



Hemingbrough CP School

Single Equality Scheme 2026

Equality Act 2010 / Public Sector Equality Duty / Accessibility

Policy lead	Headteacher
Approval	Governing Body
Adopted / reviewed	October 2026
Equality objectives period	2026-2030 (review within four years)
Published information	Reviewed and updated at least annually

1. Purpose and scope

Hemingbrough Community Primary School is committed to equality, inclusion and respect. This scheme explains how the school meets its duties under the Equality Act 2010, including the Public Sector Equality Duty, and how equality is embedded in education, employment, decision-making and access to school life.

The school will have due regard to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between those groups.

2. Protected characteristics

The Equality Act 2010 protects people in relation to the following characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex

- sexual orientation

In relation to pupils, age and marriage/civil partnership do not operate in the same way as the other protected characteristics. The school will apply the Equality Act according to the relevant education and employment provisions.

3. Our equality commitments

- Provide an inclusive curriculum and school environment in which pupils are valued and can participate fully.
- Identify and address barriers, disadvantage, prejudice and discriminatory bullying.
- Make reasonable adjustments for disabled pupils and consider needs proactively in school policies, practices and activities.
- Use proportionate information and pupil outcomes to identify patterns of disadvantage and evaluate impact.
- Engage pupils, parents and carers, staff, governors and appropriate external partners when developing and reviewing equality priorities.
- Apply fair and inclusive employment, recruitment and development practices.

4. Disability, reasonable adjustments and accessibility

The school will take reasonable steps to avoid disabled pupils being placed at a substantial disadvantage. Decisions will consider the individual pupil, the barrier identified, the effectiveness and practicability of an adjustment, health and safety and the resources available. The school will involve pupils and parents/carers where appropriate and record significant decisions.

The school will maintain and publish an accessibility plan covering the three statutory strands:

- increasing disabled pupils' participation in the curriculum;
- improving the physical environment so disabled pupils can take better advantage of education, benefits, facilities and services;
- improving the availability of accessible information to disabled pupils.

The accessibility plan will be kept current, consulted on as appropriate and reviewed on a defined cycle. Equality and accessibility implications will be considered in curriculum, behaviour, trips, clubs, premises, information and other school decisions.

5. Preventing and responding to discrimination

Unlawful direct and indirect discrimination, harassment and victimisation are not acceptable. Staff will challenge prejudice and discriminatory language or behaviour, follow the school's safeguarding, behaviour and anti-bullying arrangements, record incidents appropriately, support those affected and consider whether wider action or reasonable adjustments are required. Relevant patterns will inform leadership and governing-body oversight.

6. Curriculum and wider school life

- Teaching and resources will promote respect and challenge stereotypes in an age-appropriate way.
- Participation in curriculum, enrichment, trips, clubs and leadership opportunities will be monitored for avoidable barriers.
- Curriculum planning will prepare pupils for life in a diverse society and support respectful relationships.
- Individual needs will be considered alongside the SEND framework and the school's safeguarding responsibilities.

7. Roles and responsibilities

Governing Body

- Oversee compliance with equality duties and the implementation of this scheme.
- Approve and review equality objectives and receive information on progress.
- Ensure published equality information is updated at least annually and objectives are published at least every four years.
- Oversee the accessibility plan and allocation of appropriate resources.

Headteacher and Senior Leadership Team

- Lead implementation and ensure staff understand their responsibilities.
- Consider equality impacts in policies, decisions and school improvement.
- Ensure discriminatory incidents and concerns are handled appropriately.
- Monitor relevant information and report to governors.
- Ensure appropriate staff development and access to specialist advice.

Staff

- Promote equality and inclusion in teaching and professional conduct.
- Identify and remove barriers where reasonably possible.
- Challenge and report discrimination, harassment, victimisation and prejudice-related incidents.

- Implement agreed reasonable adjustments and support plans.

Pupils, parents/carers, visitors and contractors

Members of the school community are expected to support a respectful and inclusive environment, raise concerns through the appropriate school routes and contribute to consultation and review where invited. Visitors and contractors are expected to comply with the school's equality expectations while on site or undertaking work for the school.

8. Equality information, monitoring and publication

The school will use appropriate, proportionate information to understand whether groups experience different outcomes or barriers. This may include attainment and progress, attendance, behaviour and exclusions/suspensions, participation, safeguarding and bullying information, accessibility, pupil and parent voice and the impact of targeted funding or provision. Small numbers and sensitive information will be handled carefully to protect privacy.

The school will publish information demonstrating compliance with the Public Sector Equality Duty and will update that information at least annually. Equality objectives will be published at least every four years. Progress will be reviewed by leaders and governors and used to inform school improvement.

9. Equality objectives 2026-2030

The following objectives provide a measurable framework. Baselines and annual milestones should be set from the school's current data and consultation so that targets remain meaningful and do not disclose small cohorts.

Objective	Key actions	Evidence / measure	Lead	Review
1. Improve access and participation for pupils who are disabled or have SEND.	Review reasonable adjustments and accessibility barriers; use pupil/parent voice; align actions with the accessibility plan.	Evidence that identified barriers are acted on; participation and pupil/parent feedback reviewed at least annually.	Headteacher / SENCO	Termly; annual report

2. Reduce identified gaps in outcomes for vulnerable or disadvantaged groups.	Analyse proportionate attainment, progress, attendance and behaviour information; target support and evaluate impact.	Annual analysis shows actions and impact for identified groups, with priorities revised where gaps persist.	SLT	Termly; annual report
3. Strengthen pupils' understanding of equality, diversity and respectful relationships.	Audit curriculum and resources; use pupil voice; address stereotypes and prejudice-related language through teaching and wider school life.	Curriculum audit completed; pupil voice indicates secure age-appropriate understanding; incident patterns reviewed.	Curriculum leads / DSL	Annual
4. Improve stakeholder involvement in equality planning.	Provide accessible opportunities for pupils, parents/carers, staff and governors to contribute to equality and accessibility review.	Consultation evidence informs annual priorities and the next four-year objectives.	Headteacher / Governors	Annual

10. Consultation and review

Equality work will be informed by meaningful engagement with pupils, parents/carers, staff, governors and, where useful, community or specialist organisations. Methods will be adapted to increase accessibility and participation. This scheme will be reviewed when legislation or authoritative guidance changes and otherwise as part of the school's policy cycle.

11. Complaints and concerns

Concerns about discrimination or the implementation of this scheme should be raised through the school's published complaints, safeguarding, behaviour or staff

procedures as appropriate. The school will consider whether immediate support, safeguarding action or a reasonable adjustment is required.

12. Related school documentation

- Accessibility Plan
- SEND Information Report / SEND Policy
- Behaviour Policy and Anti-Bullying arrangements
- Safeguarding and Child Protection Policy
- School Improvement Plan
- Pupil Premium Strategy
- Complaints Procedure
- Recruitment and employment policies

13. Current external guidance

This 2026 update has been checked against the Equality Act 2010 and current published guidance available at the date of review, including:

- Department for Education, Equality Act 2010: advice for schools (current GOV.UK publication; last updated 28 June 2018).
- Equality and Human Rights Commission, Technical guidance for schools in England (web page last updated 23 September 2025; underlying guidance amended July 2024).

Approval

Headteacher	Sarah Chappell
Chair of Governors	Lucie Mitchell
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