

Equality Data & Objectives 2026-2027

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? **451 Pupils in total**
- What information on pupils is collected by protected characteristics?
- Using Scholar Pack data the following information was available:

Ethnicity	Count
Any Other Black Background	1
Any Other Mixed Background	2
Any Other White Background	1
Chinese	3
Indian	5
Information Not Yet Obtained	28
Other Mixed Background	4
Other Black	1
Other Black African	1
White and Any Other Ethnic Group	1
White and Black African	2
White and Black Caribbean	18
White and Indian	1
White Eastern European	4
White English	15
White European	3

White British	332
White Other	3
Black Caribbean	4
Black British	1
Black African	13
Black Ghanaian	2
Black Nigerian	2
Pakistani	3
Turkish	1
Grand Total	451

Disability Categories					
Not Collected / Not available	0	Needs Medication	1	Other Disability / Health Problem	0
No disability	448	Problems with Incontinence	0		
Physical disability	0	Problems with Communication	0		
Problems with Hand Function	0	Problems with Hearing	2		
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	85.3%	384
SEN Provision- SEN Support	14.7%	66
Total number of pupils with SEN	14.7%	66

Gender			
Girls	221	Boys	230

Religion & Belief					
Christian	35	Hindu	3	Greek Orthodox	2
Jehovah's Witness	1	Russian Orthodox	1	Refused Information	124
Roman Catholic	6	No Religion	189	Muslim	9
Church of England	69	Sikh	2	Other Religion	10

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: Promote positive attitudes towards the promotion of racial equality

Protected Characteristic: Race

Why?

The overwhelming majority of pupils at Hillside are White British (332 out of 451 pupils) and it is therefore important to promote positive attitudes towards racial equality, diversity and inclusion, ensuring that all pupils develop an understanding, appreciation and respect for people from different racial and ethnic backgrounds.

How?

We are going to:

- Further develop the curriculum to ensure that pupils learn about a diverse range of cultures, ethnicities, histories and role models across all subjects.
- Celebrate cultural diversity through assemblies, themed events, awareness days, visiting speakers and community partnerships.
- Monitor and address discriminatory language or incidents promptly, while educating pupils about respect, inclusion and the impact of prejudice.
- Increase access to diverse resources in classrooms and the library, including books, displays and learning materials that reflect a range of ethnic backgrounds and experiences.
- Promote pupil voice by providing opportunities for pupils to discuss equality issues through council meetings, class discussions and dedicated awareness activities.
- Review displays, newsletters, websites and promotional materials to ensure they positively represent people from a range of racial and ethnic backgrounds and celebrate diversity throughout the year.
- Provide opportunities for children to share their cultural experiences, traditions and perspectives through workshops, assemblies, curriculum enrichment activities and school events.

Outcome

- Pupils demonstrate increased understanding and respect for different racial and ethnic backgrounds, as evidenced through pupil voice activities, discussions and surveys.

- Incidents of racist language or behaviour are effectively challenged and reduced, with pupils showing greater awareness of appropriate and respectful conduct.
- The curriculum reflects greater diversity and representation, enabling pupils to develop a broader understanding of local, national and global communities.
- An inclusive school culture is strengthened, with pupils, staff and families reporting that diversity is valued and everyone feels respected and welcomed.

Equality Objective Two:

LO: To understand and appreciate others religious beliefs

Protected Characteristic: Religion

Why?

To promote an understanding of other people's faiths

How?

We are going to: .

- Deliver a broad and balanced RE curriculum, ensuring pupils learn about a range of world religions and beliefs, including similarities and differences between faiths.
- Celebrate religious festivals and significant events through assemblies, classroom activities and whole-school events.
- Invite visitors from different faith communities for pupils to hear first-hand experiences and ask questions about different religions and beliefs.
- Organise visits to places of worship to enable pupils to visit churches, mosques, temples, synagogues and other places of worship where appropriate.
- Develop diverse resources and displays ensuring books, displays and learning materials reflect a range of religions and beliefs represented locally, nationally and globally.
- Promote respectful discussion and debate by giving pupils opportunities in RE, PSHE and assemblies to discuss beliefs, values and traditions in a safe and respectful environment.

Outcome

- The children will display positive attitudes towards people of different religions and faiths.
- Through knowledge, will come understanding and the range of religions and faiths will be seen as an opportunity to celebrate diversity
- The children will display, through their curriculum work, a sound understanding of other religions and faiths
- Children's awareness & tolerance will grow through being well-informed