Hove Junior School
Equality Information and Objectives 2026-27



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 are also actively recruiting a broader range of people to diversify our governing body and Parent Teachers' Association. This will ensure a balanced reflection of our community.

In our most recent **Ofsted June 2025** the reports states that **'Pupils are exceptionally well prepared for their next stage of education. They model the school's 'learning characteristics' well, such as resilience, perseverance and collaboration. The school is a place where everyone is welcome, difference is celebrated and all pupils have equal access to high-quality learning opportunities. Pupils are rightly proud of their school and have a strong sense of belonging'.**

'Well-being is at the heart of the school. Pupils are happy and feel safe. The school's carefully designed personal, social and health education curriculum teaches pupils how to recognise risks to their mental health and support each other skillfully. Pupils build a deep understanding of healthy lifestyles. For example, they learn about concepts such as peer pressure, self-image and racism deeply'

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: 673	Girls: 336 (49.9%)	Boys: 337 (50.07%)	
Ethnicity	White British	61.9%	White Other	8%
	White Eastern European	1.7%	White & Asian	3.8%
	Any other mixed background	4.6%	White Western European	2.3%
	White & Black African	1.7%	Any other Asian background	1.7%
	Black – African	2.3%	Arab	2.9%
	Chinese	0.5%	Bangladeshi	1.04%
	White & Black Caribbean	1.04%	White – Irish	0.8%
	Indian	1.1%	Other ethnic groups	0.2%
	Iranian	0.5%	Any other Black background	0%
	Pakistani	0.1%	Black Caribbean	0.1%
	Kurdish	0.4%	Information not provided	0.1%
Languages other than English spoken mainly in pupils' homes	Arabic	4%	Turkish	2%
	Polish	0.2%	Italian	0.2%
	Portuguese	1.4%	Romanian	0.1%
	Persian/Farsi	1.1%	French	0.2%
	Spanish	1.04%	EAL	20.6%
Disability	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%). At Portland Road 102 pupils (21.5%) are at SEN Support and at Holland Road 43 (21.9%) are at SEN Support. 21.8% of pupils in total have SEND (EHCP & SEN Support).			
Sexual orientation	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.			

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. 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: June 2025

Our results show:

- 93% of our children feel happy at school
- 95% 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:

- A key part of our curriculum is 'diversity'. Our curriculum, resources and learning environment reflects and celebrate 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. This has been recognised by the Anti-Racism Team for the council and our work was presented at the July 2025 annual Anti-Racism Conference.
- 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 many cultures, nationalities and religions.
- Our resources and displays, including reading materials and signage, reflect the multilingual and multi-cultural nature of our community.
- Our bilingual and multilingual children and families receive support from the English as an Additional Language Translation Service (EALTS, formely known as 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.
- 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.
- Topics are based upon a diverse range of countries from around the world.
- Music and art lessons incorporate music and art from around the world.
- Children learn about and visit their local area e.g. Travel Plan Activities, Hove Seafront, Yellow Wave Sports Centre, Hove Library, Hove beach, Windfarm Centre.
- 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 and community languages are celebrated and shared.

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

- Teaching and Learning Policy
- English as an Additional Language
- Equality
- PSHE
- Positive Behaviour Policy

What we already do well at Hove Juniors:

- We are an IQM 'Centre for Excellence' and Flagship School. 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.
- We employ a mental health lead who works across the federation using the school's referral system and triage working with Brighton and Hove Wellbeing Service.
- 95% of parents feel their child feels safe at school (June 2024).
- We are part of a project involving local schools, which is focusing on belonging with the University of Sussex.
- Our PSHE curriculum covers discrimination and stereotyping in the spring term for each year group.
- Behaviour and relationships are a key priority on our Key Priorities Objectives.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- Provide annual staff training on at least one aspect of equality and diversity to support the PSHE curriculum.
- Ensure the whole school environment and curriculum reflects the diverse community within which we live. 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 Positive Behaviour Policy and 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 also aim to foster good relations through:

- An active and inclusive School Council, which meets regularly. The council has discussed issues and barriers to learning and formulated recommendations. They also discuss topics such as: 'Do you feel safe in school?' and 'What helps us to feel safe and belong?' regularly, which highlights and reinforces existing and systems used in school. These include but are not limited to our Learning Compass, which is a core part our Positive Behaviour Policy, Sensory Regulation Rooms, in each classroom and the ability to be able to approach any adult who works in the school.
- We have a tailored Prejudice Incidents Flowchart for all staff to follow when incidents occur. This ensures a standardised approach and care for children experiencing prejudiced

behaviour.

- Our active and inclusive Eco Council, which meets regularly work with pupils across the school supporting the school's 'Our City, Our World curriculum'. Teaching staff have received CPD on embedding ecological and sustainability awareness into the curriculum in all subjects. The Eco Council work with the junior co council to collaborate on shared community events to raise awareness and embed understanding.
- A community group of parents, carers, and relations of our pupils who help form our anti-racism work and parent/carer working group.
- Providing annual staff training on at least one aspect of equality and diversity.
- Ensuring the whole school environment and curriculum reflects the diverse community within which we live. We aim for all pupils in our school to see themselves reflected in the stories and books we read and share together, the assemblies we hold and in our teaching and learning environment and displays, teaching aids and curriculum resources.



- Giving clear messages about expectations as part of our school values. This includes regular learning opportunities and celebrations, which make use of the Equality Calendar. For example, pupils learn about Diwali, Hanukkah, Chinese New Year and other religious and cultural festivals.
- Our PSHE Lead for the Federation is the PSHE Lead teacher for the local authority. She ensures our school has the most up to date resources, lessons and skills provided for our children. She has worked on projects for Brighton & Hove City Council to create units of learning and resources for the city's schools. The work she has created, which was piloted at our schools has been presented both nationally and internationally and is bought by schools across the UK.
- Our PSHE curriculum is reviewed regularly each term at city-wide PSHE coordinator meetings. We pride ourselves on ensuring we provide opportunities to explore values and attitudes, understand similarities and differences and builds understanding of both different groups of people and our own identities within these. Examples of this in practice would be our development of an Anti-Racist curriculum through both explicit lessons and the school environment reflecting our broad and diverse community.



- Encouraging visits and visitors to build children's Cultural Capital. (Please see our PSHE curriculum map which shows the learning by year group in more detail)
- Supporting local and national charities. Our School Council decide which local charities our fund raising events will support. We also take part in National fund raising events such as 'Red Nose Day' and

'Children in Need'. This charity work also helps to foster good relations with our local community and devlop children's empathy skills.

- We hold annual 'Anti-Bullying Weeks' to educate children on the differences between rude, mean and bullying behaviour, as well as how to seek support if they are experiencing bullying behaviour and how to safely stand up for what they believe in.

Fostering good relations objective(s) - Objective for 2025 – 2026

Leadership and Management:

We aspire for all families in our community to feel safe, seen, represented and listened to:

1. **To embed anti-racist principles in how we think and act in our everyday practice, policies and curriculum**. Our Anti-Racist Working Party is working to embed Brighton and Hove City Council Anti-Racist Framework and PSHE planning including, but not limited to, anti-racist lessons, updated reporting strategies, a parent/carer community voice group and an annual action plan that is updated termly.
2. **To listen with care and learn from each other to build a more inclusive, diverse and equal future**. All stakeholders to have mutual respect for, and tolerance of different faiths, beliefs, heritage and gender identity and that this is both represented and championed across the school community.
3. **To respond to prejudice-based incidents (including after care) using our school flowchart.**

Quality of Education and Personal Development:

1. **We ensure that our curriculum fully reflects the diversity of our pupils and staff**. We are currently reviewing our curriculum to decolonise it. This means we are analaysing the content currently taught and editing it to ensure more balance between genders, cultures and races. We have already successfully worked in Literacy, History, Art and Music for this and will continually revisit them, as well as introducing further subjects for review
2. **We 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.**
3. **We enhance and enrich the curriculum with experiences that build children's cultural capital and creativity ensuring staff are trained to the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils.**
4. **We embed PSHE Anti-Racism sessions throughout the Federation (from Brighton and Hove City Council Framework**). We 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. 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 complied 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.

Reports of bullying and prejudiced based incidents

There were 47 incidents of bulling and prejudice based incidents in the academic year 2024-2025. 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 pupil's attainment is significantly above national in reading, maths and writing.

End of Key Stage 2 attainment for 2025 is outlined below:

Disadvantaged Pupils	2023	2024	2025	LA	National
Number of pupils	35	24	43	805	
% Expected standard in Reading	80.0	75.0	83.7	59	63
% Expected standard in Writing	57.1	58.3	67.4	53	59
% Expected standard in Maths	60.0	62.5	74.4	51	61
% Expected standard in GPS	74.3	66.7	76.7	54	60
% Expected standard in RWM	48.6	54.2	60.5	39	47
Reading Progress	2.4	No data	No data	No data	No data
Writing Progress	0.3	No data	No data	No data	No data
Maths Progress	1.0	No data	No data	No data	No data

There are no progress measures for 2024 or 2025 because baseline key stage 1 data was not collected due to historic Covid-19 disruption.

Advance equality of opportunity objective(s) Objective for 2025 - 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.	• Increase confidence of all staff in differentiating the curriculum • Ensure staff have specific training on disability issues • Ensure all staff are aware of curriculum access for key children • Use ICT software to support learning • All educational visits to be accessible to all • PE curriculum is accessible to all	Ongoing support through SEND action planning meetings and Quality First Teaching Disability awareness training in place See SEND policy
Physical improvements to increase access to and education and associated services.	• Be aware of staff, governors, parents and visitors access needs and meet as appropriate. • Good access for wheelchair users through main entrances, corridors, cloakrooms and hall (on the ground floor of the building) • Close parking for dropping off and picking up disabled pupils. • Lift to upper floor classrooms.	Termly premises inspections by caretaker/office manager
	• Consider needs of disabled pupils, parents/carers or visitors when considering any redesign • Signage and external access is accessible for visually impaired people • Ensure all disabled pupils can be safely evacuated • Ensure accessibility of access to IT equipment • Ensure hearing equipment in classrooms to support hearing impaired	PEEP (Personal Emergency Evacuation Plan) in place for all disabled pupils SEN Ipads Soundfields systems in place for class rooms with hearing impaired children
Improvements in the provision of information in a range of formats for pupils with a disability.	• Improve the delivery of information in writing in an appropriate formal • Annual review information to be as accessible as possible • Languages other than English to be visible in school • Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems • 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	See SEN and Disabilities policy

Please see our Accessibility Plan for further information