

## Equality Report

Hallaton Primary School is committed to promoting equality of opportunity and tackling discrimination in all forms. The school is a very positive, supportive and caring environment that seeks to make everyone feel valued and secure. As a school, we strive to ensure that our whole school community respects the needs, beliefs and cultures of children, staff and contractors, parents, carers and families, and the wider community.

At Hallaton Primary we are committed to fulfilling the legal duties under the Public Sector Equality Duty (PSED), which was introduced by the Equality Act 2010 and extends to nine protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership and gender reassignment. As a School community, we are committed to upholding these three duties to:

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

Hallaton Primary will publish an annual report each year outlining compliance with the Equality Act and publish equality objectives for the school every four years. These objectives are set out below in Part 3 of this report. The data in this report is from the full academic year of 2025/26.

### PART 1: THE STUDENT POPULATION

Gender breakdown:

Number of pupils on roll at the school: 42

Number of boys: 26

Number of girls: 16

#### Disability

The school community supports children with a wide range of disabilities which frequently require the meeting of complex needs. A number of children at Hallaton Primary have complex needs, and these are overseen and managed by an Inclusion Leader, who is the Headteacher.

	Number of pupils	Percentage of school population
No Special Education Need	35	83%
SEN Support	7	16%
EHC Plan	1	1%

#### Ethnicity and Race

Hallaton Primary welcomes and celebrates having students from all cultures and ethnicities. It is left to the discretion of parents whether they chose to declare race and ethnicity characteristics of children attending Hallaton Primary and therefore, as a result of withheld information, Hallaton Primary cannot fully report on ethnicity and race figures for the whole school population. Of the data collected we can report that there is a range of race and ethnicities in Hallaton Primary with the following breakdown:

- White 98%

- Other 2%

### Religion and Belief

We do not formally collect data on religion and beliefs. As members of a multi-cultural, multi-faith society we value and respect all religions and beliefs.

### Gender identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. Were it to be communicated to the school regarding a pupil, we would work with and support the child and ensure any confidentiality was maintained, as appropriate.

### Sexual Orientation

We do not collect data on the sexual orientation of our pupils. We value and respect all sexual orientations.

### Information on other groups of pupils

As a school community we are committed to supporting all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.

In addition to pupils with protected characteristics, we endeavour to provide further information on the following groups of pupils:

#### Pupil with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	1	3	4	9%

## PART 2: EQUALITY ACCOUNTABILITIES

The Governing Board divides its governance responsibilities into three areas:

**Pastoral** – oversee and monitor the safeguarding function at Hallaton Primary, this promotes the welfare, well-being and personal & social development of pupils and staff through the integration of pastoral care into every aspect of school life, in close collaboration with parents/carers and the wider community.

**Standards** – ensure that Hallaton Primary delivers exceptional teaching and learning for all pupils, reflecting their individual needs. It ensures that Hallaton Primary maintains and builds on its high standards of attainment.

**Resources** – oversee the effective deployment and management of Hallaton Primary’s financial and physical and human resources.

The sections below set out how the school specifically meets its obligations under the Equality Act and the governing board can monitor and report on activities in relation to them.

### PASTORAL

#### Upholding equalities duties:

All our staff and governors promote the school’s ethos and values, and these are set out on the Hallaton Primary website and displayed all around the school. They challenge prejudice-based discriminatory language, attitudes and behaviour. All pupils, staff, parents and, as appropriate, those in the local

community are encouraged to actively participate in school life and make a positive contribution. Whilst this is represented through the curriculum, it goes much wider in a number of areas.

### **Examples of how we promote equality:**

#### **School life**

- A range of Collective Worship are held each week including a focus on Protective Characteristics and British Values and Celebration assemblies, these promote a culture of inclusivity and respect is accorded to all faiths through these assemblies.
- The PSHCE curriculum contains a rich variety of lessons which cycle through the school's values over a two-year period. This process is overseen and continually evaluated and developed by staff who respond with support from the Headteacher and input and challenge from governors. The PSHCE curriculum also more broadly feeds into wider class work and school life.
- The school actively promotes and teaches students about multiculturalism e.g. by planning lessons with multicultural themes and avoiding and challenging any stereotyping. Teachers are also proactive in planning lessons that take into account and reflect the diversity of the classroom.
- The school also makes sure that lessons meet the range of needs of each student (inclusive classroom) e.g. using a variety of teaching & assessment methods and learning resources so the learning environment is inclusive. Lessons are adapted as necessary to meet the needs of the class or child, e.g. special grip pencils, coloured overlays.
- The school makes all reasonable adjustments necessary, these include day to day requirements to meet individuals' needs as well as ensuring all reasonable adjustments are factored into every aspect of life at Hallaton Primary, for example ensuring school trips are inclusive and accessible to all.
- All students have equal access to school and extra-curricular activities, trips and visits and organised Friends of Hallaton events.
- Students facing challenges are supported by our proactive and knowledgeable staff which is overseen and directed by the Headteacher. Support is provided to children with additional needs through a variety of initiatives including 'The Nook' which is run for children with SEMH needs.
- The school takes a 'Graduated approach', Assess, Plan, Do, Review, to plan interventions for any students with additional needs in order to ensure needs of all students are met holistically. This involves assessing needs, planning to meet these needs in the optimum way, delivering teaching and reviewing approaches and progress.
- Staff attend external training, as well as internal training sessions, to help improve understanding of complex needs and ensure these are catered for.

#### **Monitoring of key information and feedback:**

- The headteacher and governors review key information relating to attendance, serious disciplinary incidents and exclusions.
- The Chair of Governors also meets with the Headteacher on a regular basis which provides an opportunity for any issues to be raised.
- There is a school Complaints and Grievances procedures which fairly and openly addresses incidents raised.
- The School and Governors conduct an annual survey for Parents, Staff and children and subsequently compile a report which evaluates the results and provides an opportunity to address arising issues.

## STANDARDS

In line with Hallaton Primary's commitment that, "no person at Hallaton Primary is treated less favourably because of their race, disability, sex, age, religion, sexual orientation or because they are pregnant or entitled to paternity leave", the school undertakes to publish data by which it can ensure that its teaching and learning is also meeting this commitment.

Every pupil's academic progress and attainment is monitored each term as part of the school's Pupil Progress Meetings between the Headteacher and class teacher. Through this process, trends and groups for each of the characteristics are monitored and specific interventions put into place where needed.

Below are tables with the results for the 2025/26 Cohort of Y6 pupils (which is publicly available data). As the cohort groups by characteristics are less than 5 it is not broken down further as outlined in the Equality Policy.

## KEY STAGE 2 PERFORMANCE 2025/26

At KS2 "Expected" is the term for children who have met the requirements of the curriculum

### Expected Standard or Above Percentage

Subject	School	Nat
Reading	60	74
Writing	60	72
Maths	87	73
RWM Combined	53	62
GPS	60	72

Information regarding our school's performance can be found clicking on this link [School Performance Data](#)

### Protected Characteristics data

The school does not supply any data linked to protected characteristics as cohort sizes are so small and anonymity of the child needs to be protected.

## RESOURCES

Hallaton Primary is committed to ensuring that all decisions relating to the allocation of resources are consistent with our obligations under the Equality Act. For example:

- Hallaton Primary's Recruitment & Selection process commits to ensuring that the recruitment of staff is done equitably and robustly. At least one member of the recruitment and selection panel has received Safer Recruitment training.
- Hallaton Primary's Pay Policy ensures Hallaton Primary's commitment to compliance with the legislation, set out in the Equalities Act 2010, the Equal Pay Act 1970, the Employment Act 2002, the Part-Time Worker (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, the Employment Act 2002 (Dispute Resolutions) and the Employment Act 2008.

- Newly appointed staff are required to read Hallaton Primary's "Staff Code of Conduct" whereby they undertake to be inclusive and non-discriminatory in all aspects of behaviour.
- As part of the Hallaton Primary Induction Process; it is the responsibility of the Headteacher to make all school policies accessible to new members of staff. The Headteacher is responsible for ensuring new and temporary members of staff know their responsibilities around Equality and how to report an issue.
- Hallaton Primary does not currently record publish protected qualities related to staff as there are less than 150 members of staff.
- The school has an Accessibility Policy which takes into consideration the need to, and commits to, ensuring the school continues making the school accessible.

### **PART 3: OBJECTIVES**

1. Celebrate diversity in our school and local community through a range of school events, such as assemblies, visiting speakers, classroom teaching and whole school writing projects.
2. Focus on ensuring that children on the SEN register are making holistic progress so that they achieve their full potential.
3. Continue to promote equality and a culture of inclusivity; pro-actively anticipate and address the needs of any individuals or groups to ensure that all pupils are treated equally and have equal access to opportunities.