



Equality Duty Review

Cycle #1

Hayward's Primary School	
Date adopted and equality objectives set: September 2024	
Year 1 data and summary: September 2025	Year 2 data and summary:
Year 3 data and summary:	Formal equality objective review:

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1. Equality Statement

We are committed to ensuring and promoting equality of opportunity for all children, staff, parents, and guardians irrespective of race, gender, disability, belief, sexual orientation, sex/gender identity (including gender reassignment), and age.

Our aim is to develop a culture of diversity and inclusion in which all those within the establishment's community can celebrate their identity and participate fully in experiences and learning. Enabling our children to take part as fully as possible, in every part of the school's life, by developing each child's self-confidence, recognising their strengths, and encouraging them to achieve their full potential. Hayward's Primary School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

We challenge discrimination through the positive promotion of equality through learning, tackling bullying, racism, and stereotyping, and by creating a safe welcoming environment that champions respect for all. We expect all children, staff and visitors to actively promote these aims and values. Our establishment has a firm belief that diversity is a strength that must be respected and celebrated by all of those who learn with us and visit us.

2. Scope and Purpose

This Equality Duty Review covers all individuals working at all levels, including staff at all levels, consultants, contractors, trainees, home-workers, part-time and fixed-term staff, volunteers, governing board members, casual workers, and agency staff. It also applies to the wider community such as children, job applicants, ambassadors, and parents/guardians.

The purpose of the Equality Duty Review is to set out our approach, through our equality objectives, to promoting equality and diversity and how we will tackle discrimination and challenge social exclusion. It outlines our commitment, actions, reviews, and how we comply with the law to ensure that equality and diversity are promoted in our establishment and that our staff, children, and community are not subject to, and do not commit, unlawful acts of discrimination.

3. Equality Act 2010

The [Equality Act 2010](#) protects people from discrimination and harassment. If someone thinks they have been discriminated against they may take their complaint to a court or Employment Tribunal (if they are an employee). But the act also places duties on public authorities (including establishments) to be pro-active about addressing inequalities. The Public Sector General Duty (Section 149) states: that a public authority must give due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other prohibited conduct.
- Advance equality of opportunity.
- Foster good relations between people.

'Advance equality of opportunity' means to remove or minimise disadvantage, meet people's needs, take account of disabilities, and encourage participation in

public life.

Failure to observe these public sector duties could result in a judicial review, but also put establishments at risk of discriminatory practice.

These duties apply to eight **protected characteristics**:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if they have, or has had, a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** – Transgender people may have the body of one gender but feel that they are the opposite gender. The word transgender is sometimes used interchangeably with terms such as transsexual or gender-variant but usually has a narrower meaning and different connotations than gender variant, including non-identification with the gender assigned at birth.

This relates to a person who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). Children as young as five may begin to show signs of [gender dysphoria](#) and therefore it is relevant in any establishment environment.

- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to staff and other adults.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including stillbirths), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave. Within education it also protects children who are pregnant.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent an establishment from carrying out collective worship or other curriculum-based activities, but children may withdraw from acts of collective worship.
- **Gender identity** - Gender identity refers to a person's understanding and experience of their own gender, it is their internal sense of self. Everyone has a gender identity; for some people, it corresponds with the gender assigned at birth, and for some others, it does not. Gender identities are expansive and do not need to be confined within one collectively agreed-upon term. An individual's appearance may not inform you of their gender identity. It is important to understand that one's gender identity does not direct the way we are or the clothing we choose to wear.
- **Sexual orientation** - A person's sexual orientation, is the part of their identity that relates to who they find attractive. Although it is in the name, the attraction to other people does not have to be sexual, it could be romantic, or connection-based. Some people are attracted to a particular gender, or genders, some people are attracted to who the person is (their morals, values, humour, intelligence, etc.) and for some it is a combination of the two. Sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or disclosing at any age. Establishments with a particular religious ethos cannot discriminate against non-heterosexual children or parents/guardians.

We understand that an individual's gender identity and sexual orientation is individual to them.

4. Responsibilities

Governing Board

- Ensure that the establishment complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other establishment policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Establishments should no longer require job applicants to complete a generic health questionnaire. Neither should an establishment seek out past sickness records until they have made a job offer.
- Ensure that all staff and children are aware of the process for reporting and following up on bullying and prejudice-related incidents.

5. Current Data

We have decided to focus on EAL as there is a large enough cohort for detailed analysis.

Attendance (2023-2024)

	%	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24
All Children	Attendances	95.9	95.1	94.7	94.7	94.7	94.5	93.5	93.9	93.7	93.7	
	Authorised absences	3.2	3.3	3.5	3.5	3.8	4.1	4.3	4.2	4.3	4.4	
	Unauthorised absences	0.3	0.6	0.5	0.5	0.5	0.5	0.5	0.6	0.5	0.6	

Boys	Attendances	96.1	95.2	94.8	94.8	94.7	94.5	93.5	93.8	93.6	93.6	
	Authorised absences	3.1	3.3	3.5	3.5	3.8	4.1	4.3	4.3	4.5	4.5	
	Unauthorised absences	0.2	0.6	0.5	0.5	0.5	0.6	0.6	0.7	0.6	0.6	
Girls	Attendances	95.7	95.1	94.7	94.7	94.8	94.6	93.6	94.1	93.9	93.9	
	Authorised absences	3.3	3.2	3.5	3.6	3.8	4.1	4.3	4.1	4.2	4.2	
	Unauthorised absences	0.3	0.5	0.5	0.5	0.4	0.4	0.4	0.5	0.4	0.6	
SEND Support	Attendances	96.34	95.15	95.3	95.46	95.17	95	94.26	94.24	94.07	93.96	
	Authorised absences	3.18	4.32	4.06	3.92	4.28	4.48	5.01	5.01	5.33	5.4	
	Unauthorised absences	0.48	0.54	0.61	0.6	0.55	0.52	0.55	0.54	0.6	0.62	
EHCP	Attendances	96.02	94.22	94.73	94.48	93.53	93.58	92.9	93.05	92.99	92.46	
	Authorised absences	3.69	4.26	4.52	4.49	5.37	5.3	5.77	5.68	5.6	5.91	
	Unauthorised absences	0.28	1.51	0.75	1.03	1.1	1.12	1.22	1.15	1.41	1.64	
Pupil Premium	Attendances	95.03	93.8	93.92	93.98	93.85	93.32	92.68	92.78	92.85	92.83	
	Authorised absences	4.19	5.12	5.06	4.96	5.15	5.61	5.99	5.85	5.97	5.94	
	Unauthorised absences	0.72	1.08	0.95	0.98	1	1.06	1.16	1.19	1.19	1.23	
EAL Pupils	Attendances				95.37							94.2%
	Authorised absences				3.63							4.9%
	Unauthorised absences				0.99							0.83%

Suspensions

Six fixed term exclusions occurred during the academic year 2023-2024

Description	Percentage
Boys	50%
Girls	50%
Minority Groups	0%

Attainment for children with protected characteristics

EAL Attainment

EYFS

YEAR GROUP	SUBJECT	% of EAL children passing the Phonics Screening Test	Cohort working at age expected levels
EYFS	GOOD LEVEL OF DEVELOPMENT	80%	65.57%

Phonics

YEAR GROUP	SUBJECT	% of EAL children passing the Phonics Screening Test	Cohort working at age expected levels
1	PHONICS SCREENING TEST	100%	93%

EAL Non-Statutory Assessment Year Groups

YEAR GROUP	SUBJECT	% of EAL children working at age expected levels	Cohort working at age expected levels
1	READING	40% (2/5)	53.3%
	WRITING	20% (1/5)	51.7%
	MATHS	20% (1/5)	55%
2	READING	0% (0/2)	69.8%
	WRITING	0% (0/2)	57.4%
	MATHS	0% (0/2)	67.9%
3	READING	71% (5/7)	80%
	WRITING	43% (3/7)	51.7%
	MATHS	52% (4/7)	63.9%
4	READING	86% (6/7)	72%
	WRITING	43% (4/7)	51%
	MATHS	85% (6/7)	68.6%
5	READING	100% (5/5)	75.8%
	WRITING	80% (4/5)	66.1%
	MATHS	60% (3/5)	61.3%

Statutory Assessment Year Groups

YEAR GROUP	SUBJECT	% of EAL children working at age expected levels	Cohort working at age expected levels
6	READING	80% (4/5)	59.6%
	WRITING	80% (4/5)	71.2%
	MATHS	40% (2/5)	61.5%
	SPAG	80% (4/5)	69%

	COMBINED	40% (2/5)	52%
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Bullying, prejudice and racism incidents

There has been a single racist incident reported to county this year.

Engagement in Extracurricular Activities (EAL Pupils)

Number of EAL pupils who attended a club in each term

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number of EAL Children	9	9	4	6	2	3
% of EAL Children	29% 9/31	29% 9/31	13% 4/31	19% 6/31	6% 2/31	10% 3/31
Number of All Children	109	100	82	98	63	72

Notes:

20 out of the 31 EAL pupils have not attended a club this year.

Attendance at Residential Trips

YEAR GROUP	RESIDENTIAL SETTING	% of EAL children who attended	% of Cohort who attended
4	Great Potheridge House	86% (6/7)	45/51 (88%)
6	Grenville House	100% (5/5)	49/52 (94%)

Parent Voice Feedback from Equality Lead Governor

Equality & Diversity review

27/06/2023

LA meeting with two EAL parents (both of Polish origin)

Q. Transition experience

- *How was the transition process for you and your child when they entered the school?*
- *Is there anything that would have made it better for you?*
- *Were there enough meetings between you and the school to ensure your child was prepared for school life at Haywards?*

Responses:

- Haywards were brilliant with the transition period. Child struggled to start with so school allowed them to come in earlier to settle before other children arrived. Teacher available to talk to and provide update – communication between school and parents excellent.
- Language not a barrier – translation between Polish and English worked ok

- Polish teacher came in once a week to give lessons (thought it was something to do with QE?). Children really enjoyed this and parents feel was of great benefit. Also able to talk and remind children of Polish culture and history (celebrating certain days etc...) Also felt that children may be more likely to talk to this teacher if they had an issue with anything

Q. Engagement

- *Are you able to speak to your child's teacher if you have any questions or concerns?*
- *How do you find the school's communications with families? Which methods work best for you? Which ones are hardest to access?*
- *Do you read the newsletter and other communications sent through Parentmail?*
- *Are you aware of the extra curriculum activities (i.e. sports clubs, music lessons etc...) if not is language a boundary?*

Responses:

- Always able to speak to teachers and TA's (one child with additional needs and assigned TA)
- Communication good. Receive parent mail and emails. No issues with translation previously (parents English very good now, but was just ok when children first started attending the school). One parent part of PTA so abreast of school communications.
- Children have attended sports clubs, never had a languages barrier and feel the children have always been treated the same, regardless of nationality
- Polish parents have high expectations and like regular updates on progress (this is the process in Poland). Haywards system has 2 parents evenings a year, but some parents may like a more regular update on their children's progress?

Q Support

- *How does the school support your child in everyday school life?*
- *Do you feel that your child gets a quality education at Haywards?*

Responses:

- Well supported in the Early Years and through KS1 to enable the children to get settled in the school. Supported well all through the school, but early stages important to ensure the child's school journey is a positive one
- Parent with child who has EHCP and testing for dyslexia – feels the school has been excellent in supporting her child.
- Some Polish books in the library which helps children that are still learning English. Parent advised her child brought home Goldilocks and the 3 bears book which had the story written in both Polish and English on every page – child really enjoyed this

Q Other

- *Any other useful feedback/comments on areas to improve?*

Responses:

- Overall very happy with the school
- Really pleased when the Polish teacher was coming into school – is this something that can be reinstated if no longer used?
- Possible for more updates from teachers on progress of child? Polish culture would normally follow this system

6. Equality Objectives

Our establishment has two specific duties to assist us in meeting our general duty, set out by the Equality Act 2010

They are:

- To publish information to show how we are complying with the equality duty. This must be updated at least **annually**.
- To prepare and publish one or more specific and measurable equality objectives at least every **four years**.

Our equality objectives are in response to this general duty.

Equality Objective 1

- Further raise engagement in after-school activities for all pupils, particularly those with SEND, EAL or those who are EAL.
- To ensure that all children, and their families, are aware of the sporting opportunities available at Hayward's and that these are mapped over the course of the academic year.
- Within curriculum time, further opportunities are sought for the school to actively engage with programmes offered by St.Luke's school and through our partnership with Queen Elizabeth School.

Equality Objective 2

- To ensure all staff have a secure understanding of 'Adaptive Teaching' and that this is evident within a pupil's individual learning journey.

Equality Objective 3

- To ensure that through planned CPD all staff are fully aware of their responsibilities with regards to fulfilling their statutory duties stated in the Equality Act 2010, Human Rights Act 1998, Children's Act 1989 and other pieces of legislation and to ensure that would collaboratively to ensure that we meet moral and ethical responsibility to tackle racism.
- To increase Parent voice in the school lives of all children.
- To ensure that we are in regular dialogue and communication with all pupils to ensure that we have a secure understanding of their experiences at Hayward's.
- To ensure that policies, and key whole school policies/initiatives/decisions, have an equality impact assessment undertaken at the point of review.

7. Year 1 data and Summary

Data

Attendance (2023-2024)

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Summary

Key Actions taken across the year separate from the objectives:

- Staff have all attended anti-racism training organised by DCC.
- The school are reinforcing our Hayward's Heroes (particularly Lucy Respect) through the newsletter and assemblies. We are attempting to
- Working groups have been established with families (SEND) to work on the SEND Information Report to ensure that it is able to be accessed effectively by all families.
- Termly newsletters, covering key events for the term have been sent to families translated into their home language.

Review Equality Objectives (2024-2025)

Equality Objective 1

- Further raise engagement in after-school activities for all pupils, particularly those with SEND, EAL or those who are EAL.

- To ensure that all children, and their families, are aware of the sporting opportunities available at Hayward's and that these are mapped over the course of the academic year.
- Within curriculum time, further opportunities are sought for the school actively engage with programmes offered by St.IUke's school and through our partnership with QE.

Description of the improvement needed

Inspite of efforts through primary sports funding, engagement by key groups, including those with SEND and EAL remain lower than other groups. We want to be sure that children and families are aware of the physical activity provision that is available to the children and that they take advantage of the opportunities that present themselves for in school and out of school activities.

Staff to actively engage with these children, in addition to those who are disadvantaged (and their families) to understand what the obstacles are to increased participation.

The variety of clubs available to children extends to EYFS and Y1 where possible.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
PE Subject Leads to speak with all EAL pupils (but particularly those that are yet to attend a club) during subject leadership release time to identify barriers to engagement and to see which pupils will be attending the relevant clubs. To consider producing dual language letters to help ensure that families can make the choice for their children to attend.	SB	Autumn	Subject Leader Release Time Provision of after-school clubs which are free to all pupils and financed by the school	Subject Leader Tie Subject Leader Records Dual-language letters Pupil Voice Discussions Club attendance records Success Criteria There is an increase in EAL engagement in clubs in all terms. There is an increase in the clubs attended by the individual pupils. To increase the number of children with EAL who attend clubs from 35% to 50%.
				Undertaken during subject leadership time. Not a huge uptake in EAL pupils attending clubs – if they weren't already attending. Clubs were advertised in termly EAL newsletter to families.
PE Lead to speak to Primary Sports Coach to ensure that pupils are being prompted through PE lessons	RK	Autumn 2024	Subject Leader Release Provision of After School Clubs finance by school. Provision of PE Coaching	Success Criteria: PE teacher uses their influence in lessons to promote engagement in clubs. There is an increase in clubs attended by individual pupils (EAL from 35% to 50%)
				Ongoing area for development.

Equality Objective 2

To ensure all staff have a secure understanding of 'Adaptive Teaching' and that this is evident within a pupil's individual learning journey.

Description of the improvement needed

Differentiation within the school is good and we have many members of staff who are very good at adapting their teaching to the needs of individual pupils. We want to identify where this good practice is and to share the practice across the school. We will consider how adaptive teaching can be applied to pupils from all protected characteristic groups, including those with SEND and those working at Greater Depth standard (GDS). We will work to ensure that the individual needs of all pupils are not a barrier to them engaging with the curriculum effectively.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Staff to speak with DCC regarding training that is available to support EAL pupils. School to provide staff with EAL training in relation to effective support in the classroom.	AS and CB	Autumn 2024	Training Costs will depend on provision that is available to all staff.	CPD Training Records EAL Records from DCC Success Criteria Children continue to receive targeted support, available through the EAL service, to ensure that they are supported effectively Staff receive CPD training on how best to adapt their teaching to support the needs of EAL pupils, particularly those with SEND. Children with EAL receive a quality provision and they are making progress in relation to their starting point.
				Specific support is in place for individual pupils through external or in school support services. There has not been recent EAL training for all staff.
School to appoint an EAL co-ordinator to look at EAL provision and to establish, alongside staff, an EAL policy for the school.	AS and Staff Member	Spring 2025	Subject Leader Release Costs	Action Plan and review of Action Plan by EAL co-ordinator. Evidence of impact achieved. Success Criteria EAL co-ordinator continues to be a conduit for staff to ensure that they are receiving relevant support and advice regarding supporting EAL children and families. Children receive good quality adaptive teaching to support their learning.
				EAL Co-ordination is undertaken by the Inclusion Lead, Clare Bedford. Clare has accessed bilingual support workers, where required, through the DCC services and has also accessed translators for important meetings. Together with the HT, we have worked at producing newsletters in languages appropriate for the school to help enable families to access key information.
Staff to receive ongoing CPD training (in-house from Inclusion Lead) in adaptive teaching and how this is different from differentiation.	CB	2024-2025	Staff Meeting allocation of hours	Staff CPD Cycle Staff Meeting Minutes Book Scrutiny Records Books

				Success Criteria All children, particularly those with EAL, receive good quality adaptive teaching to enable them to successfully achieve the objective of the lesson.
				Adaptive Teaching has been a feature of CPD for support and teaching staff this year. Work has been done across the school to ensure that WIDGETS are available for pupils in English and Maths. PE lead has done work to ensure that this is a feature within PE lessons too.
Staff to work with local schools in order to look at writing with a focus on meeting needs and sharing good practice. Schools share good practice on how we meet need/ adapt and scaffold activity. Book Look. Professional dialogue and sharing.	AS, CB and Leads from local schools	2024-2025	Staff Meeting allocation of hours	Staff CPD Cycle Staff Meeting Minutes Book Scrutiny Records Books Success Criteria We learn good practice from other schools regarding effective adaptive teaching provision for children with EAL/SEND. All children, particularly those with EAL, receive good quality adaptive teaching to enable them to successfully achieve the objective of the lesson.
				Staff Meeting took place with local schools including Bow, Landscore and Winkleigh. Discussions took place re. effective practice and the support that was in place through adaptive teaching.
Learning walk with School Improvement Officer to determine the effectiveness of current practice.	AS, CB and David Chaplin	2024-2025	Staff Meeting allocation of hours	School Improvement Reports and Records Lesson Observation Notes Success Criteria All children, particularly those with EAL, receive good quality adaptive teaching to enable them to successfully achieve the objective of the lesson. Targeted support is provided for teachers who may require additional support in achieving this effectively.
				School Improvement Visits from Tina Jackson and David Chaplin focussed on adaptive teaching across the curriculum. SEND Audit was also undertaken with DCC to determine the effectiveness of provision for SEND pupils which included adaptive teaching through the OAIP.

Equality Objective 3

- To ensure that through planned CPD all staff are fully aware of their responsibilities with regards to fulfilling their statutory duties stated in the Equality Act 2010, Human Rights Act 1998, Children's Act 1989 and other pieces of legislation and to ensure that would collaboratively to ensure that we meet moral and ethical responsibility to tackle racism.
- To increase Parent voice in the school lives of all children.
- To ensure that we are in regular dialogue and communication with all pupils to ensure that we have a secure understanding of their experiences at Hayward's.

- To ensure that policies, and key whole school policies/initiatives/decisions, have an equality impact assessment undertaken at the point of review.

Description of the improvement needed

We want to ensure that the experience of school is positive for all children but particularly those from the protected characteristic groupings. We work hard to provide an educational experience that works for all pupils. We regularly consult with families on key issues, and also take views in our annual survey. We want to be sure that we are getting representative views from all families and need to consider ways that we can gauge this better.

We want to have a greater handle on the educational experience of all pupils and want to work with children to understand this better and to engage with families on a more regular basis.

While impact has always been considered when any key decision is made in school, there has been no formal mechanism to record the steps that have been taken. For key policies we need to consider, at a deeper level, the impact on all.

While incidents of bullying and racism are rare, with only a small number reported to county, we want our staff to be attuned to circumstances both in school and in the wider community where it might occur, to recognise this quickly and to know the appropriate steps that need to be taken in these situations, both in terms of policy but also to effectively support the victims and the perpetrators.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Headteacher to lead pupil lunches, which will include a cross-section of pupils from across the school (including those with EAL, SEND and PP). These meetings will take place on a two-weekly basis and will aim to engage pupils views on a wide range of issues. The agenda for subsequent meetings will be determined by content/issues raised within meetings.	AS	Autumn 2024	HT Time	Meeting minutes and records. EAL pupils voice are gathered directly re. school life and contribute towards decisions made at governor and SLT level. Success Criteria HT gets first-hand views from pupils, particularly those who are PP, SEND and EAL and a clear understanding of their experiences of life in school.
				Not undertaken due to duty commitments.
Lead Governor for Equality to meet with EAL parents to engage their views on quality of education, engagement with the parental community, experience at transition and how the school supports	AS, NF	Spring 2025	HT time and Governor Time	Meeting minutes and records. Success Criteria EAL parents views are increasingly sought and acted on to improve school experience for families.

them in their everyday school life				
				An initial meeting was undertaken by Lee Avery with a group of EAL families. The report was shared as part of the portfolio report. Action – New Equality Governor to be appointed.
Impact assessments used within Governor meetings and alongside EAL focus group when key school policies are reviewed and key school initiatives are undertaken.	Lead Portfolio Holder	2024-2025	Governor Time Governor Meeting Time	Governor Minutes. Success Criteria Evidence of increased EAL parental involvement in impact assessment.
				There is some evidence of Impact Assessments being used within governor meetings for key policies but this has not been sustained at the current time.
To receive “Anti-racism in Devon Schools Sessions” anti-racism training through Devon County Council recommended provider – with a focus on “tackling racism in multicultural Devon” (Ana Barbosa).	AS	October 2024	Use of Staff Meeting twilight time	Training Record. Staff feedback from training. Success Criteria Staff continue to be clear about their responsibilities with regards to anti-racism and have a clear understanding of what to do in the event of a racist incident/event occurring. There is evidence of a secure support strategy in place for pupils involved in a racist incident.
				Whole school training ran by Ana Barbosa from the Migration and Resettlement Team in DCC.
To receive a webpage review as part of the “tackling racism in multicultural Devon” audit (Ana Barbosa).	AS	Autumn 2024	HT Time	Audit Report. Success Criteria Website is appropriate and evaluated against DCC equality framework and guidance.
				Report received from Ana (19.11.2024)

New Equality Objectives (2025-2026)

Equality Objective 1

- Building a robust evidence base for understanding the challenges and experiences of EAL children and their families

Description of the improvement needed

Equality Objective 2 – 4 will be better achieved with a robust understanding of the challenges and experiences of EAL children and families. With a greater understanding of some of the challenges, the approaches use can be tailored more effectively for groups and individual families.

Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Consultation to be undertaken with children and families focussing on a range of issues including: - After-school Club participation. - Curriculum experience. - Experience of life within school and the wider community.	NF and AS	Autumn to Spring Term	Time allocated for meetings. No costs expected.	Portfolio report will be shared with governors. Discussion with HT and NF within weekly meetings. Success Criteria Positive level of engagement. Understanding of strengths and areas for development are identified.
Focus group established to look at the curriculum and community cohesion and how we can improve this for all families.	NF and AS	Autumn to Spring Term	Time allocated for meetings. No costs expected.	Portfolio report will be shared with governors. Discussion with HT and NF within weekly meetings. Success Criteria Positive level of engagement. Understanding of strengths and areas for development are identified.

Equality Objective 2

- Further raise engagement in after-school activities for all pupils, particularly those with SEND, EAL or those who are EAL.
- Ensure that language communication is not a barrier to pupil engagement.

Description of the improvement needed

EAL engagement in after school clubs remains low. In spite of improvements in communication through termly EAL newsletters, this has not improved significantly enough and we want to better understand potential barriers.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
PE Subject Leads to speak with all EAL pupils during subject leadership release time to identify barriers to engagement and to see which pupils will be attending the relevant clubs. To consider producing dual language letters to help ensure that families can make the choice for their children to attend.	SB	Autumn 2025	Subject Leader Release Time Provision of after-school clubs which are free to all pupils and financed by the school	Subject Leader Tie Subject Leader Records Dual-language letters Pupil Voice Discussions Club attendance records Success Criteria There is an increase in EAL engagement in clubs in all terms. There is an increase in the clubs attended by the individual pupils.

				To increase the number of children with EAL who attend clubs from 40% to 60%.
PE Lead to speak Primary Sports Coach to ensure that pupils are being prompted through PE lessons to attend the after- school provision. Primary Sports and Hayward's to ensure that communication is accessible to all families including invites to clubs and Sports newsletter.	RK, EM and AS	Autumn 2025	Subject Leader Release Provision of After School Clubs finance by school. Provision of PE Coaching	Success Criteria: PE teacher uses their influence in lessons to promote engagement in clubs. There is an increase in clubs attended by individual pupils (EAL from 40% to 60% or above)

Equality Objective 3

- Further develop adaptive teaching for EAL pupils, particularly those who are arriving in England for the first time.
- Raise attainment for those pupils who are EAL to ensure that the gap between them and all other pupils is as small as possible.
- Work closely with families, particularly those who are disadvantaged, in order to ensure that the home support is right for pupils and there is a good understanding of how best to support children.

Description of the improvement needed

Differentiation within the school is good and we have many members of staff who are very good at adapting their teaching to the needs of individual pupils. We want to identify where this good practice is and to share the practice across the school. We will consider how adaptive teaching can be applied to pupils from all protected characteristic groups, including those with SEND and those working at Greater Depth standard (GDS). We will work to ensure that the individual needs of all pupils are not a barrier to them engaging with the curriculum effectively.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Staff to speak with DCC regarding training that is available to support EAL pupils. School to provide staff with EAL training in relation to effective support in the classroom through an understanding of the OAIP framework for Devon.	AS and CB	Autumn 2025	Training Costs will depend on provision that is available to all staff.	CPD Training Records EAL Records from DCC Success Criteria Children continue to receive targeted support, available through the EAL service, to ensure that they are supported effectively Staff receive CPD training on how best to adapt their teaching to support the needs of EAL pupils, particularly those with SEND. Children with EAL receive a quality provision and they are making progress in relation to their starting point.

Equality Objective 4

- We recognise and respect difference: Promoting understanding and respect for diversity within the school community and beyond.
- To increase Parent voice in the school lives of all children.

Description of the improvement needed

It is important to ensure that the children understand diversity, not just in school, across the county, country and further afield.

The children are immersed through the media (and some at home) in negative views about nationality, region and gender and it is important that the school challenges these negative perceptions. We want to ensure that the experience of school is positive for all children but particularly those from the protected characteristic groupings. We work hard to provide an educational experience that works for all pupils. We regularly consult with families on key issues, and also take views in our annual survey. We want to be sure that we are getting representative views from all families and need to consider ways that we can gauge this better.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Use the curriculum review to revisit all subjects and to ensure that the curriculum is designed to challenge negative stereotypes and perceptions. Assemblies are a tool through which Black History Month is recognised, as well as the ongoing celebration and recognition across gender, race and diversity. Newsletters celebrate diversity and challenge negative perceptions by promoting diversity and uniqueness.	AS	October 2025	Subject Leader Time Curriculum Time Assemblies Promotion through the newsletter and other communication material.	PSHE Work Assembly Evidence Newsletters Pupil Voice discussions with staff Success Criteria Children develop a strong understanding of stereotypes and the dangers of negative ones developing. Children develop a strong sense, through the Hayward's Heroes and the curriculum, of what is right and what is wrong.
Within RE: Our RE curriculum has a focus on 'lived experience' which is designed to give a representation of diversity with and across worldviews. Teachers	HD	Ongoing monitoring	Subject Leader Time Staff Meeting Time	Pupil discussions Pupil book looks Planning scrutinies Observations of work in PSHE and RE Success Criteria

have been given training in this for Islam, Judaism & Humanism. Our RE curriculum encourages the use of diversity in images and case study materials to reflect the diverse, global characteristic of worldviews. Our RE curriculum includes a focus on 'ways of knowing' which includes the use of statistics such as census and survey data which provides factual information on the characteristics, diversity and cultural/religious make-up of the UK. This also tackles misinformation in the media and/or misrepresentation.				Children are able to verbalise a clear understanding of the importance of diversity and the need to champion and challenge prejudice.
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8. Year 2 data and Summary

Attendance (2024-2025)

	%	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24
All Children	Attendances	96.6	94.1	94.4	94.9	94.2	95.22	95.13	95.09	94.98	94.91	94.93
	Authorised absences	3	3.5	3.8	4.2	4.1	3.98	4.12	4.15	4.25	4.23	4.21
	Unauthorised absences	0.4	0.7	0.8	0.9	0.8	0.81	0.75	0.76	0.77	0.86	0.85

Boys	Attendances	96.6	94.1	94.5	95.1	94.3	95.38	95.3	95.29	95.24	95.1	95.15
	Authorised absences	3.2	3.8	4	4.3	4.2	3.95	4.04	4.03	4.07	4.08	4.05
	Unauthorised absences	0.2	0.3	0.5	0.6	0.6	0.67	0.66	0.68	0.68	0.82	0.8
Girls	Attendances	96.7	94.1	94.4	94.8	94.1	95.04	94.94	94.87	94.7	94.71	94.7
	Authorised absences	2.7	3.1	3.6	4	4	4.01	4.21	4.28	4.43	4.38	4.38
	Unauthorised absences	0.6	1.1	1.2	1.2	1.1	0.95	0.85	0.85	0.87	0.91	0.92
SEND Support	Attendances	96.62	93.64	94.87	94.59	94.9	92.05	92.27	92.26	92.11	92.03	92.03
	Authorised absences	3.24	3.86	4.22	4.51	4.34	6.39	6.19	6.13	6.37	6.41	6.43
	Unauthorised absences	0.14	0.58	0.92	0.9	0.76	1.56	1.54	1.61	1.52	1.56	1.54
EHCP	Attendances	87.91	84.44	85.19	85.17	85.41	85.47	92.78	92.9	92.67	93.02	
	Authorised absences	8.28	10.07	10.96	11.18	10.71	11.07	10.71	10.82	11.29	11.11	
	Unauthorised absences	3.81	3.81	3.84	3.66	3.88	3.98	3.47	3.28	3.14	2.63	
EAL Pupils	Attendances	95.5	94.85	96.79	96.47	96.45	94.79	95.07	95.33	95.29	94.92	94.91
	Authorised absences	3.82	3.01	2.77	3.07	3.05	4.03	3.88	3.69	3.79	3.85	3.95
	Unauthorised absences	0.68	0.39	0.44	0.46	0.49	1.18	1.05	0.99	0.92	1.22	1.14
Pupil Premium	Attendances	94.63	90.92	92.18	91.88	92.2	92.31	92.18	91.19	92.19	92.16	92.15
	Authorised absences	4.3	5.31	5.65	5.96	5.64	5.85	6.01	6.01	6.08	6.05	6.05
	Unauthorised absences	1.07	1.98	2.17	2.16	2.16	1.84	1.81	1.8	1.73	1.79	1.8

Suspensions

Five fixed term exclusions occurred during the academic year 2024-2025

Description	Percentage
Boys	4/4 (100%)
Girls	0/4
Minority Groups	1/4 (25%)

Attainment for children with protected characteristics

EAL Attainment

EYFS

YEAR GROUP	SUBJECT	% of EAL children passing the Phonics Screening Test	Cohort working at age expected levels
EYFS	GOOD LEVEL OF DEVELOPMENT	1/2 (50%)	70%

Phonics

YEAR GROUP	SUBJECT	% of EAL children passing the Phonics Screening Test	Cohort working at age expected levels
1	PHONICS SCREENING TEST	4/5 (80%)	82%

EAL Non-Statutory Assessment Year Groups

YEAR GROUP	SUBJECT	% of EAL children working at age expected levels	Cohort working at age expected levels
1	READING	2/5 (40%)	N/A
	WRITING	4/5 (80%)	64%
	MATHS	3/5 (60%)	63%
2	READING	2/5 (40%)	57%
	WRITING	2/5 (40%)	51%
	MATHS	1/5 (20%)	52%
3	READING	0/3 (0%)	72%
	WRITING	0/3 (0%)	63%
	MATHS	1/3 (33%)	67%
4	READING	7/7 (100%)	78%
	WRITING	5/7 (72%)	61%
	MATHS	4/7 (57%)	57%
5	READING	4/7 (57%)	64%
	WRITING	3/7 (43%)	44%
	MATHS	4/7 (57%)	60%

Statutory Assessment Year Groups

YEAR GROUP	SUBJECT	% of EAL children working at age expected levels	Cohort working at age expected levels
6	READING	5/5 (100%)	85%
	WRITING	5/5 (100%)	77%
	MATHS	4/5 (80%)	70%
	SPAG	5/5 (100%)	75%
	COMBINED	4/5 (80%)	69%

Bullying, prejudice and racism incidents

There has been a single racist incident reported to county this year.

Engagement in Extracurricular Activities (EAL Pupils)

Number of EAL pupils who attended a club in each term

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number of EAL Children	7	13	15	6	11	18
% of EAL Children	7/34 (21%)	13/34 (38%)	15/34 (44%)	6/34 (18%)	11/34 (32%)	18/34 (53%)
Number of All Children	122	150	156	107	129	124

Notes:

Attendance at Residential Trips

YEAR GROUP	RESIDENTIAL SETTING	% of EAL children who attended	% of Cohort who attended
4	Great Potheridge House	6/7 (85.7%)	61/62 (98.4%)
6	Grenville House	5/5 (100%)	59/62 (95.2%)

9. Year 3 data and Summary

Data

Summary

10. Formal Equality Objective Review

Conclusion of our 4-year equality objective cycle

11. Appendix

Definitions

BPRI	Bullying, prejudice and racism incident
Cohesion	People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Community	From the establishment's perspective, the term "community" has a number of meanings: • The establishment community – the students we serve, their families and the establishment's staff. • The community within which the establishment is located – in its geographical community, and the people who live and/or work in that area. • The community of Britain – all establishments by definition are part of it. • The global community – formed by European and international links.
Cultural exchange	The sharing of different ideas, traditions, and knowledge with someone who may be coming from a completely different background than your own.
DfE	Department for education
Direct discrimination	Treating someone with a protected characteristic less favourably than others.
Discrimination by association	When a person is treated less favourably because they are linked or associated with a protected characteristic.
Discrimination by perception	When someone is discriminated against because it is believed they have a protected characteristic, whether or not they actually do.
Diversity	Recognising that we are all different. Diversity is an outcome of equality and inclusion
EAL	English as an additional language - a pupil whose home language is not English or who lives in a bilingual family.
Equality	This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Gender Dysphoria	Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person “identifies” with, or feels themselves to be.
Growth mindset	That there is always scope for learning, improving, and understanding.
Harassment	unwanted behaviour linked to a protected characteristic that violates someone’s dignity or creates an offensive environment for them.
Inclusive	Making sure everyone can participate, whatever their background or circumstances. Ensuring everyone can experience the same experiences as any other child.