



HALL GREEN SCHOOL

EQUALITY AND DIVERSITY INFORMATION

Adopted:	7 December 2022
Next Review:	September 2023
Governing Committee:	Full Governing Body
Responsibility:	Headteacher

What is the duty?

We must:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

What are the protected characteristics?

The Equality Act 2010 was introduced to ensure protection on the grounds of specific characteristics (referred to as **protected characteristics**). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their sex; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also ‘protected characteristics’. These apply to staff but not students in schools.

1. School Context – Pupils

Gender	Count	%
Male	552	59.6%
Female	374	40.4%

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): **113 Students or 12.2%**.

Looked After Children

There are currently 15 students in care.

Ethnicity and Race

Ethnicity	Count	%
Other Pakistani	428	46.2%
Mirpuri Pakistani	160	17.3%
Kashmiri Pakistani	47	5.1%
Indian	42	4.5%
White - English	36	3.9%
Bangladeshi	29	3.1%
Other mixed background	22	2.4%
Other Asian	22	2.4%
White + any other Asian Background	12	1.3%
White and Pakistani	11	1.2%
Other ethnic group	11	1.2%
Black Caribbean	11	1.2%
White Eastern European	8	0.9%
Arab	8	0.9%
White and Black Caribbean	7	0.8%
Other Black African	7	0.8%
Afghan	6	0.6%
Yemeni	6	0.6%
White and any other ethnic group	5	0.5%
Information Not Yet Obtained	4	0.4%
White and Indian	3	0.3%
Kurdish	3	0.3%
Asian and any other ethnic group	3	0.3%
Bosnian-Herzegovinian	3	0.3%
White and Black African	2	0.2%
White Western European	2	0.2%
Hong Kong Chinese	2	0.2%
Chinese + any other ethnic group	2	0.2%
Black - Somali	2	0.2%
Other Black	2	0.2%
White Other	2	0.2%
Iraqi	2	0.2%
Other Chinese	1	0.1%
Italian	1	0.1%
Asian and Black	1	0.1%
Thai	1	0.1%
Refused	1	0.1%
Black - Sudanese	1	0.1%
White and Chinese	1	0.1%

White - Irish	1	0.1%
Black - Nigerian	1	0.1%
Egyptian	1	0.1%
White European	1	0.1%
Black - Ghanaian	1	0.1%
Black and any other ethnic group	1	0.1%
African Asian	1	0.1%
Moroccan	1	0.1%
Nepali	1	0.1%
Grand Total	926	100.0%

Additional Groups

Ofsted inspections look at how schools help “all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support”. In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an Additional Language

EAL	Count	%
Yes	301	32.5%
No	625	67.5%

Pupils from low-income backgrounds

Pupil Premium	Count	%
Pupil Premium	390	42.1%
Non Pupil Premium	536	57.9%

Religion and Belief

Religion	Count	%
Muslim	792	85.5%
Christian	48	5.2%
No Religion	35	3.8%
Sikh	29	3.1%
Unknown	12	1.3%
Hindu	5	0.5%
Other Religion	2	0.2%
Buddhist	2	0.2%
Jewish	1	0.1%
Total	926	100%

Equality Objectives 2022 - 23

Equality Objective One: To eradicate achievement gaps between **disadvantaged** students and their peers.

Strategies:

- Strategic and appropriate use of Pupil Premium and Catch Up Premium funding
- Provision of additional activities and resources for low-income pupils
- Tuition and targeted intervention
- Appraisal targets for teachers which focus on disadvantaged students
- Rigorous tracking of disadvantaged pupils by leaders at all levels
- Engagement with companies and organisations to provide pupils with aspirations for when they leave school
- Analysis of academic and pastoral data to identify underachievement to enable appropriate targeted intervention
- Develop tracking systems to ensure disadvantaged pupils access enrichment opportunities equally.

Equality Objective Two: To eradicate **discriminative** language and behaviours.

Strategies:

- Promoting the school's values of respect and celebrating diversity
- RSHE lessons teaching students about the importance of respecting people for who they are
- Promoting role models
- Intervention work for students who use discriminative language to ensure they understand why it is wrong
- Clear sanctions in place for students using discriminative language
- Raising awareness of national campaigns and their importance
- Ensure displays around school reflect the objective
- Staff training around key issues including peer on peer abuse and sexual violence.

Equality Objective Three: To raise people's awareness of, and reduce, systemic **discrimination**.

Strategies:

- Support staff understanding of the issues through training and development programmes
- Review the content of the curriculum to ensure there is no systemic racism
- Be vigilant to the influence of local and national extremist groups
- Ensure opportunities to celebrate BAME cultures are prevalent throughout the curriculum
- Ensure the behaviour policy is applied appropriately to any incidences involving bullying due to race or language barriers
- Critically evaluate recruitment processes with a view to ensuring no systemic discrimination exists
- Develop a multi-layered approach to ensuring pupils access opportunities available to them.

Equality Objective Four: To educate the school community on the importance of understanding different **disabilities** and the way they impact on people's lives.

Strategies:

- Promoting the school's values of respect and celebrating diversity
- Assemblies led by staff, students, and external speakers on different disabilities
- Ensure displays around school reflect the objective
- Ensure role models reflect people with disabilities
- Enrichment opportunities in place for pupils with disabilities.