



# HAMILTON

PRIMARY SCHOOL

## Equality Policy and Information

### Document Control & History

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Date	Version	Summary of Changes	Author	Approved By	Approved Date
13.03.2024	1.0	Baselined at 1.0	Nick Hutchings	FGB	13.03.2024
23.02.2026	1.1	Pupil's changed to children and additional information clarified under some of the action plan	Nick Hutchings	FGB	

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The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the nine protected equality groups: age/disability/gender reassignment/marriage and civil partnership/pregnancy and maternity/race/religion or belief/sex/sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school setting of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.
- Constructed an Accessibility Plan aimed at increasing the extent to which disabled children can participate in the school’s curriculum which includes improvements to the physical environment.

## 1. SUMMARY OF OUR EQUALITIES EVIDENCE

In relation to RACE, the evidence we hold tells us:

- Racist incidents are rare but are dealt with promptly and reported to Governors.
- The RE and PSHE curriculum is varied and includes many different religions and beliefs to promote inclusion.
- Policies include all children in our school.
- We have an increasing number of languages spoken at our school.
- Our children understand what it means to be a British Citizen and uphold British Values.
- Our children understand our core values and code of conduct, which are: Effort, Courage, Friendship, Fairness, Honesty and Respect and; Be Kind, Be Safe, Be Responsible.

- All staff have completed 'Prevent' Training and receive at least an annual update as part of our refresher safeguarding training.

In relation to DISABILITY, the evidence we hold tells us:

- We have a low number of children with medical needs compared to other schools.
- Children, parents and staff with medical needs feel included in school life, as demonstrated by the outcomes of our annual questionnaire and well-being survey.
- We make "reasonable adjustments" for children with disabilities, such as adapting the school environment where needed, installing equipment to support their learning and working with the specialist teacher services.
- The PSHE and Citizenship curriculum addresses this in an age appropriate way in each year group.
- Assemblies address individual children's needs and abilities in a way that they feel comfortable as they are asked what would make assemblies easier to access, such as using ear defenders, or sitting near a door.
- We have good building access for children with disabilities and will make reasonable adaptations where needed.
- We have a lift in the school that allows access to both floors.
- Very good proven procedures are in place to ensure smooth transitions between key stages and schools for disabled Children.

In relation to SEX, the evidence we hold tells us:

- Boys and girls attain differently in English and Maths but this differs from cohort to cohort.
- All children have access to after school clubs, subject to the capacity of the club.
- All children from Year 1 to Year 6 have regular access to qualified Sports Coaches. Most teams are mixed gender.
- Our staff and older children challenge stereotypes.
- The same school uniform applies to all children and reasonable adaptations are made when needed.

In relation to GENDER REASSIGNMENT, the evidence we hold tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate.
- We would make "reasonable adjustments" if notified of any issues, as we have for other needs.

In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:

- Our Relationships and Sex Education suits our children's needs as we use a nationally available scheme which is adapted for each of our cohorts as necessary.
- We complete a risk assessment to identify and meet the needs of individuals who are pregnant.
- All staff can ask to work hours to suit them on returning to work after pregnancy. This will be assessed against the operational needs of the school.
- Staff choose to return to work here after maternity leave.

In relation to RELIGION AND BELIEF, the evidence we hold tells us:

- Our collective worship is inclusive.

- We practice Equality and Diversity in Employment
- A wide and varied curriculum is covered by all children throughout our school.
- We have regular visiting Christian leaders for collective worship and welcome other faith visitors
- We acknowledge cultural needs within our school uniform policy.

In relation to SEXUAL ORIENTATION, (including L.G.B.T.Q.I +), the evidence we hold tells us:

- Our Relationships and Sex Education suits our children's needs as we use a nationally available scheme and adapt this to each cohort of children.
- We have an equal opportunity policy to address this.
- All staff have attended relevant training.
- Children rarely use negative language aimed at implying sexual orientation or gender, but this is always challenged by staff and some children.
- All children have full access to the curriculum and after school clubs. In the case of clubs this is limited to the capacity of the club.
- Our children readily accept that all families are different and are made up of many different combinations of people.
- Our Core Values encourage children and staff to respect, treat equally and co-operate

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of children who qualify for Pupil Premium differs from cohort to cohort and is often due to SEND rather than their economic disadvantage.
- All children can access off site school trips/visits with financial support from the school in special circumstances.

## **2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS**

In relation to RACE, our self-evaluation tells us :

- We live in a mainly white community, although the school population is now about 33% made up of children from other cultural heritages.
- We involve children and families in cultural heritage days to promote their culture.
- Our Equal opportunities policy allows for the inclusion of all groups.
- We promote British values.
- We ensure that we have multicultural books available within our book stock and we carefully look at our curriculum to celebrate diversity.

In relation to DISABILITY, our self-evaluation tells us:

- Awareness raised by the PSHE curriculum for all children is good.
- Our children are tolerant and understanding towards children with disabilities, particularly those who have neurodiverse or medical needs, due to our open and honest discussion with children and parents about individual needs.
- Our Health and Safety policy meets the needs of individual children.
- Our building is accessible for wheelchair use.
- Good liaison exists between school and the school nurse, play therapist and other agencies.

- Our SEND Information Report was written in consultation with parents, governors and members of the wider community.

In relation to SEX, our self-evaluation tells us:

- Data shows little significance between rates of progress for boys and girls and when there is a difference this usually follows national trends or is due to SEND.

In relation to PREGNANCY AND MATERNITY, our self-evaluation tells us:

- Risk assessments for pregnant staff meet the needs of individuals using Health and Safety guidelines.
- Most staff return to work at school following maternity leave.

In relation to AGE, our self-evaluation tells us:

- Staff and Governor age is varied.
- Recruitment is based on ability not age.
- All children are expected to work hard and are treated with respect, and independence is encouraged regardless of age.

In relation to RELIGION AND BELIEF, our self-evaluation tells us:

- We have a wide and varied curriculum.
- We have a wide range of visitors from different faiths attending the school.

In relation to SEXUAL ORIENTATION, (including L.G.B.T.Q.I +), our self-evaluation tells us:

- Children and families tend to approach the school to discuss any issues however, through our Core Values, these issues are addressed regularly with all Children in an age appropriate manner.

In relation to ECONOMICALLY DISADVANTAGED, our self-evaluation tells us:

- The progress of children who qualify for Pupil Premium is already tracked by staff and Governors and forms part of regular discussions with class teachers. Discussions are held with these Children and their parents as part of our normal reporting processes, with extra meetings if required.

## HAMILTON PRIMARY SCHOOL EQUALITY OBJECTIVES SEPTEMBER 2024 – AUGUST 2028

<b>Equality Focus</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Date to be completed by</b>	<b>Led by</b>	<b>Proposed Impact</b>
<b>Race</b>	Ensure that Google Translate is available on the school web site as an option	All parents will have equal access to school communications and feel well-informed	September 2024	HT and Computing Manager	Better communication with parents and improved outcomes for children.
<b>Disability</b>	Make reasonable adjustments to the school building to support children and adults with additional needs – such as more regular use of the school lift and clearer corridors within the building	School lift in regular operation to support staff and Children Children and staff accessing the upper floor when needed Corridors clearer of coats	September 2024	HT and Site Manager	Better access to the school building and a safer environment for all visitors to the school
	Ensure regular communication with outside agencies and parents supporting children with a disability	Regular team meetings at school to ensure good communication to all relevant staff	On going	SENCo	Children with additional needs have a superior level of care and parents have confidence in the school's ability to manage children with complex needs.
<b>Sex and Gender and sexual orientation</b>	All staff to attend relevant training	All staff feel confident in tackling prejudice and using the correct terminology with children and parents	September 2024	HT	Parents and children confident in the school's ability to support children and families.

<b>Equality Focus</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Date to be completed by</b>	<b>Led by</b>	<b>Proposed Impact</b>
<b>Religion and Belief</b>	To continue to increase the number of multi faith visitors to the school e.g. to lead assembly and talk about beliefs and customs from other faiths	A wider range of faiths are represented children gain first-hand experience of different cultures, religions and customs.	On going	Key Stage Unit Leaders	Children leave school with a good understanding of how diverse the United Kingdom is.
<b>Economically Disadvantaged</b>	Track Disadvantaged and Pupil Premium Children and invest funding to narrow the attainment and progress gap.	Narrowing of the gap between Disadvantaged and Pupil Premium children and the rest of the cohort regarding attainment and progress.	Review at the end of each 10 week assessment period	DHT and class teachers	Better outcomes for identified Children
	To work in partnership with our consortium schools to raise attainment and progress of children eligible for Disadvantaged and Pupil Premium	Ongoing collaborative work with schools and Marc Rowlands	Review annually	DHT	Better outcomes for identified Children
<b>Access to the curriculum</b>	Identify new children with additional needs	New children identified and appropriate planning in place	Ongoing	Head and SENCo	Equal access to school.
	Regular review of needs for current children including class layout and other resources	Needs identified and met	Transition time each year	SENCo and class teachers	

<b>Equality Focus</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Date to be completed by</b>	<b>Led by</b>	<b>Proposed Impact</b>
	Close working relationships with parents and outside agencies	TAF or One planning meetings to involve all parties	Ongoing	Head, SENCo and class teachers	
	Ensure one planning takes into account medical plans and reasonable adjustments	Clear plans agreed with parents/carers and pupil where appropriate	Ongoing	Class teacher and SENCo	
Access to the physical environment	Ensure that all entrances are accessible to all children.	All entrances are accessible for all children.	Health and Safety termly inspection	H and S Governor	
	Ensure accessible door and lift is in good working order.	All ramps are in good working order.	Health and Safety termly inspection	Site Manager	
	Regular review of needs for current children, including personal evacuation and classroom layout.	All children are able to evacuate safely. All children's personal needs are met.	Learning Guide/One Plan Review Meetings	SENCo/Headteacher	
	Maintenance of new fire alarm, emergency lighting etc	Well maintained.	Termly inspections	Site Manager	
Access to information	To review use of written materials to children to meet their	All children can access written	Ongoing	SENCO, teachers, LSAs	

Equality Focus	Action	Success Criteria	Date to be completed by	Led by	Proposed Impact
	<p>needs eg dyslexia friendly, visual timetables, key vocab in first language etc.</p> <p>To investigate the possible need for alternative forms of communication for parents/carers with disabilities/additional language in order to support Children learning.</p>	<p>materials which meet their needs.</p> <p>All parents/carers can access written materials which support Children learning.</p>	<p>November parent survey Website reviewed</p>	<p>Senior Leaders Governors.</p>	