



# HALL GREEN SCHOOL

## EQUALITY AND DIVERSITY INFORMATION

|                             |                     |
|-----------------------------|---------------------|
| <b>Adopted:</b>             | November 2023       |
| <b>Next Review:</b>         | December 2024       |
| <b>Governing Committee:</b> | Full Governing Body |
| <b>Responsibility:</b>      | 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   | 530   | 57.3% |
| Female | 395   | 42.7% |

### Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): **125 Students or 13.5%.**

### Looked After Children

There are currently 12 students in care.

## Ethnicity

| Ethnicity                          | Count | %     |
|------------------------------------|-------|-------|
| Other Pakistani                    | 404   | 43.7% |
| Mirpuri Pakistani                  | 148   | 16.0% |
| Kashmiri Pakistani                 | 58    | 6.3%  |
| Indian                             | 43    | 4.6%  |
| White - English                    | 37    | 4.0%  |
| Bangladeshi                        | 34    | 3.7%  |
| Other Asian                        | 21    | 2.3%  |
| White + any other Asian Background | 16    | 1.7%  |
| Asian and any other ethnic group   | 14    | 1.5%  |
| Other mixed background             | 14    | 1.5%  |
| Black Caribbean                    | 13    | 1.4%  |
| White and Pakistani                | 12    | 1.3%  |
| White Eastern European             | 10    | 1.1%  |
| White and Black Caribbean          | 9     | 1.0%  |
| Other ethnic group                 | 9     | 1.0%  |
| Arab                               | 9     | 1.0%  |
| Information Not Yet Obtained       | 10    | 1.1%  |
| Afghan                             | 7     | 0.8%  |
| Yemeni                             | 6     | 0.6%  |
| Other Black African                | 5     | 0.5%  |
| White and any other ethnic group   | 4     | 0.4%  |
| White and Indian                   | 3     | 0.3%  |
| White and Black African            | 3     | 0.3%  |
| Iraqi                              | 2     | 0.2%  |
| Black - Somali                     | 2     | 0.2%  |
| Chinese + any other ethnic group   | 2     | 0.2%  |
| Other Black                        | 2     | 0.2%  |
| White Other                        | 2     | 0.2%  |
| Hong Kong Chinese                  | 2     | 0.2%  |
| Black and any other ethnic group   | 2     | 0.2%  |
| White European                     | 2     | 0.2%  |
| Asian and Black                    | 2     | 0.2%  |
| Black - Nigerian                   | 2     | 0.2%  |
| White Western European             | 2     | 0.2%  |
| Bosnian-Herzegovinian              | 2     | 0.2%  |
| Refused                            | 1     | 0.1%  |
| African Asian                      | 1     | 0.1%  |
| Other Chinese                      | 1     | 0.1%  |
| Nepali                             | 1     | 0.1%  |

|                     |            |               |
|---------------------|------------|---------------|
| Black - Ghanaian    | 1          | 0.1%          |
| Black - Sudanese    | 1          | 0.1%          |
| Thai                | 1          | 0.1%          |
| Italian             | 1          | 0.1%          |
| Egyptian            | 1          | 0.1%          |
| Kurdish             | 1          | 0.1%          |
| Other White British | 1          | 0.1%          |
| Moroccan            | 1          | 0.1%          |
| <b>Grand Total</b>  | <b>925</b> | <b>100.0%</b> |

### 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

| <b>EAL</b> | <b>Count</b> | <b>%</b> |
|------------|--------------|----------|
| Yes        | 340          | 36.8%    |
| No         | 585          | 63.2%    |

#### Pupils from low-income backgrounds

| <b>Pupil Premium</b> | <b>Count</b> | <b>%</b> |
|----------------------|--------------|----------|
| Pupil Premium        | 365          | 39.5%    |
| Non Pupil Premium    | 560          | 60.5%    |

### Religion and Belief

| <b>Religion</b>    | <b>Count</b> | <b>%</b>      |
|--------------------|--------------|---------------|
| Muslim             | 766          | 82.8%         |
| Christian          | 52           | 5.6%          |
| No Religion        | 33           | 3.6%          |
| Unknown            | 28           | 3.0%          |
| Sikh               | 28           | 3.0%          |
| Hindu              | 9            | 1.0%          |
| Other Religion     | 4            | 0.4%          |
| Refused            | 2            | 0.2%          |
| Buddhist           | 2            | 0.2%          |
| Jewish             | 1            | 0.1%          |
| <b>Grand Total</b> | <b>925</b>   | <b>100.0%</b> |

## Equality Objectives 2023 - 24

**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.