



Equality Data & Objectives 2024-2025

Hillside Primary and Nursery School has used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school?
- What information on pupils is collected by protected characteristics?
- Using Scholar Pack data the following information was available:

460 Pupils in total

Ethnicity	Count
Any Other Black Background	1
Any Other Mixed Background	3
Any Other White Background	2
Chinese	4
Indian	3
Information Not Yet Obtained	0
Other Mixed Background	3
Other White British	3
Other Asian	1
Refused	92
White and Any Other Ethnic Group	1
White and Black African	1
White and Black Caribbean	15
White and Indian	2
White and Pakistani	2
White Eastern European	3

White English	38
White European	1
White Irish	0
White British	264
White Other	2
Black Nigerian	1
Black Caribbean	4
Black African	7
Black Ghanaian	2
Filipino	1
Pakistani	2
Turkish	2
Grand Total	460

Disability Categories					
Not Collected / Not available	0	Needs Medication	0	Other Disability / Health Problem	0
No disability	0	Problems with Incontinence	0		
Physical disability	0	Problems with Communication	0		
Problems with Hand Function	0	Problems with Hearing	0		
Problems with Personal Care	0	Problems with Vision	0		
Problems with Eating and Drinking	0	Problems with ASD / Aspergers	0		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Special Educational Need	91%	422
SEN Provision- SEN Support	9%	38
Total number of pupils with SEN	9%	38

Gender	
Girls	220
Boys	240

Religion & Belief					
Christian	97	Church of England	0	No Religion	290
Baptist	0	Hindu	5	Other Religion	1
Unknown	0	Muslim	11	Refused	1
Catholic	0	Methodist	0		
Buddhist	1	Sikh	2		

No Information was available on the following protected characteristics:

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.

Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

Equality Objective One: Through curriculum opportunities and wider school life, the school will promote positive attitudes towards cultural differences and appreciation of others' religious beliefs

Protected Characteristic: Religion, Race and Belief

Why?

The overwhelming majority of pupils at Hillside are of the same religion or of no religion and there is limited diversity
There is a high risk of prejudicial incidents based upon the lack of understanding of other people's faiths.

How?

We are going to:

- Develop the RE curriculum focussing on a deeper understanding and acceptance of varying faiths
- A series of Whole School assemblies focussing on the school values which celebrates difference and diversity
- Monitoring of RE to ensure that all faiths are covered across the school
- Ensure the whole school are involved in discussions about differences via questions delivered through school council
- SMSC networks are attended each term to liaise with Academy Trust Specialist Leaders in Education with expertise in multi-faith education
- Curriculum opportunities are carefully planned to ensure that different cultures and diversity are experienced
- Find curriculum opportunities which raise awareness of the local and wider community
- Continue to have a zero-tolerance policy to incidents relating to the use of inappropriate language, related to race equality
- Through regular monitoring, establish that the planned SMSC/BV ½ termly texts in each year group are having the impact of challenging stereotypes, discrimination and prejudice; promoting equality of opportunity and diversity, respect and tolerance.
- Monitor that whole school assembly planning allows for an awareness of racial diversity
- Continue to purchase texts that deal with racial diversity to add to the already well-established bank of books
- Ensure that displays and published material are multi-racial
- Ensure that incidents that arise are dealt with proactively and discussed as part of the weekly staff meeting
- Use any incidents that arise as learning opportunities for both staff and children

- Monitor that the PSHE Programme of study is delivered regularly across school
- Ensure that classroom 'Picture News' boards are topical and relevant to current news items. Challenge staff not to avoid difficult issues that arise in the media
- Monitor that teachers are allowing the class to watch Newsround regularly in order to tackle challenging subject matter in an age-appropriate way

Outcome

- Children have a thorough understanding of the local and wider community and embrace cultural similarities and differences.
- Incidents involving the inappropriate language linked to racial equality are rare.