



SCHOOL POLICIES

Equality

This policy was adopted by the Governors on: March 2011

The last review of this policy was: January 2026

This policy is due for review on: January 2029

Signed Headteacher: N. Craddock

Signed Chair of Governing Body: D. Garside

Equality Statement

At Hudson Primary School and Family Wellbeing Centre, we are committed to promoting equality, diversity and inclusion and to ensuring that every member of our community is treated fairly, with dignity and respect.

As a school, we welcome our responsibilities under the **Equality Act 2010** and the **Public Sector Equality Duty (PSED)**. We are committed to:

- eliminating unlawful discrimination, harassment and victimisation;
- advancing equality of opportunity for all members of our community; and
- fostering good relations between people who share protected characteristics and those who do not.

We believe that **everyone experiences excellence** and that every child should have the opportunity to thrive, participate fully in school life and achieve their best, regardless of their background, identity, circumstances or individual needs.

We recognise that equality does not always mean treating everyone in exactly the same way. Some pupils and families may require additional support, reasonable adjustments, adaptations or targeted provision to enable them to access education and participate fully in school life.

Our commitment to equality therefore sits alongside our commitment to inclusion, safeguarding, SEND provision, pastoral care, attendance, behaviour and wellbeing.

We recognise the strength that comes from being a diverse community and value the contribution made by pupils, families, staff, governors and partners from different backgrounds and with different experiences.

Legal Framework

This policy is informed by the requirements of the **Equality Act 2010** and the **Public Sector Equality Duty**.

The Equality Act 2010 protects people from unlawful discrimination, harassment and victimisation in relation to protected characteristics.

For schools, these include:

- disability;
- gender reassignment;
- race;
- religion or belief;
- sex; and
- sexual orientation.

The Equality Act also provides protection in relation to pregnancy and maternity where applicable.

The school will have due regard to the Public Sector Equality Duty when making decisions, developing policies, allocating resources and delivering education and services.

The governing body and school leadership will ensure that equality considerations are appropriately reflected in the school's strategic planning, curriculum, staffing, admissions, behaviour, attendance, SEND provision, safeguarding and wider provision.

Equality of Opportunity

At Hudson, equality of opportunity means ensuring that barriers to participation, achievement and belonging are identified and addressed wherever reasonably possible.

We recognise that pupils may experience disadvantage for a range of reasons, including disability, SEND, race, religion or belief, sex, sexual orientation, gender reassignment, family circumstances, poverty or socioeconomic disadvantage.

While socioeconomic background is not itself a protected characteristic under the Equality Act 2010, we recognise the significant impact that disadvantage and poverty can have on children's educational experiences and outcomes. We therefore seek to reduce barriers arising from socioeconomic disadvantage as part of our wider commitment to inclusion and educational equity.

We will use appropriate information and evidence to identify where particular groups of pupils may experience barriers or unequal outcomes and will consider what action may be required.

Our Principles

Hudson Primary School will:

1. **Value every individual** and promote a culture in which everyone is treated with dignity and respect.
2. **Challenge discrimination** and respond appropriately to discriminatory behaviour, language, harassment and victimisation.
3. **Promote inclusion**, ensuring that pupils are supported to participate fully in the life of the school.
4. **Remove or reduce barriers** to learning, participation and achievement wherever reasonably possible.
5. **Make reasonable adjustments** and provide appropriate adaptations and additional support where required, particularly for pupils with disabilities.
6. **Promote positive relationships** between people from different backgrounds and with different characteristics and experiences.
7. **Ensure fair access** to education, enrichment, leadership opportunities, facilities, services and wider school experiences.
8. **Promote representation and diversity** through the curriculum, teaching resources, texts, displays and wider school experiences.
9. **Listen to pupils and families**, recognising their right to express views about matters affecting them and to have those views considered appropriately.
10. **Use evidence and information** to identify potential inequalities and to inform school improvement.
11. **Ensure staff understand their responsibilities** in relation to equality, inclusion and discriminatory behaviour.
12. **Work with families and external partners** to promote equality and positive outcomes for children.

Equality within the Curriculum

The curriculum at Hudson will promote equality, diversity and respect.

Curriculum leaders and teachers will consider equality when selecting:

- books and texts;
- teaching materials and resources;
- examples and case studies;
- images and displays;
- historical and contemporary perspectives; and
- opportunities for pupils to explore different experiences and viewpoints.

Teaching and learning should avoid stereotypes and should promote respectful understanding of people whose experiences, identities, backgrounds or circumstances may differ from those of pupils.

Pupils will be encouraged to develop an understanding of fairness, respect, difference and equality and to recognise and challenge prejudice and discrimination in age-appropriate ways.

Where appropriate, discussion, debate and collaborative learning will enable pupils to listen to and understand different perspectives.

SEND and Disability Equality

Hudson is committed to ensuring that disabled pupils and pupils with SEND can access education and participate fully in school life.

We recognise that equality for disabled pupils may require **reasonable adjustments, adaptations, specialist provision, additional support or changes to the way activities are delivered.**

The school will consider accessibility and participation when planning:

- teaching and learning;
- the physical environment;
- communication;
- school trips and enrichment;
- assemblies and events;
- behaviour support;
- assessment;
- extracurricular activities; and
- wider school experiences.

Our approach to SEND is based on identifying barriers and providing appropriate support so that pupils can experience success and develop their independence and potential.

Challenging Discrimination

Hudson Primary School does not tolerate discrimination, harassment or victimisation.

This includes discriminatory behaviour or language relating to protected characteristics.

Where an incident occurs, the school will respond promptly and proportionately. The response will take account of the circumstances, the age and understanding of the pupils involved, any relevant additional needs and the school's behaviour and safeguarding procedures.

Responses may include:

- restorative work;
- education and reflection;
- support for those affected;
- communication with parents or carers;
- recording and monitoring;
- sanctions where appropriate; and
- safeguarding or external agency involvement where necessary.

Staff must not ignore discriminatory language or behaviour. Incidents should be reported and recorded in accordance with school procedures.

Where a member of staff becomes aware of discriminatory practice or behaviour, they should challenge it appropriately and report concerns through the school's established management, safeguarding or complaints procedures.

Equality and Behaviour

Our behaviour culture is underpinned by our expectations that pupils are **Ready, Respectful and Safe**.

We expect all members of our community to:

- treat others with dignity and respect;
- recognise and value difference;
- use respectful language;
- challenge prejudice appropriately;
- avoid discriminatory or stereotypical behaviour; and
- contribute to a safe and inclusive environment.

Equality considerations will be taken into account when responding to behaviour, including where a pupil's disability or other protected characteristic may affect their behaviour or ability to comply with a particular expectation.

This does not mean that expectations are removed. Rather, the school will consider whether reasonable adjustments, additional support or an alternative approach is required to enable a pupil to access those expectations successfully.

Equality in School Life

Equality will be considered across all areas of school life, including:

- admissions;
- attendance;

- behaviour and discipline;
- exclusions and suspensions;
- curriculum and teaching;
- assessment;
- SEND and inclusion;
- pastoral support;
- safeguarding;
- school trips and enrichment;
- leadership opportunities;
- pupil voice;
- recruitment and employment;
- staff development;
- communication with families; and
- access to facilities and services.

The school will seek to ensure that no pupil or member of the school community is disadvantaged through unlawful discrimination.

Equality Objectives

In accordance with the Public Sector Equality Duty, Hudson Primary School will publish equality objectives which identify specific areas where the school intends to promote equality and reduce disadvantage.

Our objectives will be informed by:

- school and pupil data;
- attendance and behaviour information;
- attainment and progress information;
- SEND and inclusion information;
- pupil, parent and staff voice;
- safeguarding information;
- identified barriers to participation;
- local and national evidence; and
- consultation with governors and relevant stakeholders.

Our equality objectives will be specific and measurable wherever appropriate and will be reviewed regularly by school leaders and governors.

Current Equality Priorities

Hudson's equality work will particularly focus on:

1. Ensuring equitable access to education and participation

To identify and reduce barriers that prevent pupils, particularly pupils with SEND and disabilities, from accessing learning, enrichment, leadership opportunities and wider school life.

2. Promoting positive relationships and respect

To strengthen pupils' understanding of difference, diversity, equality and respectful relationships and to challenge prejudice, stereotyping and discriminatory behaviour.

3. Reducing inequality in attendance, engagement and outcomes

To use school data to identify groups who may experience barriers to attendance, engagement or achievement and to implement appropriate support and intervention.

4. Developing an inclusive curriculum

To ensure that curriculum content, texts, resources and wider learning experiences appropriately reflect and respect the diversity of the school community and wider society.

5. Strengthening staff understanding

To ensure that staff understand their responsibilities under the Equality Act 2010 and are confident in recognising, challenging and responding to discrimination and in making appropriate adjustments for pupils.

Monitoring and Review

The Headteacher and governing body are responsible for ensuring that equality duties are appropriately considered across the work of the school.

Equality information will be reviewed regularly and published in accordance with statutory requirements.

Equality objectives will be reviewed at least every four years and progress towards them will be monitored through the school's leadership and governance arrangements.

Where monitoring identifies a significant inequality, barrier or emerging issue, the school will consider whether additional action or a revised objective is required.

Conclusion

Hudson Primary School is committed to being a genuinely inclusive community in which every child and adult is treated with dignity, respect and fairness.

We recognise that achieving equality is an ongoing process. It requires us to identify barriers, listen to our community, challenge discrimination and continually improve the way we work.

Our commitment is reflected in our vision:

Everyone experiences excellence.