



Wellstead Primary School

Sowing the Seeds of Success

Wellstead Primary School Equalities Policy 2024 (Reviewed July 2025)



Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates differences within a culture of respect, collaboration and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers. This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Recruitment Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Wellstead Primary School serves a largely white British (91.8%) community of families in the South of Hampshire. As a school we collect a broad range of qualitative and quantitative information regarding equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential. We will consider the information we have collected about our school, where possible, in the context of national and county information.

Further summary information about the demographics of the Eastleigh area can be found on the Hampshire County Council Website

<https://www.hants.gov.uk/landplanningandenvironment/facts-figures/population>.

Comparative data can also be found using the following sources:

- Analysing School Performance (ASP)
- Perspective Lite
- Fischer Family Trust (FFT)
- Department for Education – national School Workforce Census data

We collect the following equality information about our school, in order to inform best practice:

- local catchment area, demographics
- any information about pupils which can be analysed by protected characteristics.
- for example (this is not an exhaustive list) :
 - progress and attainment data
 - admissions and pupils on role
 - attendance
 - rewards and sanctions
 - participation in school council
 - take up of extra-curricular clubs activities
 - take up of peripatetic music lessons
 - complaints
 - incidents of discrimination or bullying
 - behavioural incidents
- any information which is particularly significant to the demographics of our school community for example forces families, migrant workers, those with refugee status. This may include socio-economic status of specific groups
- information on other people who use our services, including disabled parents or parents from ethnic communities

- information about attendance at parent's evenings and other school events, to identify if there is any under-representation for example by disabled people or parents from ethnic communities, we may also include information about adult learners, hirers of school premises, governors, volunteers etc. where appropriate.

When publishing any statistics for small groups of staff or pupils we ensure individuals cannot be identified. In line with the DfE we do not generally publish information which is not statistically significant and relates to fewer than 3 people.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whether or not English is their first language
- Whether or not they have refugee/asylum status
- Whatever their age.

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.

- Sexual orientation – we respect individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender reassignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- focus groups
- Parent workshops and coffee morning
- parent and staff questionnaires
- involvement of the school council
- contact with parents representing pupils with particular protected characteristics
- contact with the local community, school council and disability organisations such as Autism Hampshire

Pupil-related data

July 2022	#	Combined (RWM) (% ARE or better)	Reading (% ARE or better)	Writing (% ARE or better)	Maths (% ARE or better)	GPS (% ARE or better)
All	59	61	73	71	70	73
Girls	32	63	81	75	63	72
Boys	27	59	63	67	78	74
SEND	9	11	11	11	33	11

No SEND	50	70	84	82	76	84
PP	11	46	64	46	46	46
Not PP	48	65	75	77	75	79
<u>Ethnicity</u>						
Asian	4	75%	75	100	100	100
Black	3	33	67	67	33	67
Chinese	1	100	100	100	100	100
Mixed	1	0	0	0	0	100
White	50	62	74	70	70	70

July 2023	#	Combined (RWM) (% ARE or better)	Reading (% ARE or better)	Writing (% ARE or better)	Maths (% ARE or better)	GPS (% ARE or better)
All	60	67	75	80	75	80
Girls	30	77	80	87	83	87
Boys	30	57	70	73	67	73
SEND	6	0	17	0	17	0
No SEND	54	74	82	89	82	89
PP	9	67	89	100	67	100
Not PP	51	67	73	77	77	77
<u>Ethnicity</u>						
Asian	3	100	100	100	100	100
Black	1	100	100	100	100	100
Mixed	3	67	100	100	67	100

White	53	64	72	77	74	77
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Key Results - 2023-2024						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	60	72%	● At or above	61%	77th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	60	8%	● At or above	8%	66th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	60	40%	● At or above	34%	68th
Phonics Screening Check	% of pupils passing in Year 1	60	77%	■ Below	80%	32nd
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	60	73%	● At or above	68%	65th

July 2024	#	Combined (RWM) (% ARE or better)	Reading (% ARE or better)	Writing (% ARE or better)	Maths (% ARE or better)	GPS (% ARE or better)
All	60	72	81	75	80	84
Girls	32	72	78	79	78	78
Boys	28	71	93	72	90	89
SEND	10	25	50	30	50	50
No SEND	50	80	92	84	90	90
PP	17	53	71	65	71	76
Not PP	43	79	90	79	89	87
<u>Ethnicity</u>						
Asian	5	80	100	80	100	80
Black	0	-	-	-	-	-
Mixed	2	50	50	50	50	50
White	53	72	85	75	83	85

SCHOOL COUNCIL

Our active School Council ensures that Pupil Voice is strong. We seek feedback from the School Council to ensure that our Curriculum meets the needs of our pupils, their voices are heard and considered in the leadership of the school.

Attendance Data

ASP Groupings (Whole School)	Group Size	Statutory/Roll Call Attendance (Present) this term
Female	214	96.6%
Not EAL	392	96.6%
Not SEN	354	97.2%
Disadvantaged	86	94.5%
Ever 6 FSM	83	94.3%
FSM	83	94.3%
Pupil Premium Eligible	92	94.7%
Not Looked After (In Care)	427	96.6%
White - British	357	96.4%
EAL	35	97.4%
Not Ever 6 FSM	344	97.2%
Not FSM	344	97.2%
Not Pupil Premium Eligible	335	97.2%
Any other white background	22	96.6%
Male	213	96.7%
Service Child	6	98.5%
SEN Support	56	93.8%
SEN	73	94.2%
Education, Health and Care Plan	21	95.4%
Any other mixed background	5	97.6%
Any other ethnic group	2	95.4%
Chinese	7	99.6%
White and Asian	9	98.6%
Indian	10	98.1%
Black - African	5	96.5%
White and Black African	3	97.3%
White and Black Caribbean	3	99.6%
Refused	2	99.0%
Gypsy / Roma	1	100.0%
Bangladeshi	1	
Average: 120		Average: 96.5%

Staff data

Equality information relating to people who share a particular characteristic and are affected by the school's policies and practices. The legislation makes it clear that this does not apply to schools with less than 150 staff. Our staff at **8th July 2025** is fewer than 150 therefore we are required only to publish pupil data.

Further information

The school has published various policies on its website:
<https://www.wellsteadprimary.co.uk/policy-documents/>

These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

The school has also published other information relevant to equalities on the equality pages of the school website:

<https://wellstead-primary-school.secure-primariesite.net/public-sector-equality-duty/>. This information includes notes of relevant governor and staff meetings and details of current initiatives which the school is undertaking in respect of equalities

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Equality Objectives

Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender reassignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- focus groups
- parent questionnaires
- involvement of the school council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Having referred to and analysed our equality information, we have set ourselves the following objective(s) which appear in the Wellstead School Improvement Plan:

★ The Wellstead Curriculum has a focus on inclusion and there is respect for diversity in our school community.				
Action <i>What needs to be done?</i>	Intended Impact <i>What will success look like?</i>	Monitoring Arrangements <i>Who will lead the action and when?</i>	Status <i>RAG Rating & evaluation</i>	Governor Monitoring <i>Comment and evaluation</i>
<p>Participate in anti bullying week with the focus 'choose respect' and use this as a tool to further reinforce and strengthen the school's 'respect' value. https://anti-bullyingalliance.org.uk/anti-bullying-week-2024-choose-respect</p> <p>Complete a self-evaluation framework, which highlights the next steps for the school in ensuring that the school is sufficiently inclusive of the protected characteristics.</p> <p>Engage with county-led Inclusion and diversity partnerships (IDP) attend the county staff meetings and attend the Equality and Rights Advocates (EARA) network meetings, with selected Y5 ambassadors throughout the year.</p> <p>For the RSHE lead and Y5 EARA ambassadors to create an action plan that considers how we can make changes to our environment, resources and RSHE curriculum to further develop inclusion and respect for diversity.</p> <p>Ensure that subjects are sufficiently diverse and reflect the needs of the pupils at Wellstead as well as covering National Curriculum objectives</p>	<ul style="list-style-type: none"> • The school ethos and culture is one of inclusion and the school community values diversity within it. • Pupils will have an increased understanding of the negative impact of bullying and what to do if they feel that themselves or a friend is being bullied • Incidences of discrimination and racism will reduce, • There will be a genuine feeling of belonging for the whole school community (but particularly those with BAME backgrounds) that will foster a strong and positive sense of self for individuals • A further strengthened ethos and culture of inclusion and diversity • Reduction in incidents involving prejudicial language 	<ul style="list-style-type: none"> • Subject Leaders • English and Maths Subject Leaders • RSHE Subject leader • Year Leaders, Class Teachers and LSAs • Acting SENCo • PP Leader • Wider SLT • Governors 	<p>Autumn</p> <p>All classes took part in anti-bullying week with a focus on Choose respect. Children attended assemblies, live lessons and completed activities daily linked to this. All children in the school made a pledge to choose respect.</p> <p>RSHE Subject leader attended EARA meeting with children from Year 5. Next steps to set up, EARA group with children from different years. Action plan needs to be created once group is set up.</p> <p>Science has specifically checked that there is diversity in the scientists taught. Need other subjects to look at this as well.</p> <p>Science: KA has shared with teachers and governors the vision and need to include a more diverse range of scientists within our science planning and lessons.</p> <p>Currently, the scientists included with the Plymouth Science planning are white males. KA has shared websites with staff where they can find a range of female scientists to include where appropriate and also information about black scientists. KA has shared the importance of doing this and will monitor across the year.</p> <p>Follow up email sent to teachers re diversity in science.</p>	<p>Curriculum Governor (PL) to summarise monitoring - also see visit reports</p> <p>SBApril 25 - RSHE lead clear on adaptive/flexible curriculum to support inclusion and examples given during conversations.</p>

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NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

Governance

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