



Equalities Policy

2025 - 2026

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William Patten is a two-form entry primary school in the heart of Stoke Newington, Hackney. We are a popular choice for local families, including those with protected characteristics, and our diverse school community reflects this.

2023-24 (440 pupils)	EYFS	KS1	KS2
EAL (English as Additional Language)	43%	46%	39%
SEND (Special Education Needs Disability)	6%	19%	22%
PPG (Pupil Premium Grant)	6%	10%	15%
Adopted Children	0 pupils	1 pupil	4 pupils

24 pupils have an Education Health Care Plan (EHCP).

Across school there are currently more girls than boys: 54.25% female to 45.75% male.

Ethnic Groups								
White	BCRB	MWBC	BAFR	AIND	ABAN	APKN	TKC	Other
57.4%	2.3%	2.5	3	3.9	3.5	0	6.7	20.7

BCRB - Black Caribbean. MWBC - Mixed White/Black Caribbean. BAFR – Black African. AIND – Asian Indian. ABAN – Asian Bangladeshi. APKN – Asian Pakistani. TKC – Turkish/Kurdish/Cypriot

We are an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. This policy takes account of the needs of our school community and supports our commitment to providing equality and inclusion to all members of the school population.

The 2023-24 school cohort represents the wide range of race, ethnicity, sexual orientation, cultures and religions within the local area. Our school population speaks 43 different languages. We have many different types of family including: gay, lesbian, adopted, single parent, two parents, multi-generational households and blended families.

This policy was developed after taking into account the needs of our school community. It is part of our commitment to promoting equalities and providing an inclusive school. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles:

- **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith, gender identity and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
- **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

2. Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or “general duty”

This requires all public organisations, including schools to

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

Additionally, there are two “specific duties”. They require all public organisations, including the school to:

1. Publish information to show compliance with the Equality Duty
2. Publish equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

3. Equality Objectives

Under the Public Sector Equalities Duty, the school must prepare and publish equality objectives, updating these at least once every 4 years. The objectives which we have identified represent our school’s priorities and are the outcome of a careful analysis of data and other evidence. It also takes into account national and local priorities and issues. We

review and update our equality objectives every year and report annually to the governing body on progress towards achieving it.

William Patten Equality Objectives 2023-24 are:

- Participate in conversations about 'Equity and Race'
- Further develop the school's involvement and offer to others in local community events and projects
- Pitch and access of tasks and activities promotes independent learning for key groups in EYFS, including disadvantaged pupils and boys
- PPG and SEND pupils are represented on School Council, Eco Team, MHWB Champions and cultural capital is developed through offers and experiences
- Further develop parent workshop offer to all families including EAL (with support from WAMHs CWiS and MHST)
- Diverse range of families are fully represented in our curriculum, assemblies, events and celebrations
- Further develop provision for children with complex needs in KS1

(Taken from the School Development Plan)

4. Information about the school's compliance with the Equalities Act

We take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions are designed to meet the school's Equality Objectives.

4a. Eliminating discrimination, harassment and victimisation

- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all
- SLT record behaviour incidents, track trends relating to protected characteristics and respond appropriately in collaboration with the pupil's family
- SLT and the wellbeing team liaise to respond, plan and implement pupil interventions and/or parent workshops to support the community
- We report bullying and racist incidents to the Governing Body
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities

4b. Advancing equality of opportunity between different groups

- Pupil admission meetings are conducted by a member of the SLT who gathers information and asks questions about family circumstances, additional needs and disabilities
- We collect and analyse data in order to inform our planning and identify targets to achieve improvements for different groups
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in learning to read

- We collect, analyse and publish data:
 - on the school population by gender and ethnicity
 - on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability
 - by year group in terms of ethnicity, gender and proficiency in English
 - on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
- We publish an analysis of standards reached by different groups at the end of KS1 and KS2
- We avoid language that runs the risk of placing a ceiling on any pupil's achievement or that seek to define their potential as learners, such as less able
- Pupils learn about differences such as neurodiversity, autism and dyslexia during assemblies and awareness weeks and PSHE (JIGSAW) lessons are taught across the school
- Significant events from all religions and cultures are included in a calendar of events across the academic year
- Books in the library, lesson slides and displays around school reflect different gender, race, families, religion and culture
- 'Word of the Week' assemblies celebrate 'What's on in our Community' to include events and celebrations that promote equality and inclusion across all groups
- Additional opportunities such as peripatetic music lessons are monitored so that disadvantaged pupils receive an equal offer and cultural capital is improved
- When pupils are offered roles of responsibility such as School Council, Wellbeing Champion, Peer Supporter or the Eco Team, we encourage applications from all groups of pupils and will support children where needed

4c. Fostering good relations

- We communicate openly and nurture good relationships with our families so that we know them well and they feel comfortable approaching the school
- A programme of workshops and information sessions is planned for parents and information links are on the WP website and newsletter
- Assemblies and PSHE lessons provide opportunities for pupils to learn about, respect and value differences

4d. Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

4e. Training

William Patten is committed to equalities and this is reflected in our policies for staff, including our policies for staff conduct, discipline and grievance.

We provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of each school year.

5. Impact of the school's actions

The following table sets out the impact of the actions outlined under Section 3

Areas in which we have improved outcomes for pupils with protected characteristics	School's actions	Impact
PPG Improved progress in reading and maths. Improved engagement in lessons. Improved KS1/KS2 enrichment offer. Representation in roles of responsibility.	Tracked progress and set up interventions. EYFS access to curriculum adapted. Curriculum adaption reducing text and increasing active learning opportunities. Implementation of 'Write Stuff' English scheme. Tracked club applications and targeted pupils/spoke to families. Funded clubs and music lessons. School Council, Eco Team, MHWB Champions & Peer Supporting.	Accelerated rate of progress. Greater engagement and social interaction. Increased cultural capital.
SEND Improved engagement in the classroom. Children more active in learning tasks. Representation in roles of responsibility.	Regulation station in every classroom and sensory circuit equipment bucket in each hall. Curriculum adaption reducing text and increasing active learning opportunities. Specialist teacher time bought in. CPD for TAs supporting pupils with SEND. SENDCO supporting teachers and TAs through CPD, observations and feedback. Specialist Inclusion TA interventions. Implementation of 'Write Stuff' English scheme. School Council, Eco Team, MHWB Champions & Peer Supporting.	Improved mental health and wellbeing. Improved confidence and self-esteem. Greater engagement and social interaction. Increased cultural capital.
EAL Improved engagement and progress in English lessons. Representation in roles of responsibility. Parents sharing books with children at home.	Curriculum adaption reducing text and increasing active learning opportunities. Implementation of 'Write Stuff' English scheme. Weekly 1:1 sessions - CGP Primary EAL. School Council, Eco Team, MHWB Champions & Peer Supporting. 'Jump into a Book' intervention targeted Y2 parents.	Expanded vocabulary. Improved confidence and self-esteem. Closing gap with peers. Greater engagement and social interaction. Increased cultural capital. Increased reading at home and access to books.

Turkish parents access to MHWB workshop.	MHST link delivered workshops to parent group unable to access in English.	Addressed stigma around talking about mental health.
Ethnicity Liaised with new parent group to talk about equality and race.	Met with group for open discussion and what the school can do to support families in talking to their children about race. New 'Anti-racism' section on website which includes resources for families. Reviewed with parent group. Booked ARISE webinars and invited parents.	Formed safe and open space for discussion. Greater understanding of issues affecting black children and their families. Parent group now sharing with wider audience in school community.

6. Accessibility Plan

Combined with our Equality policy, we also have an Accessibility Plan.

[Accessibility-Plan-2023-24.pdf \(williampatten.hackney.sch.uk\)](#)

7. Roles and Responsibilities

We expect all members of the school community to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

- Governing body**
 The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. *A member of the governing body has been assigned to be the governor responsible for detailed monitoring of this policy and equalities as a whole.*
- Headteacher and Leadership team**
 The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- Teaching and Support Staff**
 All teaching and support staff will take account of this policy as part of their general duties.
- Parents, carers and other visitors**
 All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

8. Monitoring and reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate.

Helen McNulty (SEND link Governor) has been assigned to be the governor responsible for detailed monitoring of this policy and equalities as a whole.

This policy will be reviewed annually by the Governing body.

Policy agreed: September 2024

Policy Review Date: September 2025