



## **Equality Information and Objectives**

### **Introduction:**

At Hudson Road Primary School we aim to integrate equality and diversity into all that we do and this document incorporates the statutory duties that we must meet as a school, an employer and a service provider. It also sets out our vision to create an environment where everyone who is part of our school community feels comfortable and safe, and where the needs of that community are well understood and provided for.

### **Our understanding of equality of opportunity:**

#### **The Equality Duty**

As part of the Equality Act 2010, a new general Public Sector Equality Duty came into force in April 2011. This duty states that public bodies (which includes schools) must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The equality duty replaces the race, disability and gender equality duties and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

#### **Who is protected under the Act**

Schools have obligations under the Act as:

- Employers
- bodies which carry out public functions, and
- service providers.

Therefore, Hudson Road Primary School needs to make provision for the following groups of people:

- Employees
- Prospective pupils (in relation to admissions arrangements, for those schools who are the admitting authority)
- Pupils at the school (including those absent or temporarily excluded)
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school)
- Families and groups who might use the school for community use.

### **Protected characteristics**

The Act makes it unlawful to discriminate against people on the basis of 'protected characteristics' (the category of age, which is covered as part of the equality duty does not apply to education and service provision in schools).

The relevant characteristics are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation.

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association)
- Indirect discrimination
- Discrimination arising from disability
- Failure to make reasonable adjustments (for disabled people).

### **The Equality Act 2010 also protects people from harassment, in relation to disability, race and sex, and victimisation.**

A protected act is:

- Making a claim or complaint of discrimination under the Act.
- Helping someone else make a claim by giving evidence or information making an allegation that the school or someone else has breached the Act doing anything else in connection with the Act.
- Pupils must not be victimised because their parent, sibling or friend has carried out a protected act.
- Schools must also not victimise parents who make complaints.

### **Positive action**

The Act contains provisions which enable schools to take 'positive action', i.e. provide additional benefits to pupils with protected characteristics, to address any disadvantage they may face. Positive action is not the same as positive discrimination, which would be providing preferential treatment for a particular disadvantaged pupil/group of pupils, which exceeds the positive action conditions.

It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).

### **Equality of opportunity is in place when:**

- it is understood that everyone is unique and everyone has different needs
- equality of access exists for all
- individual choices are widened
- everyone feels happy, safe and secure in an environment which does not disadvantage or discriminate against anyone
- stereotypes are challenged to ensure everyone has an equal chance to develop as they wish
- individual and community needs are responded to for the benefit of everyone
- adequate resources exist to meet everyone's need

## **Aims**

At Hudson Road Primary we aim to work together in achieving our aim of being fully inclusive and accessible and provide a quality, lifelong learning experience for all our children and young people. Everyone who is part of our school community should feel comfortable and safe, and that their needs are understood and provided for.

**Our aims reflect our school values: challenge, curiosity, growth, belonging and respect.**

We will:

- ensure that all members of the school community feel happy, safe and secure
- ensure that equality of access exists for everyone
- promote equality of opportunity regardless of age, disability, gender, race, religion and belief, and sexuality
- actively develop the self-esteem and self-respect of all members of the school community
- ensure that educational provision is relevant to our increasingly diverse society
- ensure that the curriculum actively promotes equality of opportunity
- actively challenge all forms of bullying, harassment, prejudice and stereotyping
- enable children whose first language is not English, to develop a sound competence in English, in order to give them full access to the life of the school and of society.
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's **Behaviour and Anti-bullying policies**
- show a commitment to undertake development and training within this area
- eliminate any discrimination and act as a good example to pupils
- promote a positive working environment
- report immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.
- actively engage the support and commitment of the whole school community in achieving these aims.

## **Special Educational Needs Disabilities (SEND)**

Pupils with special educational needs:

- Have complete access to all the facilities and resources within school.
- Receive the support they need to meet their full potential
- Are integrated and educated alongside other pupils
- Have access to the same broad and relevant curriculum
- Are involved, wherever appropriate, in decisions being made about their care and education.

You can find more information regarding our provision for and policy on inclusion for SEND in the school's SEND policy and SEND Information Report.

## **Gender**

All pupils:

- Have access to the same broad and relevant curriculum , including extra- curricular activities
- Are expected to adhere to the same behaviour expectations
- Are expected to work together in a constructive and positive manner
- Are expected to use appropriate language and not use terms which are offensive to another individual

### **Racial diversity**

We respect racial diversity through:

- Our curriculum which reflects the ethnic and cultural and religious diversity of the society locally, regionally and nationally.
- The opportunity to study issues around tolerance and the cultures and beliefs of others.
- Resources which portray members of cultural and ethnic groups in a positive and non-stereotypical way.
- Value and support for home languages

### **Religion and belief**

We respect religion and belief through

- Our Religious Education and Personal/Social education curriculum.
- Inclusive acts of collective worship
- Allowing pupils to meet their religious needs, especially at the time of important festivals.
- Meeting the dietary needs of pupils
- Allowing all pupils to dress and worship in ways which do not conflict with their cultural and religious conventions.

### **Age, Sexuality, marital status**

All members of the school community should feel welcomed and valued through:

- Resources that reflect the diversity of families within Britain
- The use of appropriate language and avoiding terms which are offensive to another individual
- Ensuring that all staff understand their responsibilities under the scheme and arranging any training and support needed
- Taking prompt and appropriate action in cases of harassment and discrimination.

### **Curriculum**

Equality is explored as a means of personal and social development. This is taught primarily through the PSHE curriculum but may be discussed within other subject areas as appropriate.

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds.

### **Pupil voice**

At Hudson Road, pupils are able to take an active part in shaping school activities and key policies through our pupil consultations and focus groups and Well Being Team. We encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them through our PSHE curriculum and taking part in discussions and action forums.

### **Recruitment and Selection of Staff**

- All staff and governors involved in the recruitment and selection process have attended relevant training.
- Job descriptions are in line with current legislation.
- We adopt a consistent, non-discriminatory approach to the advertising of vacancies.
- All applicants will be considered solely on their ability to do the job.
- Promotion and advancement will be made on merit.

### **Responsibility for ensuring that the school fulfils the Equality Act**

The School's Governing Body is ultimately responsible for ensuring that the school complies with the Equality Act. It must take all reasonable steps to prevent discrimination, harassment or victimisation from taking place.

**The Governing Body is responsible for:**

- Ensuring that the school complies with all relevant equality legislation
- Ensuring that the school Equality Information and Objectives and its procedures are followed.

**The Headteacher is responsible for:**

- Making sure that the school Equality Information and Objectives and its procedures are followed
- Making sure that the school Equality Information clearly outlines how it will deal with issues faced by the identified 'protected group'.
- Producing regular information for all staff and governors about the scheme and how it is working
- Making sure that all staff understand their responsibilities under the Equality Objectives and arranging any training and support needed
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.
- The Headteacher has overall responsibility for dealing with bullying, hate-incidents or discrimination.

**All staff are responsible for:**

- Dealing with racist, homophobic and other hate incidents
- Recognising bias and stereotyping
- Promoting equal opportunities
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- Keeping up to date with laws on discrimination
- Taking up training and learning opportunities.

**The Headteacher and staff** are responsible for ensuring that visitors and contractors are aware of and adhere to the agreed Hudson Road Equality Information and Objectives.

**Publishing and promoting the Scheme**

The Scheme has been agreed by the school's Governing Body and is published in the following ways:

- All staff, governors and students have a copy of the Equality Information
- Copies of the Equality Information are available from the School Office.
- The Equality Information is published on the school's website
- Updates on the outcomes detailed in the action are reported to Governors.

**Hudson Road Primary Equality Objectives**

**2025-2029**

1. To enable children whose first language is not English, to develop a sound competence in English, to give them full access to the life of the school and of society.
2. To ensure all parents and carers are well-informed and supported to be involved in pupils' learning, overcoming any barriers or disadvantage including ensuring support for good attendance
3. To ensure all pupils receive high quality education and those who require catch-up receive timely interventions.
4. To ensure all pupils' voices continue to be heard through active contributions to school activities and policies.

5. To ensure the wellbeing of all staff and pupils is held central to decision making.
6. To ensure all staff recruitment is fair and in line with our equalities policy

### **Monitoring and Evaluation**

This Equality Information and objectives will be reviewed annually. The objectives must be updated at least once every 4 years.

Next full review May 2027