

Tudor Primary's Equality Scheme

TUDOR PRIMARY SCHOOL

Summer 2025

Review Summer 2026

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Equality Scheme at Tudor School

Our vision:

Enabling Dreams, Inspiring Minds, Building Futures

Our mission statement:

Together we create a happy and caring community where all our children love to learn and want to achieve

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Introduction

Tudor Primary School is an inclusive school and we strive to develop an environment where **all** children can feel safe, belong and flourish. The school recognises that it has to make special efforts to ensure that all groups prosper, including those with special educational needs; who have difficulties in accessing the school's facilities or services; speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who are young carers; children who are from less affluent backgrounds and are entitled to free school meals or pupil premium grant; with low parental support or different parental expectations; emotional, mental and physical needs; exhibit challenging behaviour and who come from minority ethnic groups.

Aims

Our school aims to meet its obligations under the [Public Sector Equality Duty \(PSED\)](#) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the [Equality Act 2010](#).
- Ensure equal opportunities are provided between people who share a [protected characteristic](#) (sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity) 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.

We aim to provide the necessary support to enable individuals to gain equally from the opportunities we offer. We make this a reality through the attention we pay to the different groups of children, parents and staff within our school.

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.

Eliminating discrimination

Tudor Primary 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. Staff are encouraged to challenge unconscious bias and promote equality of access.

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

Staff responsible for recruitment receive training on the Equality Act. All staff participate in CPD to ensure an ethos of equality.

The Senior Leadership Team are responsible for monitoring equality issues.

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 that are connected to a particular characteristic.
- Taking steps to make adjustments to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs and activities).

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

- Analyse attainment data each academic year showing how pupils with different characteristics are performing.
- Evaluate the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Identify any trends and improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, PSHE and through our values-based curriculum.
- Holding assemblies to celebrate individuality and broaden pupils' awareness beyond their own first-hand experiences.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.

Roles and responsibilities

The school operates equality of opportunity in its day to day practice. The governing body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme. The Headteacher has overall responsibility for ensuring that the action plan is delivered effectively.

The school's equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

At Tudor Primary School, we will publish information to convey how effectively the policy is being implemented. Equality information will be available on the school website.

The Governing Body will:

- Provide leadership and drive for the development and regular review of the school's equality policy.
- Provide appropriate role models for all managers, staff and pupils.
- Use its power to nominate governors to ensure its composition reflects the community it serves.
- Apply the principles of best value without discrimination when purchasing goods and services.
- Delegate responsibility for monitoring the achievement of the objectives on a day-to-day basis to the headteacher.
- Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training, as required.

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action

The Headteacher/Senior Leadership Team will:

- Ensure a school culture exists which celebrates diversity, equality and achievement.
- Initiate and oversee the development, regular review and implementation of equality policies and procedures.
- Ensure the effective communication of the policies to all pupils, staff and stakeholders.
- Ensure that managers and staff are trained as necessary to carry out the policies.
- Provide appropriate role models for all managers, staff and pupils.
- Provide mechanisms for the sharing of good practice.
- Ensure a consistent response to incidents, e.g. bullying cases, homophobic and racist incidents.
- Ensure that the school carries out its statutory duties effectively.
- Comply fully with legislation which protects staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, reasonable adjustments will be made to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

The **staff** will actively implement this policy, behave with respect and fairness to all colleagues and pupils and support the monitoring of impact.

Parents and carers will be kept informed through the school website.

Engagement

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions – parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups.

For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent facilities regardless of gender.

School Context

Tudor Primary is a large primary school with a two-form intake across all years, from Nursery – Year 6, situated in Hemel Hempstead. The proportion of pupils who speak English as an additional language, have a special educational need and/or disability and pupils eligible for free school meals are above the national average.

Characteristic Total Breakdown

Characteristic	Total	Breakdown(number and %)
Number of pupils	448	220 girls 49.2% 228 boys 50.8%
Number of staff	62	52 Female 84% 10 Male 16%
Number of governors	12 and 1 clerk	
Religious character	None	
Disabled staff	None	
SEND pupils	110	110 24.5% 42 Girls 38% 68 Boys 62%
BME staff	8	8 12.9%
BME pupils	101	101 22.5%
Pupils who speak English as an additional language	112	112 25%
Pupil Premium Eligible	106	106 23.6%

Equality objectives -

Equality Objective	Protected characteristic	Lead Person	Measurable success indicator	Review Date
To promote equal participation and achievement for all groups in the school community.	All characteristics	SLT	Data analysis and tracking shows little or no difference in access, participation or achievement for any groups.	2026
<p>To ensure the curriculum offer at Tudor Primary School represents the diverse society in which we live.</p> <p>To ensure that the curriculum experience celebrates, values and respects individuals' identity.</p>	All characteristics	Subject Leads	<p>Pupils are exposed to varied representations of all people, beyond what is typical for the local community.</p> <p>Pupils feel increasingly confident to talk about their global perspectives, showing a developing understanding of multicultural issues and how their lives compare and contrast with other children across the UK and around the world.</p>	2026
To narrow the attainment gap between different groups of pupils; with a focus on SEND, CLA and BME groups and gender	Gender, Ethnicity and race.	SLT Class teachers	<p>Whole school data shows gap narrowing between focus groups and non-focus groups in reading, writing and maths.</p> <p>Percentage of pupils in focus groups making positive progress has increased. Through termly Pupil Progress meetings</p>	Ongoing and termly at PPM meetings
To continue to maintain, renew and refurbish the site to ensure that the school site is accessible for all	Disability	SLT Site manager	The SLT/site manager will be aware of any site changes that need to be made to ensure all pupils have equal access.	Ongoing

pupils, parents and carers.			All parents/carers can access the site. Annual review of accessibility plan	
To promote mental health awareness and to continue to embed appropriate strategies and interventions.	Disability	Mental Health Lead All staff	Positive behaviour and confidence evident in lessons. Positive pupil attitudes evident in lessons and evident through pupil voice. Staff and pupils drawing on and using strategies on a regular basis to promote positive behaviour. Number of suspensions and use of reduced hours timetable decreased.	2026/ Ongoing
Ensure range of activities at lunchtimes are accessible for all children.	All characteristics	Sports Coach, Breakfast and After-school club staff	Range of play resources available equally to all children.	2026/ Ongoing
Attendance of all pupils are high (school target of 97%+)	All characteristics	Office team SLT	Attendance remains high (97%+) from all groups of children. All parents/ groups engage and respond to expectations of school.	2026