



Round Hill Primary School

Equality Objectives 2025-29



Review date September 2029 (update community data annually)

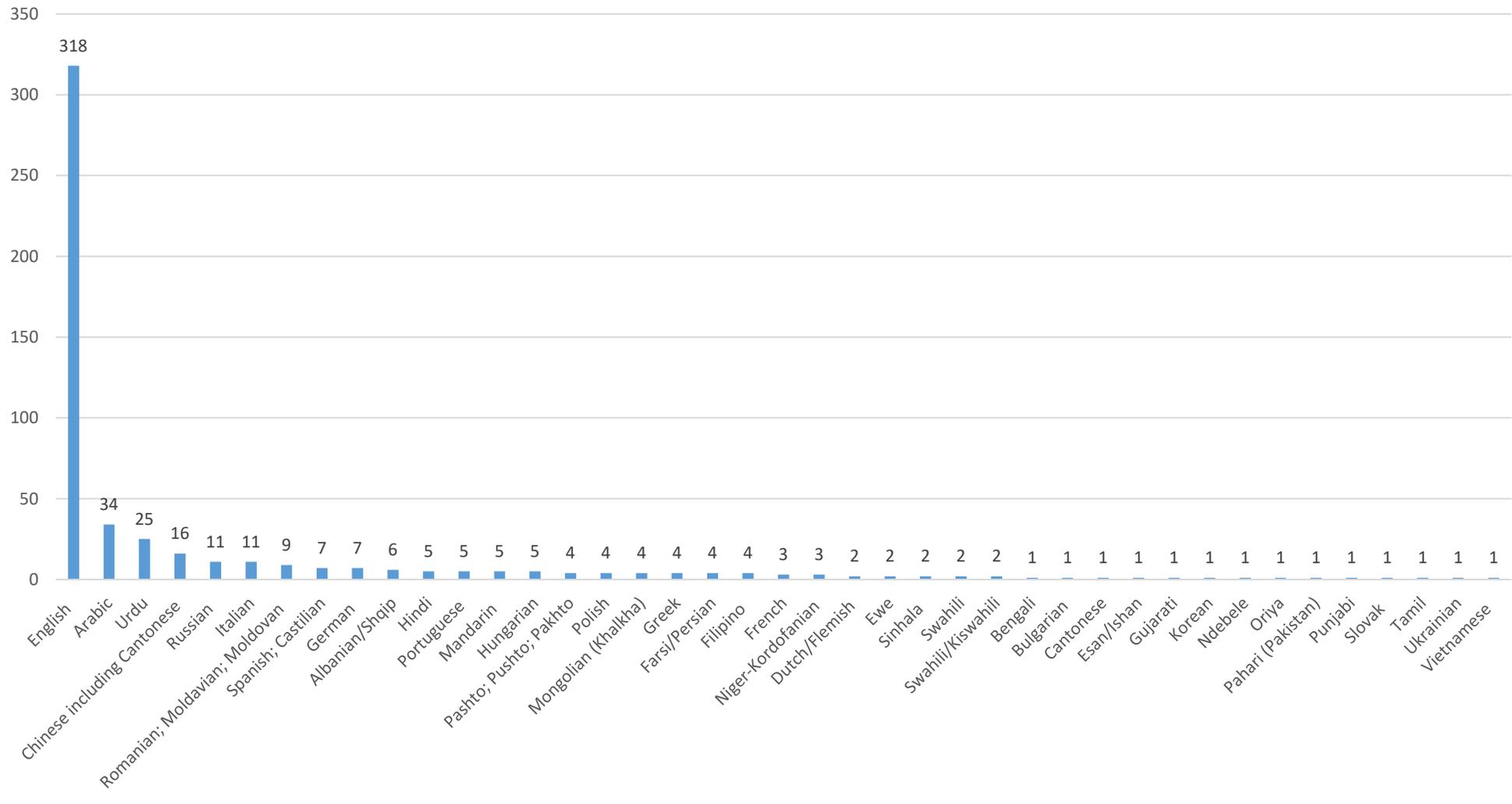
In order to meet our school's general and specific duties under the Equality Act 2010, the following information has been prepared by the Governing Body.

1. Understanding Our School Community – Equality Information

Using school data, the following information was correct as of 1st January 2025:

		%			%			%			%
White British	288	58.18%	White Caribbean	0	0%	Indian	8	1.55%	Any other black background	1	0.19%
Irish	0	0%	White & Asian	0	0%	Pakistani	27	5.22%	Any other mixed background	15	2.9%
Any other white background	51	10.3%	White and Black African	4	0.77%	Bangladeshi	0	0%	Any other ethnic group	36	6.96%
Traveller of Irish heritage	0	0%	White African	0	0%	Any other Asian background	15	2.9%	Refugee	Not on Arbor	
Gypsy/Roma	0	0%	Any other mixed background	15	2.9%	Black British	0	0%	Asylum Seeker	Not on Arbor	
			Chinese	22	4.26%	Black Welsh	0	0%	Information refused	6	1.16%
White European	Not on Arbor		Hong Kong Chinese	Not on Arbor		Black Caribbean	0	0%	Information not obtained	2	0.39%
White English	Not on Arbor		Any other Chinese background	Not on Arbor		White and Black Caribbean	13	2.51%			
						Black African	5	0.97%			

42 Languages spoken at Round Hill



No Information was available on the following protected characteristics:

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender.

Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT).

2. Understanding the Information Gathered General Context

The vast majority of Round Hill’s pupils come from within its catchment area. The school’s levels of SEN and deprivation is lower than the national average. The demographic within the school’s catchment is changing, however. This is evident in a growing number of pupils with English as an additional language.

3. Equality Objectives 2024 – 25

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions, Attainment, Attendance, Engagement in school activities, Exclusions, Prejudice related incidents, Rewards and sanctions, Representation on school bodies e.g., school councils.

Following analysis, the school has developed four Equality Objectives in order to meet the following requirements of the Equality Act:

- Eliminate Unlawful Discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance Equality of Opportunity, between persons who share a relevant protected characteristic and persons who do not share it
- Foster Good Relations between persons who share a relevant protected characteristic and persons who do not share it

1. Faith and Cultural Diversity			
<i>Objective: to design a curriculum intent and school procedures and protocols that includes a richness of faith and cultural diversity and reflects the Round Hill community and modern Britain.</i>			
Rationale	Actions	Outcomes and Impact	Monitoring & Reporting
The school population and community is diverse with over 42 languages. The school recognises that it should be deliberate when introducing insights and interactions that represent the diversity that exists in school and modern British society. This is essential to each child’s personal development and will help them develop as citizens of the present and the future.	<p>Improve and enhance the digital communications for all stake holders with a particular focus on including content and improving accessibility for hard-to-reach groups to increase engagement with the school website.</p> <p>Update the school website regularly so that the Equality, Diversity and Inclusion champions section shares their vital work around school and represents their voice in school.</p> <p>Ensure that there are updates to the website page specifically for new EAL parents with less language and support to use the translate feature. This would support those parents with a child who joins mid-phase.</p> <p>Share Equality Questionnaire and analyse parent responses and produce a ‘You said... we did’ response and share this with parents and staff. Make adaptations to the website based on the suggestions.</p> <p>Ensure any curriculum design and review reflects the diversity of faith, ethnicity and culture that it recognises as essential to the experiences of its pupils. The explicit learning of diversity</p>	<p>The website provides detailed information about the teaching of and incorporation of Fundamental British Values in our curriculum and the work completed by EDI champions.</p> <p>Stakeholder view is represented in school action plan.</p> <p>New EAL families joining Round Hill can access essential school information.</p>	<p>Link Governor website checklist.</p> <p>Curriculum MSRs and review of planning.</p> <p>Feedback from Equality Questionnaire.</p>

	will be found within the school's geography, history, music, RE and art curriculum. Other curriculum areas will also offer opportunities to explore and experience diversity such as the EDI Club and work done by EDI Champions.	All pupils will have experiences that allow them to engage with diversity and the impact of diversity upon modern British society. The school's curriculum will offer experiences that are rich and diverse.	
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2. Attainment

Objective: to ensure that pupils with EAL, SEND, Looked After Children and those in receipt of Pupil Premium funding are given support to reach outcomes similar to national statistics.

Rationale	Actions	Outcomes and Impact	Monitoring & Reporting
The use of the Pupil Premium Grant and SEND intervention is targeted to reduce the gaps in attainment and progress between SEND/ non-SEND and disadvantaged/ non-disadvantaged pupils. The school recognises the need to continue this work for all individuals and identified groups to improve outcomes and subsequent life chances.	Planned use of Pupil Premium Funding & SEN funding to support pupils. Liaison with outside agencies for supporting children with disabilities, SEN and medical conditions to inform support plans and EHCP where appropriate.	Pupils meet individual end-of-year targets. Gaps in attainment for individuals and groups continue to narrow.	Pupil Progress meetings and EQT data booklet and analysis.
<p>Termly assessment of the EAL pupil's language proficiency by using and updating the Bell Foundation's EAL Language Proficiency Assessments.</p> <p>To support the linguistic development and academic progress of pupils with English as an Additional Language (EAL) by effectively using the Bell Foundation's EAL language proficiency assessments and implementing termly evaluations of students' language proficiency. Good progress across the year is considered to be six new areas achieved and accelerated progress is considered to be seven and above.</p>	<p>1) Implement the Bell Foundation EAL Assessments:</p> <ul style="list-style-type: none"> - Integrate the Bell Foundation's EAL language proficiency assessments into school practice to evaluate the English language development of EAL pupils. - Ensure assessments are carried out at the start of each term by class teachers. <p>2) Arrange termly staff updates:</p> <ul style="list-style-type: none"> - Allocate time during one staff meeting per term to update language proficiency assessments collectively. - Provide teachers with guidance and resources to complete and reflect on assessments effectively. <p>3) Dedicated EAL Assessment Time:</p> <ul style="list-style-type: none"> - Use the EAL lead's dedicated time to review assessment outcomes termly. - Arrange follow-up meetings with teachers to discuss the progress of specific pupils and recommend targeted interventions. 	<p>Targeted support for pupils - regular assessments will ensure timely identification of language development needs and enabling appropriate interventions to support EAL pupils effectively.</p> <p>Increased teacher collaboration - termly staff meetings focusing on updates to EAL proficiency assessments will foster collective responsibility and shared strategies for improving language outcomes.</p> <p>Improved progress monitoring - Consistent, structured assessments will provide robust evidence of pupils' progress, enabling data-driven adjustments to teaching approaches.</p>	<p>Progress reviews:</p> <ul style="list-style-type: none"> - The EAL lead will review individual and group progress using assessment data during allocated EAL assessment time. - Trends and insights will be documented and shared with SLT (Senior Leadership Team) and relevant staff. - In Spring and Summer the data will be assessed to see how has made good progress (6 new areas achieved) and accelerated progress (7 areas and above). <p>Teacher support meetings:</p> <ul style="list-style-type: none"> - Arrange termly meetings with specific teachers to discuss the progress and needs of individual pupils particularly for those who

			<p>have made below good progress.</p> <ul style="list-style-type: none"> - Provide actionable recommendations to address challenges and reinforce successes. <p>Accountability:</p> <ul style="list-style-type: none"> - Collate termly reports outlining key findings, interventions planned, and evidence of impact for submission to SLT and as part of annual school evaluations.
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3. Attendance

Objective: to increase attendance rates for disadvantaged pupils.

Rationale	Actions	Outcomes and Impact	Monitoring & Reporting
<p>Whilst the analysis of the data shows that the pupil premium group do not make up a disproportionate number of persistent absentees to non-pupil premium pupils, as a group their attainment is lower than non-pupil premium pupils.</p> <p>Round Hill aims to ensure to improve attendance due to the positive effect this will have on the academic progress and life chances of these pupils.</p>	<p>Closely monitoring all pupils' absence with a particular focus on the pupil premium group.</p> <p>Act immediately should any pupil's attendance drop below 90%.</p> <p>Where necessary, make use of sanctions for persistent non-engagement or refusal of support.</p>	<p>No new disadvantaged pupil's attendance rate will be less than 90% (the definition of persistent absentee).</p> <p>Pupils with a history of persistent absence will demonstrate an improvement in attendance.</p>	<p>Write to all parents on a termly basis informing /reminding them of how to access their child's current attendance rates on Arbor and notifying those for whom school has early concerns.</p> <p>Follow school Attendance Policy Procedures (updated September 2024); in line with DfE Working Together to Improve School Attendance – August 2024.</p>

4. Disability

Objective: to commission a Disability Access Audit and create an action plan based on the findings.

Rationale	Actions	Outcomes and Impact	Monitoring & Reporting
<p>The school plans to commission a Disability Access Audit in 2024-2025 to offer insight into adjustments and improvements to make.</p>	<p>Share Equality Questionnaire and analyse parent responses.</p> <p>Produce a 'You said... we did' response and share this with parents and staff.</p> <p>Make adaptations to the website based on the suggestions and feed actions into school accessibility plan.</p>	<p>The school website prioritises equality, diversity and inclusion. It is updated for the use of all stakeholders and provides clear information with regards equality, diversity and inclusion at Round Hill.</p> <p>It reflects and shares 'pupil voice' as well as the voice of the wider community and its diversity.</p>	<p>Head Teacher's Report to Governors.</p> <p>Link Governor visits.</p> <p>EAL action plan and MSR.</p> <p>Equality questionnaire for parents and staff.</p>

