



# Waverton Primary School

Learning Together; Achieving Together

## Single Equality Policy

### 1. Policy statement

Waverton Community Primary School is committed to providing an environment where everyone is valued and respected. We aim to ensure that no pupil, member of staff, parent/carer, governor, volunteer, visitor or contractor experiences discrimination, harassment or victimisation.

We will:

- **eliminate unlawful discrimination**, harassment and victimisation
- **advance equality of opportunity** between people who share a protected characteristic and those who do not
- **foster good relations** between different groups within our school community

This policy applies to the whole school community and to all school activities, including admissions, teaching and learning, behaviour, exclusions, attendance, extra-curricular activities, school visits, recruitment and employment practices.

### 2. Legal framework

This policy is informed by the **Equality Act 2010** and the **Public Sector Equality Duty (PSED)**. It is written to meet the Equality Act 2010 and Public Sector Equality Duty requirements as they apply to schools in England, and will be reviewed if our statutory duties differ due to location or status.

#### *Protected characteristics*

Under the Equality Act 2010, the protected characteristics are:

- **age** (primarily relevant to employment)
- **disability**
- **gender reassignment**
- **marriage and civil partnership** (see note below)
- **pregnancy and maternity**
- **race** (including colour, nationality, and ethnic or national origin; this includes Gypsy, Roma and Traveller communities)
- **religion or belief**
- **sex**
- **sexual orientation**

**Note on marriage and civil partnership:** In relation to the PSED, this characteristic is covered in respect of our duties as an employer.

#### *Forms of unlawful discrimination we seek to prevent*

The Equality Act includes (but is not limited to):

- direct and indirect discrimination
- discrimination arising from disability
- discrimination by association or perception
- harassment
- victimisation
- failure to make reasonable adjustments (disability)

We recognise that individuals can experience overlapping disadvantage and we will consider the needs of all groups carefully.

### 3. Public Sector Equality Duty: how we meet our duties

As a public body, the school must have **due regard** to the three aims of the PSED (eliminate discrimination, advance equality, foster good relations).

To demonstrate this in practice, we will:

- consider equality implications when **reviewing policies** and making significant decisions (e.g., behaviour/exclusions, curriculum changes, uniform, trips, accessibility, recruitment)
- take steps to remove barriers and improve access and participation
- use information and evidence (data and lived experience) to identify issues and set priorities
- monitor impact and adjust actions where needed

### 4. What we publish and when

To meet the Equality Act specific duties, we will publish:

1. **Equality information** that demonstrates how we comply with the PSED
  - **Updated at least annually**
  - For schools with **150 or more staff**, this includes relevant **staff** information (in addition to pupil information)
2. **Equality objectives**
  - Specific, measurable objectives that support the PSED
  - **Reviewed annually and updated at least every four years**

**Where this is published:**

Our Equality Information and Equality Objectives are published on the school website under:

**School Information → Policies → Equality Policy**

### 5. Good practice commitments

We strive to achieve a cohesive community and expect that children and adults:

- treat one another with dignity and respect
- challenge discriminatory language and behaviour
- contribute to a culture of inclusion and belonging

We support the principles of the **UN Convention on the Rights of the Child**, the **UN Convention on the Rights of Persons with Disabilities**, and the **Human Rights Act 1998**.

We maintain the practice of **recording and responding** to discriminatory incidents, including racist incidents, and we will report them where required.

### 6. Guiding principles

In fulfilling our legal obligations and establishing our school ethos, we are guided by the following principles:

*Principle 1: All learners are of equal value*

We see all learners and potential learners, and their parents and carers, as of equal value, regardless of protected characteristics or background.

*Principle 2: We recognise and respect difference*

Equality does not mean treating everyone the same. We consider differing needs and circumstances and make reasonable adjustments and supportive arrangements where needed.

*Principle 3: We foster positive attitudes, relationships and belonging*

We promote a shared sense of cohesion, mutual respect and good relations across the school community and actively work to prevent prejudice-related bullying.

#### *Principle 4: We observe good equalities practice in employment*

We ensure fair recruitment, retention, development and wellbeing of staff, in line with employment law and equality duties, including rights relating to pregnancy and maternity.

#### *Principle 5: We reduce and remove inequalities and barriers*

We take opportunities to reduce disadvantage and increase participation and outcomes for groups who face barriers.

#### *Principle 6: We address prejudice and prejudice-related bullying*

We oppose prejudice in all forms (including disablism, racism, sexism, homophobia/biphobia, transphobia and faith-based prejudice). We act promptly to address incidents.

#### *Principle 7: We set and review equality objectives*

Every four years we set specific, measurable equality objectives, informed by evidence. We review progress annually.

### **7. Roles and responsibilities**

#### *Governing Body*

The Governing Body is responsible for ensuring the school complies with equality legislation and that this policy is implemented effectively. Governors will monitor implementation and receive reports on progress.

#### *Headteacher*

The Headteacher is responsible for implementing this policy, ensuring staff understand their responsibilities, arranging appropriate training, and taking action in any cases of unlawful discrimination.

#### *All staff and volunteers*

All staff are expected to:

- follow this policy and promote inclusion
- challenge discriminatory language and behaviour
- respond to prejudice-related incidents and bullying
- plan and deliver learning that reflects inclusion and diversity
- collect and contribute to information that helps us understand equality issues (e.g., attendance, behaviour, exclusions, attainment and wellbeing)

### **8. Curriculum and school life**

We will ensure that:

- the curriculum promotes respect, inclusion and understanding of diversity
- teaching resources and learning environments are inclusive and reflect a range of identities, cultures and experiences
- curriculum leaders consider equality when reviewing schemes of work
- enrichment activities, trips and clubs are accessible and inclusive

### **9. Bullying, prejudice-related incidents and complaints**

We record and respond to incidents including:

- racist incidents
- prejudice-related bullying linked to protected characteristics
- bullying related to special educational needs and disability
- any other discriminatory behaviour

Incidents will be addressed promptly and in line with the school's behaviour/anti-bullying procedures, safeguarding procedures (where relevant), and staff disciplinary procedures (where relevant).

Parents/carers who have concerns should follow the school's complaints process.

## **10. Monitoring and review**

We monitor the impact of this policy through:

- pupil progress and attainment information (where relevant and appropriate)
- attendance and exclusion information
- behaviour and bullying incident logs
- pupil/parent/staff voice
- recruitment/retention information (where applicable)

We use this information to:

- identify any patterns of disadvantage
- plan actions and allocate resources appropriately
- update our equality objectives and annual equality information

**11. Review cycle:** Progress against equality objectives and the annual equality information will be reviewed as part of the annual policy review.

- Reviewed: February 2026
- Next review: February 2027

## **Equality Objectives (2026–2030)**

### **Objective 1:**

Embed effective assessment and adaptive teaching so that all pupils, including those with SEND, can access learning, make sustained progress and achieve well.

We will do this by:

- using consistent formative assessment to identify barriers to learning early
- planning and delivering adaptive teaching strategies matched to pupil need
- implementing and reviewing reasonable adjustments and targeted support
- providing staff CPD on assessment for learning and inclusive/adaptive practice
- monitoring progress and provision for pupils with SEND through termly reviews

Success measures:

- improved progress and attainment for pupils with SEND compared with their starting points
- reduced gaps between pupils with SEND and their peers in priority areas (e.g., reading, writing, maths)
- staff monitoring shows consistent use of agreed adaptive strategies across classes
- pupil/parent feedback indicates improved access to learning and confidence

### **Objective 2:**

Further develop and strengthen opportunities across school life so that every child and adult feels a sense of belonging, is valued, and can participate fully in the school community.

We will do this by:

- implementing the No Outsiders scheme
- explicitly teaching and reinforcing respectful relationships and inclusive values through the curriculum, assemblies and class routines
- increasing meaningful pupil voice (e.g., class councils, surveys, pupil-led initiatives) so pupils help shape an inclusive culture
- celebrating a wide range of identities, cultures, faiths and family structures through events, displays, texts and visitors

- ensuring clubs, trips, leadership roles and enrichment are accessible and actively promoted to all groups
- using behaviour and bullying logs (including prejudice-related incidents) to identify patterns and respond quickly
- strengthening transition support and pastoral approaches for pupils/new families who may be at risk of feeling isolated

Success measures:

- the 'No Outsiders' scheme is embedded
- improved pupil survey results for "I feel I belong / I am accepted here" (overall and for key groups)
- the books children have access to represent diversity
- increased participation rates in clubs/trips/leadership roles for any under-represented groups
- positive feedback from parents/carers and pupils about inclusion and belonging