Hurworth Primary School

Equality Information and Objectives Policy

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Policy prepared by	Alison Maddison Head Teacher
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School Ethos

Hurworth Primary School is an **inclusive** school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We must, under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all children, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for school provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (not applicable to children)
- Marriage and Civil Partnerships (not applicable children)

Age and marriage and civil partnership are NOT protected characteristics for school provisions for children.

Legal framework

There are a number of statutory duties that must be met by every school in line with legislation from the Equality Act 2010.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise these duties are essential to reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998 and the Public Sector Equality Duties 2010.

The action plan at the end of this Equality Plan outlines the actions Hurworth Primary School will take to meet its duties.

Further information on the Equality Act 2010 and advice for schools, can be seen here: https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Eliminating discrimination

We believe that a greater level of success from children and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- being respectful
- always treating all members of the school community fairly
- developing an understanding of diversity and the benefits it can have
- adopting an inclusive attitude
- adopting an inclusive curriculum that is accessible to all
- encouraging compassion and open-mindedness

We are committed to having a balanced and fair curriculum. We believe that our children should be exposed to ideas and concepts that may challenge their understanding, to help ensure that children learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in an age-appropriate way that prevents discrimination and promotes inclusive attitudes.

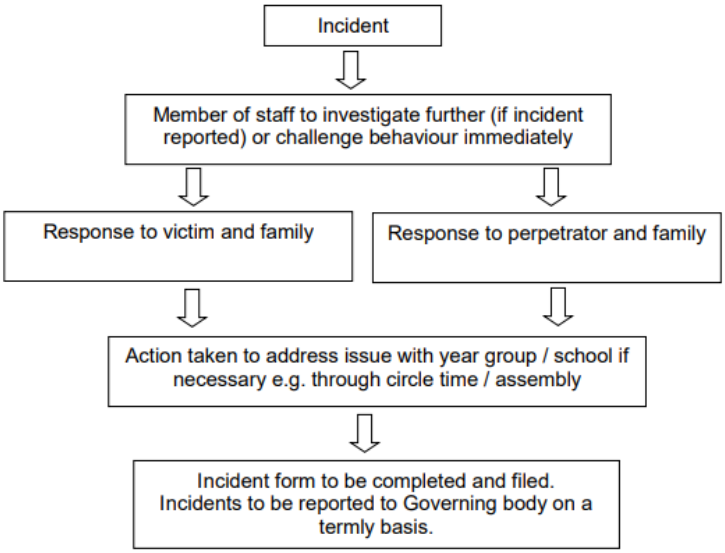
Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying **by children** are dealt with by the member of staff present, escalating to a senior leader / Head Teacher where necessary. All incidents are reported to the Head Teacher and racist incidents are reported to the Local Governing Body and Local Authority on a termly basis. Behaviour logs are completed for incidents of bullying and racist incidents using our Child Protection Online Management System (CPOMS).

Incidents are dealt with in the following way:



For incidents of racist and homophobic incidents and other incidents of harassment or bullying **by a member of staff,** school will follow Lingfield Education Trust's disciplinary procedures.

Advancing equality of opportunity

We will have due regard to advancing equality of opportunity including making serious consideration of the need to:

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low

We will take into account the six Brown principles of 'due regard':

- **awareness –** all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour –** open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation –** the PSED cannot be delegated
- **continuous –** ongoing all academic year
- **record-keeping –** keep notes and records of decisions & meetings

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

- publish attainment data each academic year showing how children 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
- publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own children

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- publishing our equality information
- publishing our equality objectives

We will publish this information on our website and aim to make the information accessible and easy to read.

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 differences through our broad and balanced curriculum and enrichment activities
- holding assemblies dealing with relevant issues. Children are encouraged to take a lead in such assemblies and we also invite external speakers to contribute when appropriate
- ensuring that Hurworth Primary School is seen as a community school by inviting representatives of groups and organisations from within our diverse community to speak to children and staff, as well as organising school trips and activities based around the local area and beyond
- encouraging and implementing initiatives to promote good relationships between different groups of children within the school and Trust. For example, our school council has representatives from different year groups and is formed of children from a range of backgrounds and needs. Our Pupil Ambassador initiative brings together groups of children from across the Trust to share ideas and interests
- encouraging all children to participate in the school's extracurricular activities
- regularly consulting with children and their parents/carers in order to give them a voice, listen to areas of concern and acting on suggestions when appropriate

Roles and responsibilities

The role of Trustees and Governors of Lingfield Education Trust

- The trustees and local governing body (LGB) has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to children, and responsive to their needs based on race, gender and disability.
- The trustees and local governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The trustees and governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and children.
- The trustees and governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- Through rigorous monitoring the local governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Head Teacher

- It is the Head Teacher's role to implement the school's Equality Plan and she is supported by the local governing body in doing so.
- It is the Head Teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Head Teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.
- Teachers support the work of ancillary and support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school. The monitoring and evaluation of this area of the school's work is undertaken jointly by the Head Teacher and chair of the LGB.

Equality Objectives Action Plan 2026-2032

Equality Strand	Objective	Responsible Person	Timeframe	Monitoring Arrangements	Success Indicators
General					
All	Publish and promote the Equality Plan through the school website, staff meetings and School Council meetings	HT/AHT	Ongoing	Staff, children and parents know about our commitment to equality and this is demonstrated throughout school	Staff are familiar with and implement the principles of the Equality Plan Children and parents are aware of the Equality Plan

Eliminating Discrimination					
All	Ensure that the curriculum promotes role models that young people positively identify with, which reflect the diversity of our community and the wider world in terms of race, gender, ethnicity and disability.	HT/ AHT/subject leads/teaching staff though their curriculum leadership and development	From September 2026	Children are more aware of and accepting of diversity	More diversity reflected across our school curriculum (LTP/MTP)
All	Ensure that displays and resources promote diversity in terms of race, gender, ethnicity and disability.	HT/AHT/subject leads/teaching staff	From September 2026	Children are more aware of and accepting of diversity	More diversity reflected in school displays, texts and resources across all year groups and in all subjects
Advancing equality of opportunity					
All	Provide additional support and targeted intervention for groups of children who are under-achieving, in order to make progress in their learning and personal wellbeing	HT/AHT/ALT/ teaching staff	Ongoing	Fewer children underachieve	Analysis of teacher assessments and summative data demonstrates the gap is narrowing for equality groups
Gender equality	Introduce initiatives to encourage boys to engage more positively with reading and writing activities	HT/AHT/English Lead	From September 2026	Increased participation of boys in reading activities in and out of school	Boys' attainment and progress in reading & writing improves across the school

Gender equality	Introduce initiatives to encourage girls to engage more positively and confidently with maths	HT/AHT/Maths Lead	From September 2026	Girls are observed to be more confident in maths lessons	Girl's attainment and progress in maths improves across the school
Gender equality	Introduce positive male role models for boys with emotional and behavioural problems to engage them more in school life	HT/AHT/SENCO	From September 2026	Male role models have positive relations with named boys and spend time with them in school on school-related activities	Reduced number of boys identified for support. Attainment and progress improves across the curriculum
Fostering good relationships					
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of groups with different ethnicity, religion and sexual orientation within our local and wider communities	HT/AHT/subject leads	Ongoing	Planning, displays and work in books indicates a range of evidence of cultural understanding across the school	Children have increased awareness of different cultures within their local and wider communities
Community cohesion	Provide opportunities for children to interact with children from different backgrounds and build positive relationships, including links with different schools and communities	HT/AHT/subject leads	Ongoing	Planned opportunities and school activities involving diverse Darlington communities	Children have a developing understanding and respect for differing communities

Lingfield Education Trust also publishes 'Trust Level' Equality Objectives, which can be reviewed at https://www.lingfieldeducationtrust.com/trust-policies