

Hamilton School

Striving to be a great school where people work together to transform lives

Equality information and objectives

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBT pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: Undertake an analysis of recruitment data and trends with regard to race, gender and disability by September 2021, and report on this to the finance and personnel sub-committee of the governing board.

Why we have chosen this objective: to ensure that our recruitment practices are non-discriminatory

To achieve this objective we plan to: analyse the application forms

Progress we are making towards this objective: **Analysis of applicants started in January 2020 and the data available is until June 2021 and covers 67 applicants, of whom 11 were appointed.**

79% of applicants were Black, Asian or from an ethnic minority and 91% of those appointed were Black, Asian or from an ethnic minority.

7% of applicants were male, but none were appointed.

None of the applicants indicated that they had a disability.

All of the appointees were between the ages of 23 and 36, but 30% of candidates were over 37 years old and 4% under 22. 66% of the candidates were aged 23 to 36.

From this research we can see that there is an over appointment of women aged 23-36 and from ethnic minorities.

There may be several reasons for this:

- **not every candidate chooses to fill in the recruitment monitoring form so our data may be skewed**
- **candidates may not wish to admit to a disability for fear of discrimination**
- **the posts were for teaching assistants and many of the applicants will have been agency staff at school. These staff tend to be straight from university or moving to this role as a stepping stone to teaching and so they tend to be younger and already known to school.**

Objective 2: Have in place a reasonable adjustment agreement for all staff with disabilities by September 2021, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: ensure that the school is meeting the needs of staff with disabilities

To achieve this objective we plan to: identify which staff meet this description and develop plans for them

Progress we are making towards this objective: **We asked staff to let us know if they have a disability when we were looking at our Covid 19 response and although staff have underlying health conditions none identified a disability. Monitoring needs to be done annually as we have new staff each year, including agency staff and volunteers.**

Objective 3: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by September 2021. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: to ensure that our recruitment practices are non-discriminatory

To achieve this objective we plan to: organize online recruitment training for SLT

Progress we are making towards this objective: **On 27th January 2020 all staff attended Dignity at Work training led by Birch HR which covered non-discrimination and working with difference.**

9. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment



Signed:

Chair of Governors

Date: 24th October 2024