



Children are the Future

Hamilton Primary School



Children are the Future

EQUALITIES AND COHESION POLICY

"Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. Within the field of education, this is reflected in the development of strategies that seek to bring about a genuine equalisation of opportunity."

Salamanca Statement, UNESCO 1994

OUR ETHOS

*Quality
Respect
Opportunity
Support
Improvement*

OUR MISSION STATEMENT

We will provide quality teaching within a disciplined, secure, stimulating community, and encourage individual development alongside mutual respect.

At Hamilton School reflection and celebration of the diversity of our local community and society underpins our work to ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities. We value the individuality of all our children and are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind.

We actively tackle:

- discrimination against those with a disability (disabilism)
- racial discrimination including discrimination based on religion or belief / non-belief
- sexual (orientation) harassment and discrimination

We promote equal opportunities and good relations between and amongst all. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this, our schools admissions policy is equally open to pupils of all groups.

What is Equality? Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief, sexual orientation, age, or any other recognised area of discrimination.

What is Diversity? Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

What is Community Cohesion? Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities.

1) Aims

At Hamilton School we aim:

- To promote equal opportunities, avoiding discrimination against anyone on the grounds of ethnicity, attainment, age, disability, gender, religion, belief / non-belief or background.
- To promote the individuality of all children, irrespective of ethnicity, attainment, age, disability, gender, religion, belief / non belief or background.
- To promote the principles and practices of equality and justice for all through the education provided in school.
- To promote the self esteem of each child by valuing their achievements and contribution to the life of the school.
- To foster the social and emotional growth of each child throughout school life.

- vi. To equip each child with an awareness of our diverse society, an appreciation of the value of differences and a consciousness of the importance of equal opportunities and respect for others.
- vii. To educate, develop and prepare each child for life, whatever their ethnicity, attainment, age, disability, gender, religion, belief / non belief or background.
- viii. To provide a happy and caring environment in which all children and adults show respect for and appreciate one another as individuals.
- ix. To encourage staff, children and governors to recognise and question any residual prejudicial attitudes in themselves, as the first step in the provision of equal opportunities.
- x. To provide pastoral support which takes account of differences between children in the school and the experiences and needs of different groups of children.
- xi. To encourage, support and help all children and staff to reach their potential.
- xii. To positively transform individual and shared circumstances, perceptions, attitudes and relations within our community.

2) Objectives

All children and staff should:

- i. Feel valued.
- ii. Show respect for, and appreciation of each other as individuals.
- iii. Be able to discuss and respect differences.
- iv. Be able to contribute fully to all aspects of school life.
- v. Achieve their full potential.
- vi. Have full access to a broad and balanced curriculum.
- vii. Be confident enough to communicate freely.
- viii. Feel secure.
- ix. Be encouraged to live a healthy lifestyle.
- x. Develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds.
- xi. Be prepared for life in a pluralist society.
- xii. Be motivated to aim for a high level of achievement.
- xiii. Be given support, as appropriate, when they experience discrimination. (We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work is done to ensure that the discriminatory actions do not occur again.)

3) Equality

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy will prioritise the following groups.

- i. *Disabled persons* - We follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial.
- ii. *With regard to age*, there is to be no discrimination whatsoever.
- iii. *With regard to race equality* we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.
- iv. *With regard to sexual orientation* we refer to the LGBT community i.e. lesbians, gay, bisexual and transgender people.
- v. *With regard to religion* we actively support the rights of all to practice their belief /non beliefs equally.

4) Responsibilities

4a The Governing Body is responsible for ensuring that:

- i. The school complies with all equalities legislation relevant to the school community (See Appendix A)
- ii. The school's Equalities and Cohesion policy is maintained and updated regularly.
- iii. Procedures and strategies related to the scheme are implemented.

- iv. The named Equality Governor monitors, on behalf of the governing body, all racist incidents and ensures that appropriate action is taken in relation to all said incidents.

4b The Headteacher and Senior Management are responsible for:

- i. Along with the Governing Body, providing leadership and vision in respect of equality and diversity.
- ii. Overseeing the implementation of the Equalities and Cohesion Policy.
- iii. Co-ordinating the activities related to equality and diversity.
- iv. Ensuring that all who enter the school are aware of, and comply with, the Equalities and Cohesion Policy.
- v. Ensuring that staff are aware of their responsibilities and are given relevant training and support
- vi. Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief / non belief.
- vii. Supporting parents to become involved in their children's education.
- viii. Considering and overcoming barriers to parents' involvement (eg work commitments, non-resident parents, and lone parents).

4c All Staff are responsible for:

- i. Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- ii. Not discriminating on grounds of race, disability, or other equality issues.
- iii. Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

4d All Parents/Carers are responsible for:

- i. Their children's education.
- ii. Being aware of, and complying with, the Equalities and Cohesion Policy.
- iii. Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the Governors.
- iv. Understanding the ethos of the school and becoming involved in school life (ie curriculum evenings, informal discussions with staff, parent evenings).

4e All Pupils are responsible for:

- i. Treating others as their equals.
- ii. Complying with the school's Ethos and Mission Statement as underpinned by the Equalities and Cohesion Policy.
- iii. Not discriminating on grounds of race, sexual orientation, religion, belief or non-belief, gender, or other equality issues.
- iv. Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school.
- v. Understanding, valuing and celebrating diversity.
- vi. Challenging stereotypes, and prejudices.

5) Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will aim to:

- i. Ensure equality of access for all pupils and prepare them for life in a diverse society.
- ii. Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping.
- iii. Develop learning materials and activities that emphasise the benefits of having diverse communities, neighbourhoods, schools and groups.
- iv. Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- v. Promote attitudes and values that will challenge discriminatory behaviour.
- vi. Strengthen individual and collective skills to deal with change.
- vii. Provide opportunities for pupils to identify shared interests among members of different social groups and categories.
- viii. Use a range of sensitive teaching strategies when teaching about different cultural traditions.
- ix. Develop pupils' awareness so that they can detect bias and challenge discrimination.

- x. Ensure that the PSHCE curriculum covers issues of equalities, diversity, human rights and inclusion.
- xi. Promote and celebrate the contribution of different ethnic groups to the subject matter in all appropriate areas of the curriculum.
- xii. Seek to involve all parents in supporting their child's education.
- xiii. Provide educational visits and extra-curricular activities that reflect all pupil groupings.
- xiv. Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- xv. Make best use of all available resources to support the learning of all groups of pupils.
- xvi. Increase achievement of all pupils in English, Maths, Science and ICT across all stages.
- xvii. Reduce direct, indirect and institutional discrimination.
- xviii. Reduce group segregation, disproportion and under/over representation.
- xix. Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, staff, parents, carers and families.
- xx. Emphasise interconnectedness and interdependence of members of society at local, regional, national and global levels.
- xxi. Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors
- xxii. Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups.
- xxiii. Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

6) Curriculum

Each area of the curriculum is planned to:

- i. Incorporate the principles of equality and to promote positive attitudes towards equality and diversity.
- ii. Provide opportunities to explore concepts and issues relating to identity and equality.
- iii. Ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.
- iv. Provide reasonable means for children, young people their friends and families to have meaningful and continuous interaction with people from different backgrounds, lifestyles and identities.
- v. Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups.
- vi. Challenge perceptions among majority groups about special treatment of minority groups.
- vii. Challenge cultural, geographical or generational boundaries of the "community".
- viii. Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation.
- ix. Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries.
- x. Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families.
- xi. Facilitate meaningful and continuous interaction between people from all walks of life.
- xii. Increase awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality.
- xiii. Remove barriers to access, participation, progression, attainment and achievement.
- xiv. Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome).
- xv. Use positive role models throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

7) Staff Recruitment and professional development

- i. Posts are advertised formally and are open to the widest pool of applicants.
- ii. All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.
- iii. Equalities policies and practices are covered in all staff induction
- iv. All supply staff are made aware of equalities policies and practices.

8) Partnerships with Parents / Carers and Communities

All parents/carers are encouraged to:

- i. Participate at all levels in the full life of the school.
- ii. Develop an increased sense of responsibility and reciprocity between and within groups and persons.
- iii. Promote understanding and recognition of overlapped and interconnected sources of identity for persons and groups.
- iv. Involve community members in activities that reflect similarities across heterogeneous groups and differences within homogeneous groups.
- v. Foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families.
- vi. Facilitate meaningful and continuous interaction between and within members of different groups.

9) Organisation

Hamilton Primary School will ensure that equal opportunities are provided for both children and adults in the following ways:

- i. Children will be admitted to the school according to the Admissions Policy regardless of gender, race, colour or disability.
- ii. Children's names will be accurately recorded on the register and correctly pronounced.
- iii. The language used to encourage children will be the same for all.
- iv. Racist comments will always be challenged and noted.
- v. Bullying will always be challenged and dealt with.
- vi. Teasing/name calling will be actively discouraged.
- vii. The natural language of children and staff will be valued.
- viii. Vacant posts will always be filled with the best applicant irrespective of age, race, gender, disability, faith, ethnicity, social condition, cultural background or sexual orientation.

10) Monitoring and Reviewing

- i. We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy.
- ii. We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on pupil performance information.
- iii. Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority policies for impact assessment will be drawn up.
- iv. Hamilton Primary School is a community in which each individual's needs are recognised and every member's talents and aptitudes fostered. It is as a living, caring community that the school is committed to a policy of equal opportunities for children, parents, staff and governors.
- v. The majority of the wording in this policy follows that of the statutory Codes of Practice produced by the Disability Rights Commission, the Equal Opportunities Commission and the Commission for Race Equality. Please note that all of these Commissions have been sub-sumed into the Equality and Human Rights Commission.

This policy replaces the Race Equality Policy 2003, Inclusion Policy May 2004 and Equal Opportunities Policy 2005.

Mrs S Woolgar Headteacher

This policy became operational from **10 June 2009**. The policy may be amended from time to time in accordance with school development and any changes to legislation. **Next Revision Date: June 2012**

Equalities legislation relevant to the school community

- 1) The Race Relations Act 1976 prohibits schools from discriminating on grounds of race, colour, nationality or ethnic or national origin.
The Race Relations (Amendment) Act 2000 places a general duty on schools to eliminate racial discrimination; promote equality of opportunity and Promote good relations between people of different racial groups.
- 2) The Sex Discrimination Act 1975 states that it is unlawful to treat a person less favourably than another is treated in similar circumstances on the grounds of sex:
- 3) The Equal Pay Act 1970 requires that men and women should be paid equally where they are carrying out the same job; work of equal value or work related as equivalent under the job evaluation scheme.
- 4) The Equality Act 2006 creates a public duty to promote equality of opportunity between men and women and to prohibit sex discrimination.
- 5) The Disability Discrimination Act 2005 (DDA 2005) places a general duty on schools, who need to have due regard, when carrying out their functions, for promoting equality of opportunity between disabled people and other people; eliminating discrimination that is unlawful under the DDA; eliminating harassment of disabled people that is related to their disability; promoting positive attitudes towards disabled people; encouraging participation in public life by disabled people; taking steps to meet disabled people's needs, even if this requires more favourable treatment.
- 6) The DDA 2005 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long term and substantial adverse effect on their activities.
- 7) The Employment Equality (sexual orientation) Regulations 2003 cover discrimination, harassment and victimisation in work and vocational training. They make it unlawful to deny people jobs because of prejudice about their sexual orientation. They enable individuals to take prompt and effective action to tackle harassment, and enable people to have an equal chance of training and promotion, whatever their sexual orientation or the sexual orientation of those with whom a person is associated or related.
- 8) The Employment Equality (religion or belief) (amendment) Regulations 2006 apply to discrimination on grounds of religion, religious belief or similar philosophical belief. They cover direct or indirect discrimination, harassment and victimisation in work and vocational training on grounds of perceived as well as actual religion or belief (i.e. assuming - correctly or incorrectly - that someone has a particular religion or belief). It is illegal to discriminate against any one because of their religion or faith when providing services.
- 9) The Employment Equality (Age) regulations 2006 prevent unjustified age discrimination in employment and vocational training. It protects against discrimination that is directly against anyone.