

# Hove Junior School

## Equality Information and Objectives 2025



### Introduction

Hove Junior School seeks to foster a warm, welcoming and respectful culture, which allows us all to question and challenge discrimination and inequality, resolve conflicts peacefully, promote equality and respect, and work and learn in a safe environment.

We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

We recognise that there are similarities and differences between individuals and groups, but we will strive to ensure that our differences do not become barriers to participation, access and learning, and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

We link our work on equality to our duties under the Education Reform Act 1988 to provide a balanced and broadly based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and*
- *prepares such pupils for the opportunities, responsibilities and experiences of adult life.*

We recognise and welcome our equality duties, as set out in the Equality Act 2010, and have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil, or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only)
- sex
- race
- disability
- religion or belief
- sexual orientation
- gender identity
- pregnancy or maternity (staff only in primary schools)
- marriage and civil partnership (staff only)

We take seriously our duty to show due regard and this is evidenced through minutes of meetings and through the completion of equality impact assessments.

We welcome the involvement of, and feedback from, the school community on the information and objectives published. We also actively aim to recruit parents and carers who belong to protected groups to our governing body and Parent Teachers Association. Please speak to the Headteacher with any feedback or come to one of our meetings for groups of parents and carers.



# Growing Anti-Racism at Hove Learning Federation



'Our community learns together on a journey to a more inclusive, diverse and equal future. We acknowledge the inter-generational pain of the past and learn from our present strengths and flaws to guide the route to a better tomorrow. Tomorrow cannot be better for any of us if it is not better for all of us, inclusive of race, skin colour, ethnicity and identity. We cannot live each other's experiences, but we will listen with care and learn from each other to move forward together. Together, we are one step better each day.'



## Equality Information and objectives

### 1 Contextual information

Hove Junior School is a larger than average 7-11 School. The school is situated on two sites in different areas of Hove (both in busy urban areas close to the seafront). Whilst on two sites, the school operates as one school – same curriculum, uniform, ethos, vision, and, the key aim being, consistent provision and high expectations resulting in good outcomes. The largest group of pupils are of White British heritage, with the rest representing a wide range of other ethnic groups. A small number of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs who are supported by school action plus or with a statement of special educational needs is average. Their main needs are

emotional, behavioural, and speech and language. We are also aware that there may be children in our school community who question their gender identity and may express their gender identity in a way that does not conform to stereotypical norms, or the sex they were assigned at birth. The information listed below is a brief summary of Hove Junior School and the range of differing groups we have in the school that have a protected characteristic that we must, under the Act, have due regard for in all that we do.

**Whole school (both sites)**

|   |   |                       |                                    |
|---|---|-----------------------|------------------------------------|
| Pupils / Students on roll                                   | Total:<br>673   | Girls: 336<br>(49.9%) | Boys: 337<br>(50.07%)              |
| Ethnicity   | White British   | 61.9%                 | White Other<br>8%                  |
|   | White Eastern European  | 1.7%                  | White & Asian<br>3.8%              |
|   | Any other mixed background  | 4.6%                  | White Western European<br>2.3%     |
|   | White & Black African   | 1.7%                  | Any other Asian background<br>1.7% |
|   | Black – African   | 2.3%                  | Arab<br>2.9%                       |
|   | Chinese   | 0.5%                  | Bangladeshi<br>1.04%               |
|   | White & Black Caribbean   | 1.04%                 | White – Irish<br>0.8%              |
|   | Indian  | 1.1%                  | Other ethnic groups<br>0.2%        |
|   | Iranian   | 0.5%                  | Any other Black background<br>0%   |
|   | Pakistani   | 0.1%                  | Black Caribbean<br>0.1%            |
|   | Kurdish   | 0.4%                  | Information not provided<br>0.1%   |
| Languages other than English spoken mainly in pupils' homes | Arabic  | 4%                    | Turkish<br>2%                      |
|   | Polish  | 0.2%                  | Italian<br>0.2%                    |
|   | Portuguese  | 1.4%                  | Romanian<br>0.1%                   |
|   | Persian/Farsi   | 1.1%                  | French<br>0.2%                     |
|   | Spanish   | 1.04%                 | EAL<br>20.6%                       |
| Disability  | <p>At Portland Road 12 pupils have Education and Health Care Plans (2.5%) and at Holland Road 7 have Education and Health Care Plans (3.5%).</p> <p>At Portland Road 102 pupils (21.5%) are at SEN Support and at Holland Road 43 (21.9%) are at SEN Support.</p> <p>21.8% of pupils in total have SEND (EHCP &amp; SEN Support).</p> |                       |                                    |
| Sexual orientation  | <p>We are aware that children in our school may grow up to be lesbian, gay or bisexual. We also know that our parents and carers will be represented across all the protected groups.</p>   |                       |                                    |

|                 |  |       |             |       |
|-----------------|--|-------|-------------|-------|
| Religion        | Buddhist   | 0%    | Christian   | 15.9% |
|                 | Hindu  | 1.4%  | Jewish      | 0.5%  |
|                 | Muslim   | 10.5% | No Religion | 55.9% |
|                 | Other religion   | 0.5%  | Refused     | 0.4%  |
|                 | Sikh   | 0.2%  |             |       |
| Gender identity | We are aware that there may be individual children in our school community who question their gender identity and may express their gender identity in a way that does not conform to stereotypical norms or the gender they were assigned at birth. We also know that our parents and carers will be represented across all the protected groups. |       |             |       |

### Portland Road Site

|                           |                            |                    |                            |       |
|---------------------------|----------------------------|--------------------|----------------------------|-------|
| Pupils / Students on roll | Total: 473                 | Girls: 234 (49.4%) | Boys: 239 (50.5%)          |       |
| Ethnicity                 | White British              | 68.4%              | White Other                | 5.07% |
|                           | White Eastern European     | 1.4%               | White & Asian              | 4.01% |
|                           | Any other mixed background | 4.6%               | White Western European     | 2.11% |
|                           | White & Black African      | 1.2%               | Any other Asian background | 2.11% |
|                           | Black – African            | 2.7%               | Arab                       | 2.11% |
|                           | Chinese                    | 0.4%               | Bangladeshi                | 1.05% |
|                           | White & Black Caribbean    | 1.2%               | White – Irish              | 1.05% |
|                           | Indian                     | 0.8%               | Other ethnic groups        | 0.2%  |
|                           | Iranian                    | 0.4%               | Any other Black background | 0%    |
|                           | Pakistani                  | 0.2%               | Black Caribbean            | 0.2%  |
|                           | Kurdish                    | 0.6%               | Information not provided   | 0.2%  |

|          |                |       |             |       |
|----------|----------------|-------|-------------|-------|
| Religion | Buddhist       | 0.6%  | Christian   | 12.6% |
|          | Hindu          | 1.69% | Jewish      | 0.2%  |
|          | Muslim         | 7.8%  | No Religion | 53.4% |
|          | Other religion | 0.63% | Refused     | 0%    |
|          | Sikh           | 0%    |             |       |

### Holland Road Site

|                           |                            |                    |                            |       |
|---------------------------|----------------------------|--------------------|----------------------------|-------|
| Pupils / Students on roll | Total: 197                 | Girls: 100 (50.7%) | Boys: 97 (49.2%)           |       |
| Ethnicity                 | White British              | 45.6%              | White Other                | 15.2% |
|                           | White Eastern European     | 2.5%               | White & Asian              | 3.5%  |
|                           | Any other mixed background | 4.5%               | White Western European     | 3.04% |
|                           | White & Black African      | 3.04%              | Any other Asian background | 1.01% |
|                           | Black – African            | 1.5%               | Arab                       | 5.07% |
|                           | Chinese                    | 0.1%               | Bangladeshi                | 0.1%  |
|                           | White & Black Caribbean    | 3.5%               | White – Irish              | 0.5%  |
|                           | Indian                     | 2.03%              | Other ethnic groups        | 0.5%  |
|                           | Iranian                    | 1.01%              | Any other Black background | 0%    |
|                           | Pakistani                  | 0%                 | White & Black Caribbean    | 0%    |
|                           | Kurdish                    | 0%                 | Information not provided   | 0%    |
| Religion                  | Buddhist                   | 0%                 | Christian                  | 12.1% |
|                           | Hindu                      | 0.5%               | Jewish                     | 2.03% |
|                           | Muslim                     | 11.1%              | No Religion                | 50.2% |
|                           | Other religion             | 0.5%               | Refused                    | 0%    |

|  |      |      |  |  |
|--|------|------|--|--|
|  | Sikh | 0.5% |  |  |
|--|------|------|--|--|

**2 Fostering good relations information**

At Hove Junior School, we are committed to eliminating discrimination, and are aware of the requirements of the Act to do this.

What we already do well at Hove Juniors

Hove Juniors has a number of policies available on our school website for parents to read at any time, which highlight our determination to comply with the non-discrimination provisions set out in the Act. These include our:

- Anti-Bullying Policy
- Relationship and Sex Education Policy
- Equalities Policy (including Race Equality, Disability Duty)
- Behaviour Policy
- Personal, Social, Health and Citizenship Education (PSHCE) Policy
- Special Educational Needs Policy

When all policies are reviewed, Senior Leaders use a series of ‘Due Regard Prompts’ to inform decisions. For example, having due regard to disability issues.

At Hove Juniors, we keep a regular record of bullying and racist incidents. In our school, we take pride in the range of work we do to foster good relations.

Parents complete regular questionnaires: October 2024

Our results show:

- 93% of our children feel happy at school
- 99% of our children report that they feel safe at school.



At Hove Junior School we are committed to advancing opportunities for all, regardless of their characteristics

### **Teaching and Learning:**

- Our curriculum, resources and learning environment reflects and celebrates the diversity of our children and their families, providing all children with a wide range of opportunities to learn about other cultures, nationalities and religions.
- Our resources and displays, including reading materials and signage, reflect the multilingual and multi-cultural nature of our community.
- Our bi-lingual children and families receive support from the Ethnic Minority and Achievement Service (EMAS).
- We recognise the critical role home and first languages have to play in the development of English language learning and in children's cognitive development.
- Our PSHE & WWO (Working With Others) curriculum and opportunities help children to develop empathy, understanding and respect for differences and similarities.
- Our assemblies promote respect and tolerance of others and encourage adherence to our school's 'LEARN' ethos and 'Code of Conduct'.
- Children learn about different faiths and celebrations such as: Diwali, Eid, Chinese New Year, Hanukkah, Passover, Christmas and Easter in their weekly Religious Education lessons.
- Many of our topics are based upon countries from around the world e.g. *Coast to Coast – Brighton Rocks!* and *Passport Around The World*.
- Music lessons incorporate music from around the world.
- Children also learn about and visit their local area e.g. Travel Plan Activities, Hove Seafront, Pulbrough Brooks, Hove Library, Hove beach.
- Our children take part in local events, celebrations and festivals such as 'Let's Dance' and the Brighton Festival Children's Parade.
- Our children learn French.

**You can read more about our approach to fostering good relations in the following policies:**

- [Teaching and Learning](#)
- [English as an Additional Language](#)
- [Equality](#)
- [PSHE](#)

**We also aim to foster good relations by:**

At Hove Junior School, we strive to foster good relationships in all areas. In our school, we take pride in the range of work we do to foster good relations and cultural awareness.

What we already do well at Hove Juniors:

- We are an IQM 'Centre for Excellence' and Flagship School since 2022. [please see report here.](#)
- We employ Inclusion Mentors, who facilitate small group work and one-to-one sessions for children who may need support with friendships or emotional wellbeing.
- 95% of parents feel that there is a good range of subjects available to them in the school (October 2024).
- We are part of a project involving local schools, which is focusing on challenging stereotypes towards young people and adults with disabilities.
- Our PSHE curriculum covers discrimination and stereotyping in the spring term for each year group.
- Behaviour and relationships are a key priority on our School Improvement Plan.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- National Anti-Bullying Week is supported each year through PSHE teaching and whole school assemblies.
- Provide annual staff training on at least one aspect of equality and diversity to support the PSHE curriculum.
- Ensuring the whole school environment and curriculum reflects the diverse community within which we live, the school has carried out a cross-site diversity walk with EMAS.
- We aim for all pupils / students in our school to see themselves reflected in the stories we read, the assemblies we hold and in our displays and curriculum.
- We provide clear messages about expectations as part of our LEARN school values, which are visible across the school. This includes regular assemblies, which make use of the Equality Calendar. For example, we regularly celebrate Black History Month, LGBT History Month and Refugee Week.
- We constantly review and develop the PSHE Education curriculum so that it provides opportunities to explore values and attitudes, understand similarities and differences, and builds understanding of different groups and our own

Identities. We have recently reviewed our curriculum to ensure we do sufficient work on human rights including rights for lesbian, gay and bisexual people. Please see our PSHE curriculum map, which shows the learning by year group.

- Charity work that is led by pupils and students also helps to foster good relations.
- For pupils and students who struggle to understand the importance of respect for others, we have a range of interventions including small groups work and discussions with the Police Neighbourhood Schools Officer.

## **Fostering good relations objective(s) - Objective for 2023 - 2026**

### **Leadership and Management**

1. All stakeholders to have mutual respect for, and tolerance of, different faiths and beliefs and diversity, and that this is represented and championed across the school community.
2. Leaders need to ensure that teaching in all subjects helps pupils to acquire and use subject-specific knowledge that builds and deepens over time so that their learning involves a logical progression as they move through the school.
3. To continue to ensure high quality social and emotional support for the most vulnerable children, led by the Federation Mental Health leads and Inclusion Team across all sites. See also IQM action plan and inspection report.

### **Quality of Education and Personal Development**

4. Ensure that our curriculum fully reflects the diversity of our pupils and staff. Actions include ensuring pupils are introduced to a range of diverse figures and all core texts have had an in-depth analysis by author nationality, main character race and gender. RE subject team review religious festivals and days celebrated within school and ensure an increase in visits to local religious institutions within our community.
5. Embed Brighton and Hove City Council Anti-Racist Framework and PSHE Anti-Racism sessions throughout the Federation (from Brighton and Hove City Council Framework).
6. Support pupils to explore the issues around racism they experience and identify with, helping them to understand their rights, supporting them to feel safe, express their cultural identifies, and celebrate family stories

### **3 Eliminating discrimination information**

We work in partnership with parents and carers, pupils and students, and the whole school community to prevent all forms of bullying and prejudice-based behaviour, and you can read more about our approach to bullying and eliminating discrimination in our [Anti-Bullying Policy](#), [Equality Policy](#) and [Relationship and Sex Education Policy](#).

All bullying and prejudice-based incidents are recorded. These records are used to inform the assembly programme and the PSHE education curriculum and to support and track individual pupils / students. Incidents are discussed during pastoral meetings and reported termly to governors' meetings. The school also participates in the local authority Safe and Well School Survey and carries out regular pupil voice to survey pupil's perspectives on feeling safe and bullying. This data is also analysed and used to measure impact and inform next steps. This data is reported back to the whole school community on an annual basis.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics: age (staff only), sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity (staff only in primary schools), marriage and civil partnership (staff only).

We take seriously our duty to show due regard and this is evidenced through minutes of meetings and through the completion of equality impact assessments.

We welcome the involvement of, and feedback from, the school community on the information and objectives published. We also actively aim to recruit parents and carers who belong to protected groups to our governing body and Parent Teachers Association (PTA). Please speak to the Headteacher with any feedback or come to one of our meetings for groups of parents and carers.

We hold curriculum workshops, which we especially encourage our EAL and ethnic minority parents to attend. As part of our work with AFA (Achievement For All), we also hold an extended parents evening each term for vulnerable pupils. These social and information sharing occasions are supported by EMAS as appropriate. We have many bi-lingual teaching assistants and midday meal supervisors. We actively seek to recruit governors from ethnic minorities. We link our work on equality to our duties under the Education Reform Act 1988 to provide a balanced and broad curriculum, which promotes the spiritual, moral, cultural, mental and physical development and wellbeing of pupils at the school, and of society, and prepares such pupils for the opportunities, responsibilities and experiences of adult life.

Our understanding of how discrimination could affect groups of our pupils / students is further informed by national research such as that from [Stonewall](#) (homophobic bullying), research compiled by the [Anti-Bullying Alliance](#) and local health and other [data](#).

We actively encourage parents and carers to report bullying and prejudice-based incidents to us and this has happened on several occasions. However, we are pleased to say that we have received no complaints from parents and carers about how we are dealing with bullying and discrimination in our school.

## Example 2

2a Reports of bullying and prejudiced based incidents by type.

| Type                       | Bullying YEAR | Prejudiced based incidents YEAR |
|----------------------------|---------------|---------------------------------|
| Appearance                 | 4             |                                 |
| Disability / Ability / SEN | 0             | 0                               |
| Home circumstances         | 0             |                                 |
| Gender identity            | 0             | 0                               |
| Ethnicity                  | 2             | 0                               |
| Religion or belief         | 0             | 0                               |
| Sex                        | 0             | 0                               |
| Sexual orientation         | 0             | 0                               |
| None of these / Other      | 19            | 0                               |
| Total                      | 25            | 0                               |

Numbers of bullying and prejudiced based incidents recorded has increased as a result of staff training and of increased pupil / student awareness of methods for reporting.

### Eliminating discrimination objective(s)

- To review the anti-bullying policy in consultation with the whole school community and protected groups of pupils / students to increase numbers of pupils / students reporting that their school is good at dealing with bullying (Completed Autumn 2023).
- Hove Junior School to become an Anti-Racist School.

## 4 Advance equality of opportunity information

At Hove Junior School, we are committed to advancing opportunities for all regardless of their characteristics. Leaders enable disadvantaged pupils to achieve well. They use the pupil premium grant effectively. A range of actions, including providing additional support in class and good pastoral care, are effective in ensuring that most disadvantaged pupils make similar progress to other pupils with the same starting points. Pupils are supported well in class, and their work demonstrates good progress from their starting points. Disadvantaged pupils make significant progress in reading and are nearly in line with national expectations for maths and writing. Year 6 test data from 2022 (no progress data in 2022 for all schools nationally) shows that: 91% of our children reached age related expectations in Reading, 81% in writing and 85%. Our combined was 74% compared to 59% nationally and 60% locally in maths combined in comparison to the national figure of 65%. [See performance data on website for more detailed information.](#)

## Advance equality of opportunity objective(s) Objective for 2023 - 2026

1. The % of pupils with SEND making progress expected or above expected progress in reading and maths is maintained relative to their starting points and attainment and continues to be above national and local data.
2. The % of progress in writing for pupils with SEND and disadvantaged continues to increase and remains above National/LA at end of KS2.
3. Girls' attainment in maths, especially those working at GDS at KS1, is in line with boy's attainment and progress at end of KS2.

In addition, we have the following actions in place to support disability equality access:

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils or to carers with disabilities

The table below sets out how the school will achieve these aims

| Aim  | Outcomes   | Actions   |
|--|--|---|
| Improvements in access to the curriculum.  | <ul style="list-style-type: none"> <li>• Increase confidence of all staff in differentiating the curriculum</li> <li>• Ensure staff have specific training on disability issues</li> <li>• Ensure all staff are aware of curriculum access for key children</li> <li>• Use ICT software to support learning</li> <li>• All educational visits to be accessible to all</li> <li>• PE curriculum is accessible to all</li> </ul> | <p>Ongoing support through SEND action planning meetings and Quality First Teaching</p> <p>Disability awareness training in place.</p> <p>See SEND policy</p> |
| Physical improvements to increase access to and education and associated services. | <ul style="list-style-type: none"> <li>• Be aware of staff, governors, parents and visitors access needs and meet as appropriate.</li> <li>• Good access for wheelchair users through main entrances, corridors, cloakrooms and hall (on the ground floor of the building)</li> <li>• Close parking for dropping off and picking up disabled pupils.</li> <li>• Lift to upper floor classrooms.</li> </ul>                     | <p>Termly premises inspections by caretaker/office manager</p>  |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>• Consider needs of disabled pupils, parents/carers or visitors when considering any redesign</li> <li>• Signage and external access is accessible for visually impaired people</li> <li>• Ensure all disabled pupils can be safely evacuated</li> <li>• Ensure accessibility of access to IT equipment</li> <li>• Ensure hearing equipment in classrooms to support hearing impaired</li> </ul>  | <p>PEEP (Personal Emergency Evacuation Plan) in place for all disabled pupils</p> <p>SEN Ipads</p> <p>Soundfields systems in place for class rooms with hearing impaired children</p> |
| Improvements in the provision of information in a range of formats for pupils with a disability. | <ul style="list-style-type: none"> <li>• Improve the delivery of information in writing in an appropriate format</li> <li>• Annual review information to be as accessible as possible</li> <li>• Languages other than English to be visible in school</li> <li>• Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems</li> <li>• Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information</li> </ul> | <p>See SEN and Disabilities policy</p>  |

Please see our [Accessibility Plan](#) for further information