



Examples of Specific Ways in which Hamble Primary School addresses The Equality Act 2010

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| School Aims and Values | These are based on the United Nations Convention on the Rights of the Child and Oxfam's definition of Global Citizenship. The UNCRC is specifically, and deliberately, written at the bottom of the aims. |
| Assemblies | The assembly timetable includes a wide range of topics that specifically address aspects of The Equality Act. |
| Curriculum Themes | The school curriculum is purposefully planned to serve as a vehicle to support our school aims and values. Elements of the themes draw specifically on aspects of The Equality Act. |
| PSHE (RSE) Curriculum | Aspects of equality and diversity are addressed through the PSHE units. The school subscribes to the PSHE Association and utilises their planning. There is a spiral approach to units that specifically address aspects of equality and diversity. |
| 'Head Pupils' | Having had a tradition of Head Boy and Head Girl for many years, the school has purposefully moved away from these terms, using the phrase 'Head Pupils', explaining this change to the children within the context of The Equality Act. |
| EARA Group (Equality and Rights Advocates) | The school has an EARA group that consists of 15 pupils from Year 5. Pupils from this group meet with pupil representatives from other Hampshire schools to discuss actions they are taking to support equality within their schools. |
| Uniform Detail | The uniform guidance on our website is consciously not detailed as being gender specific. |
| School Events and Activities | Some examples: School discos – we make sure that DJs do not arrange competitions that are girls v boys, if this were to happen we would challenge it and ensure that the activity was changed. When the children are required to line up this happens in register order, there are no times when girls and boys are purposefully split. When songs that include a particularly loud part are sung in assemblies the school undertakes a 'quiet shout', in recognition and support of those children within our community who do not cope well with loud noises. |
| Equity, Equality and 'reasonable adjustments'. | There have been assemblies defining the difference between equity and equality and the EARA group have this as part of their defined role. Reasonable adjustments to provision are made whenever possible. |
| 'Smart Sam' e-safety character | Sam was deliberately chosen as the character name by the Cyber Ambassadors as it was considered by the children to be a 'gender neutral' name. |

