



**The Federation of Wellington Community Primary School
and Marlborough Infant School**

Equalities Policy

Last Review: Feb 2026

Next Review Planned: Feb 2027

Signed: _____ **(Policy Owner)**

Print Name: _____

Review Date: _____

Signed: _____ **(Governor Approval)**

Print Name: _____

Approval Date: _____



**The Federation of Wellington Community Primary School
and Marlborough Infant School**

POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
1	22.03.23	Approved	AW	MH	New version created in line with Hampshire.
1.2	30.03.25	Approved	AW	MH	Reviewed and Data updated
1.3	14.01.26	Approved	AW	RJ	Reviewed targets and updated

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 difference within a culture of respect and co-operation. 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.

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
Wellington

- 49.38% boys
- 50.62% girls
- 40% English as an additional language
- 18% Pupil Premium
- 7% Service Premium
- 17% SEN

Marlborough

- 60.5% boys
- 39.5% girls
- 31% English as an additional language
- 81% Service Premium
- 78% Pupil Premium
- 20% SEN

6% FSM

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
- Whatever their age
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

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 that 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
- Modelling good practice
- Recognising and tackling bias and stereotyping
- Keeping up to date with the law on discrimination

Pupils are responsible for:

- Supporting the school's equality ethos
- Sharing concerns with staff
- Discussing equality and diversity issues on the school council and as part of the 'Rights of the child' curriculum focus across the school

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 re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

Outcomes

Please see both schools' websites for attainment section linked to the DFE for the latest attainment data.

<https://www.boldfutures.co.uk>

Qualitative information

The Federation of Wellington Community Primary and Marlborough Infant school has published various policies, including those on Admissions, Child Protection, Special Educational Needs, Curriculum, Grievance Procedures, Whistleblowing and Complaints, some of which can be found on the Federation website: <https://www.boldfutures.co.uk/>

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

Additionally, its current Accessibility Plan are available from the school offices under the Freedom of Information Act.

- The school analyses attainment and progress of pupils by a variety of characteristics including: gender, ever 6, SEN, service, EAL and LAC
- The school promotes the ethos of respect and inclusion
- The school has many links with the local community, including the Rushmoor cluster of schools group
- The school regularly revises its curriculum to ensure that it engages all groups.

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

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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 re-assignment, 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:

- parent questionnaires
- involvement of the student 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):

Ensure that children and young people's needs are met to secure an equality of opportunity to reach their full potential educationally by:

Attainment:

Equality objective: To narrow the gap by ensuring good progress for children with SEND and also those children with SEND who are also entitled to Free School Meals.

Why: Children with SEND attain below children with SEND nationally, which is true for our school. This is also true of children who have SEND and are entitled to Free School Meals. We would like this progress to accelerate to narrow the gap.

How: We are supporting children with SEND and their families. We will monitor progress for children with SEND and any interventions that they take part in. Support and Intervention programmes are targeted at specific children for their needs alongside immediate intervention. Interventions are robust and quality first teaching is always accessed. Our Early Reading curriculum will address specific needs in this area which may prevent pupils from accessing their learning more widely.

Outcome: Children with SEND to make good progress from their starting points and the gap to national expectation is closed. In some cases, progress will be measured in small steps towards their goals as identified on assessment tracker. Parents or guardians will be satisfied with their child's progress.

Safeguarding and wellbeing:

Equality objective: To support the holistic development of all pupils through our wider curriculum, specifically through the provision of Healthy Relationships for pupils who need additional support in order to be safeguarded.

Why: We understand our statutory and moral duty to protect all children and will address the needs of our children in order to ensure they understand healthy relationships, being safe with others and how to protect themselves.

How: Our personalised units for our children which will give pupils the opportunity to explore how to stay safe around others, built in conjunction with the Healthy Relationships lead and SENDCo. Parents will be consulted and the pupils' learning requirements directly addressed.

Outcome: All pupils will understand how to keep themselves safe and will be able to protect themselves in a range of situations in which they may find themselves.

Attendance:

Equality objective: To explore any trends with families or children who fall under our 95% attendance rate. Any patterns of absence that raise potential issues for pupils regarding barriers to 100% attendance. We will have a particular focus on the absences of SEND pupils.

Why: We would like to ensure that there are no barriers to attending school and that we address the lower attendance rate of SEND pupils.

How: Attendance is monitored each term on an individual basis. We will analyse our attendance data to see if any groups of pupils have lower than average attendance and consult with their families with the support of our attendance team to monitor whilst on plans or through support meetings.

Outcome: Information gathered will enable us to ensure that any barriers to attendance for groups of pupils and their parents will be explored and solutions to improve the situation sought. Our aim is that pupils have attendance of at least 96%.

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