

Equality Policy and Information



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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 pupils 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 pupils understand what it means to be a British Citizen and uphold British Values.
- Our pupils understand our core values.
- All staff have completed 'Prevent' Training and receive at least an annual update

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

- We have a low number of pupils with medical needs compared to other schools.
- Pupils, parents and staff with medical needs feel included in school life.

- We make “reasonable adjustments” for pupils with disabilities.
- Pupils who transfer to our school make friends quickly and have a more positive experience than they did elsewhere.
- The PSHE and Citizenship curriculum addresses this in an age appropriate way in each year group.
- Assemblies address individual pupil’s needs and abilities in a way that they feel comfortable.
- We have good access for children with disabilities and will make reasonable adaptations where needed.
- We have a lift in the school that allows access to all floors.
- Very good proven procedures are in place to ensure smooth transitions between key stages and schools for disabled pupils.

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.
- All children from Year 1 to Year 6 have regular access to qualified Sports Coaches. Most teams are mixed gender.
- Our staff and older pupils challenge stereotypes.

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 pupil’s needs.
- We complete a risk assessment to meet the needs of individuals who are pregnant.
- All staff can ask to work hours to suit them on returning to work after pregnancy.
- 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

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 pupil’s needs.
- 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 pupils.

- All children have full access to the curriculum and after school clubs.
- Our children readily accept that all families are different and are made up of many different combinations of people.
- Our Core Values encourage pupils and staff to respect, treat equally, co-operate and ensure that everyone is happy. Pupils are able to articulate this in age appropriate ways.

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

- The progress of pupils who qualify for Pupil Premium differs from cohort to cohort and is often due to SEND rather than their economic disadvantage.

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 which means our pupils' understanding of race issues are limited, although our school population is becoming more multi - cultural.
- We involve pupils and families.
- Our Equal opportunities policy allows for the inclusion of all groups.
- We promote British values.

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

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

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

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

- The progress of pupils 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 pupils and their parents as part of our normal reporting processes, with extra meetings if required.

HAMILTON PRIMARY SCHOOL EQUALITY OBJECTIVES SEPTEMBER 2020 – AUGUST 2024

Equality Focus	Action	Success Criteria	Date to be completed by	Led by	Proposed Impact
Race	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.
Disability	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 pupils Pupils 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 pupils with a disability	Regular team meetings at school to ensure good communication to all relevant staff	On going	SENCo	Pupils with additional needs have a superior level of care and parents have confidence in the schools ability to manage children with complex needs.
Sex and Gender and sexual orientation	All staff to attend relevant training	All staff feel confident in tackling prejudice and using the correct terminology with pupils and parents	September 2024	HT	Parents and children confident in the school's ability to support children and families.
Religion and Belief	To continue to increase the number of multi faith visitors	A wider range of faiths are represented	On going	Key Stage Unit Leaders	Children leave school with a good understanding of how

Equality Focus	Action	Success Criteria	Date to be completed by	Led by	Proposed Impact
	to the school e.g. to lead assembly and talk about beliefs and customs from other faiths	Children gain first-hand experience of different cultures, religions and customs.			diverse the United Kingdom is.
Economically Disadvantaged	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 pupils
	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 pupils
Access to the curriculum	Identify new pupils with additional needs	New pupils identified and appropriate planning in place	Ongoing	Head and SENCo	Equal access to school.
	Regular review of needs for current pupils including class layout and other resources	Needs identified and met	Transition time each year	SENCo and class teachers	
	Close working relationships with parents and outside agencies	TAF or One planning meetings to involve all parties	Ongoing	Head, SENCo and class teachers	

Equality Focus	Action	Success Criteria	Date to be completed by	Led by	Proposed Impact
	Ensure one planning takes in to 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	<p>Ensure that all entrances are accessible to all pupils.</p> <p>Ensure accessible door and lift is in good working order.</p> <p>Regular review of needs for current pupils, including personal evacuation and classroom layout.</p> <p>Maintenance of new fire alarm, emergency lighting etc</p>	<p>All entrances are accessible for all pupils.</p> <p>All ramps are in good working order.</p> <p>All pupils are able to evacuate safely. All pupils' personal needs are met.</p> <p>Well maintained.</p>	<p>Health and Safety termly inspection</p> <p>Health and Safety termly inspection</p>	<p>H and S Governor</p> <p>Site Manager</p>	
Access to information	To review use of written materials to pupils to meet their needs eg dyslexia friendly, visual timetables, key vocab in first language etc.	All pupils can access written materials which meet their needs.	Ongoing	SENCO, teachers, LSAs	

Equality Focus	Action	Success Criteria	Date to be completed by	Led by	Proposed Impact
	To investigate the possible need for alternative forms of communication for parents/carers with disabilities/additional language in order to support pupils learning.	All parents/carers can access written materials which support pupils learning.	November parent survey Website reviewed	Senior Leaders Governors.	