Wells Primary School

Equality Policy

Signed_____

Chair of Teaching & Learning Committee

Last reviewed: October 2026

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Introduction
This equalities policy incorporates all the equalities legislation into one single policy for Wells Primary School.

Statement/Principles
The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and achievement for all. It also means the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

Every member of the school community should feel safe, secure, valued and of equal worth. At Wells Primary School, equality is a key principle for treating all people fairly and equitably irrespective of theirprotected characteristics under the Equality Act 2010. .The protected characteristics covered by the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Monitoring and Review
The staff member responsible for co-ordinating the monitoring and evaluation is The Head Teacher.They will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governors responsible for this area: The Safeguarding Lead and the Chair of Governors.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g pupils with SEND, pupils from different ethnic backgrounds, including Gypsy, Roma and Traveller communities, pupils with EAL, children looked after and previously looked-after children, and pupils eligible for Pupil Premium
    - Pupils' progress and attainment
    - Learning and teaching
    - Behaviour discipline and exclusions
    - Attendance
    - Admissions
    - Incidents related to bullying
    - Parental involvement
    - Participation in extra-curricular and extended school activities
    - Staff recruitment and retention
    - Visits and visitors

- Suspensions/exclusions
- Complaints
- Staff training/CPD
- Access to trips/activities

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure that:

- curriculum planning reflects a commitment to equality.
- the curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school.
- there will be opportunities in the curriculum to explore concepts and issues related to identity and equality.
- we promote attitudes and values that celebrate and respect diversity and which challenge discriminatory behaviour and language wherever it occurs.
- the use of images and materials positively reflects a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- it is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement.
- a range of teaching methods should be used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- all pupils must be actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school

At Wells Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored.
- The school will consider and make reasonable adjustments where required e to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account of wider access to school information and activities).
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities.
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council and other school groups, and pupil perception surveys. There are regular opportunities to engage with pupils about their learning and the life of the school.
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school.
- Access to opportunities for professional development is monitored on equality grounds;
- Equality policy and practice are covered in staff inductions.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- The school has a clear, agreed procedure for dealing with prejudice-related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents.
- The school reports to Governors on an annual basis the number of prejudice-related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Wells Primary School aims to work in partnership with parents/carers. We:

- take action to ensure all parents/carers are encouraged to participate in the life of the school.
- maintain good channels of communication, to ensure parents' views are captured to inform practice.
- encourage members of the local community to join in school activities and celebrations.
- ensure that the parents/carers of all newly arrived pupils are made to feel welcome.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Board has responsibility for ensuring that:

The school complies with all equalities legislation relevant to the school community;

- the school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Development Plan, the school's Accessibility Plan or may be stand-alone documents).
- the actions, procedures and strategies related to the policy are implemented.
- the designated Equalities Governor will have an overview, on behalf of the governing board, on all prejudice-related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- providing leadership and vision in respect of equality, in partnership with the governing board.
- overseeing the implementation of the equality policy and schemes.
- co-ordinating the activities related to equality and evaluating impact.
- ensuring that all who enter the school are aware of, and comply with, the equalities policy.
- ensuring that staff are aware of their responsibilities and are given relevant training and support.
- taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- the implementation of the school's equalities policy and schemes.
- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- ensuring they do not discriminate on grounds of any protected characteristic or other characteristic where discrimination, harassment or victimisation would be unlawful or contrary to school policy. keeping up to date with equalities legislation.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. This will be communicated with staff, parents, carers and governors by the Head Teacher, as and when appropriate.

Action Plan - September 2026

Equality Objective 1: To review our practices and attitudes to ensure that the school is actively promoting discussion and education around prejudice and unconscious bias.
Outcome: People's thinking is challenged and as a community we become more enlightened about the difficulties faced by different groups within society so that we can strive to improve that experience.

Actions	**Lead**	**Evidence**
● To review actions for the Race Equality Award ● Audit resources throughout the school to ensure that they reflect our diverse community. ● Review and revisit our curriculum to ensure that it reflects the experiences and achievements of people of varied ethnicity, challenges stereotypes and promotes equality of opportunity and respect for diversity. ● Arrange staff training for all staff with opportunities for reflection on attitudes, challenging stereotypes and promoting awareness. ● Consult with pupils, parents/carers about how we can pro-actively promote equality. ● Values, including equality, inclusion and diversity, are discussed and referred to on a regular basis.	Head teacher	There is open discussion about prejudices and unconscious bias. All children and other members of the community feel represented, valued, heard and listened to.

Equality Objective 2: To ensure that pupils new to the school (including those with protected characteristics) are given early support to assess and address needs.
Outcome: Pupils make smooth transitions, feel welcomed and included. Children's needs are identified early and support put in place promptly.

Action	**Lead**	**Evidence**

● All new pupils are assessed quickly in relation to language skills and learning. ● KS2 Pupils are given extra support where there is a barrier to learning. ● interventions are planned where necessary ● Opportunities for talk and discussion with key adults so that staff get to know the child and family.	SENDCo/ Deputy head teacher	Children will have a smooth transition and early intervention planned where necessary.

Equality Objective 3: To ensure fair representations across the school including images and pupil voice.
Outcome: All children, including those with protected characteristics feel valued and confident about their sense of belonging. All children feel fully represented in the community.

Action	**Lead**	**Evidence**
● To increase opportunities for consultation with a wider group of pupils than School / Eco Council ● Collect pupil views from a range of groups of pupils in relation to different areas, such as attitudes to subjects and learning, SEMH provision ● Analyse data and other evidence on performance, participation and pupils' experiences. ● Highlight any disadvantages observed, in particular for groups with protected characteristics. ● Collect pupil views from those pupils highlighted and identify issues and concerns. ● Act on issues and concerns raised.	Head teacher	All pupils will have opportunities for decision making and influencing school policy