



Hyde Park Schools

Equality Information and Objectives

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Policy next review due by:	April 2030
Objectives last reviewed on:	April 2026
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Introduction

At Hyde Park Schools, we believe that diversity is a strength, which is respected and celebrated by all those who learn, teach and visit here. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We believe that 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. We recognise that these duties 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.

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.

This document also complies with our funding agreement and articles of association.

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

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 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.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

All staff receive training every September.

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 gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities

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

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.
- Holding weekly assemblies that deal with a range of current matters both locally and globally. We work with external speakers to support the school in developing a culture of inclusion and diversity. 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 ensure positive relations between different groups of pupils within the school. For example, our school councils have representatives from different year groups. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- Ensuring that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language through the teaching of British Values.
- Working with parents to promote knowledge and understanding of different cultures, recognising that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made and always considers the impact of significant decisions on particular groups, for example;

- Authorising religious holidays
- Planning school trips or activities
- Accessibility to pupils with disabilities

The school reviews the Equality objectives identified in the Equalities plan annually.

8. Equality objectives

	Intent	Implementation	Impact
	Why we have chosen this objective:	To achieve this objective we plan to:	Success Criteria
1. Fostering an Inclusive Culture	Create a school environment where diversity is celebrated, and every student, staff member, and family feels a sense of belonging..	Promote equality of opportunity and actively challenge any form of discrimination, ensuring a zero-tolerance approach to bullying Embed inclusive language, values, and expectations through assemblies, PSHE, curriculum themes, and displays that reflect diversity in culture, ability, gender, and family structure. Celebrate key events such as Anti-Bullying Week, Black History Month, and Neurodiversity Celebration Week. Use Paul Dix–informed relational behaviour approaches to promote respect, consistency, and fairness for all.	Pupils, staff, and families report feeling safe, respected, and valued within the school community. Incidents of bullying and discriminatory behaviour are reduced and addressed swiftly and effectively. A strong culture of belonging is evident, with positive relationships across the school and increased confidence among pupils to speak out against discrimination.
2. Removing Barriers to Participation and Learning:	ensure all pupils can fully access education by proactively identifying and removing barriers to learning and participation. create a calm, consistent, and supportive learning environment where every child feels safe,	Regularly audit learning environments, curriculum access, and resources to identify potential barriers to learning. Adapt teaching approaches using inclusive strategies such as scaffolding, visual supports, differentiated tasks, and assistive technology. Ensure the physical environment remains accessible to pupils with mobility or sensory needs. Apply consistent, trauma-informed behaviour strategies rooted in Paul Dix's principles	Pupils demonstrate increased engagement and participation in learning. Attendance and behaviour improve as barriers to learning and wellbeing are proactively reduced. Pupils with additional needs access learning alongside their peers with increased confidence and success.

	understood, and able to succeed.	of calm adult behaviour and restorative practice.	
Championing Equity in Education:	Recognise the unique needs and strengths of each student by providing personalised support and interventions. Embrace the <i>Graduated Approach</i> to inclusion, as outlined in the SEND policy, to deliver tailored provision that empowers every learner to achieve their full potential.	Use the Graduated Approach (Assess, Plan, Do, Review) to identify, support, and monitor pupils with SEND. Provide targeted interventions matched to individual needs, strengths, and learning profiles. Ensure SEND provision maps are regularly reviewed and aligned with pupil outcomes. Work closely with external agencies to inform effective strategies and support. Track progress data for all vulnerable groups to ensure equitable outcomes.	Pupils receive timely, personalised support that meets their individual needs. Progress gaps narrow for pupils with SEND and additional needs. Pupils develop greater independence, resilience, and confidence in their learning.
4. Implementing High-Quality Teaching Practices:	Equip staff with professional development opportunities, including training in evidence-based strategies like the WalkThrus approach, to ensure teaching methods are inclusive, innovative, and responsive to the diverse needs of all learners.	Deliver ongoing professional development focused on inclusive teaching and evidence-based practices such as WalkThrus. Provide coaching, mentoring, and peer observations to embed high-quality teaching consistently across the school. Ensure lesson planning reflects adaptive teaching principles rather than over-reliance on differentiation by task. Monitor quality of teaching through learning walks, pupil voice, and work scrutiny with an inclusion focus.	Teaching is consistently inclusive, adaptive, and responsive to pupil need. Staff confidence in meeting diverse learning needs increases. Improved outcomes are evident for all pupils, particularly those with SEND and additional vulnerabilities.

<p>5. Empowering Student Voice:</p>	<p>Actively involve students, including those with SEND, in decisions about their education. Provide platforms for expressing their views, participating in school councils, and engaging in extracurricular and leadership opportunities.</p>	<p>Actively involve pupils, including those with SEND, in pupil voice activities, school council, and feedback processes. Use adapted communication methods (visuals, supported conversations) to ensure all pupils can share their views. Offer inclusive extracurricular activities and leadership roles accessible to all pupils. Act on pupil feedback and communicate changes made as a result.</p>	<p>Pupils feel listened to and valued in decisions about school life. Increased participation of pupils with SEND in leadership and enrichment opportunities. Pupils develop confidence, self-advocacy skills, and a sense of ownership over their learning environment.</p>
<p>6. Strengthening Partnerships:</p>	<p>Build strong collaborative relationships with parents/carers, external agencies, and community organisations to ensure comprehensive support for students. Actively involve parents/carers in decision-making and celebrate their role as key partners in education.</p>	<p>Build strong, trusting partnerships with parents/carers through regular communication and shared planning. Involve parents/carers in reviews, decision-making, and SEND support planning. Work collaboratively with external professionals and community organisations. Offer workshops, information sessions, and support opportunities for families.</p>	<p>Parents/carers feel confident, informed, and valued as key partners in their child's education. Support for pupils is more consistent and effective across home and school. Strong multi-agency working leads to better outcomes for pupils and families.</p>
<p>7. Promoting Positive Relationships and Emotional Wellbeing:</p>	<p>Embed strategies for emotional and social development within the school ethos, ensuring pupils with SEND are fully supported to thrive. Incorporate frameworks like Paul Dix's relational</p>	<p>Embed emotional wellbeing and social development through PSHE, assemblies, and daily relational practice. Apply Paul Dix's relational behaviour framework, prioritising calm, consistent adult responses and restorative conversations. Provide targeted emotional support interventions for pupils who need additional help. Ensure pupils with SEND have access to appropriate pastoral and wellbeing support.</p>	<p>Pupils demonstrate improved emotional regulation, resilience, and social skills. Behaviour incidents decrease, and relationships across the school strengthen. Pupils with SEND feel emotionally supported and able to thrive within the school community.</p>

	approach to behavior, prioritising kindness, consistency, and restorative practices.		
8. Ensuring Transparent Policies and Practices:	Regularly review and update policies related to SEND, equalities, accessibility, and behavior to maintain high standards and compliance with legislative requirements. Share progress on these objectives openly with the school community.	Regularly review and update SEND, Equality, Accessibility, and Behaviour policies in line with statutory guidance. Evaluate the impact of policies through data analysis, staff feedback, and pupil voice. Share policy updates and progress against equality objectives with governors, parents/carers, and the wider community. Use school self-evaluation to inform ongoing improvement.	Policies remain compliant, relevant, and responsive to the needs of the school community. Stakeholders have a clear understanding of the school's commitment to equality and inclusion. Continuous improvement is evident through transparent reporting and positive outcomes for pupils.

9. Monitoring arrangements

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

The objectives will be reviewed every two years.

10. Links with other policies

This document links to the following policies:

Accessibility plan

Risk assessment

Further Advice and Guidance

[Guidance overview: Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)