> <p>All pupils/staff are given the opportunity to make a positive contribution to the life of the school and its community.</p> <p>Opportunities for children/staff/families to talk about themselves, their culture, their diversity, experiences are exploited</p> <p>Pupils/staff are able to talk explicitly about diversity in the school curriculum.</p> <p>Subject leaders review their subjects over the year to ensure the school</p>	On going	Termly Review

						curriculum is representative of our diverse school, community and the wider world Continue to review enrichment opportunities across the curriculum, to include visits and visitors		
Continue to target initiatives to increase attendance and punctuality across the school with a particular focus on continuing to narrow the gap for children with SEN/D and those in receipt of Pupil Premium	All		1,2,3	Attendance analysis	InCo/ Head teacher, Attendance manager/ Safeguarding Governor	<u>2022/23</u> All Pupils 94.6% Pupils with SEND 92.1% Disadvantaged Pupils 93.4%  <u>2023/24</u> All Pupils 95.7% Pupils with SEND 92.9% Disadvantaged Pupils 92.9%  2024/25 All Pupils 95.8% Pupils with SEND 94.2% Disadvantaged Pupils 94.6%	Fortnightly meetings with Head and Attendance Manager	On Going
Continue rolling programme of premises works in line with accessibility plan	All		1,2,3	Premises Management Plan	School Business Manager, Premises Manager, Headteacher, Governors	Full access to all children to all areas at all times – access continues to be evaluated	Ref Access Plan	On going

