Welton Primary School Equality, Diversity and Accessibility Policy 2026-2030

1. Policy Statement

Welton Primary School is committed to providing an inclusive, safe and welcoming environment where every member of the school community is valued and treated with dignity and respect.

The school will not tolerate discrimination, harassment, victimisation or prejudice and is committed to advancing equality of opportunity, promoting positive relationships and removing barriers to participation and achievement.

We are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between all members of our school community, in accordance with the Equality Act 2010.

This policy reflects the requirements of the Equality Act 2010 and applies to all pupils, staff, governors, parents, carers, volunteers, contractors and visitors.

2. Legal Framework

This policy is based on:

- Equality Act 2010
- Public Sector Equality Duty (PSED)
- Special Educational Needs and Disability (SEND) Code of Practice
- Human Rights Act 1998
- Department for Education Guidance: *The Equality Act 2010 and Schools*

The Governing Body and Headteacher are responsible for ensuring compliance with equality legislation.

3. Aims

The school aims to:

- Promote equality of opportunity for all.
- Eliminate unlawful discrimination, harassment and victimisation.
- Foster positive relationships and mutual respect.
- Ensure all pupils can achieve their full potential regardless of background or circumstance.
- Remove barriers to participation and learning.
- Make reasonable adjustments for disabled pupils, staff and visitors.
- Promote understanding and respect for diversity within modern Britain.

4. Protected Characteristics

The Equality Act 2010 protects individuals from discrimination because of the following protected characteristics:

- Age
- Disability

- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including colour, nationality, ethnic or national origin)
- Religion or belief (including lack of belief)
- Sex
- Sexual orientation

You are also protected from discrimination if:

- you're associated with someone who has a protected characteristic, for example a family member or friend
- you've complained about discrimination or supported someone else's claim

The school also recognises wider vulnerabilities, including socio-economic disadvantage, caring responsibilities and additional educational needs.

5. Equality Act Definitions

Discrimination

Direct Discrimination

Treating someone less favourably because of a protected characteristic.

Example: Refusing a pupil access to an activity because of their disability or religion.

Indirect Discrimination

Applying a policy, practice or rule equally to everyone which places a particular group at a disadvantage and cannot be objectively justified.

Example: A policy that unintentionally disadvantages pupils from a particular faith group.

Discrimination by Association

Treating someone less favourably because of the protected characteristic of a person with whom they are associated.

Discrimination by Perception

Treating someone less favourably because they are believed to have a protected characteristic, whether or not that belief is correct.

Harassment

Unwanted conduct related to a protected characteristic which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Victimisation

Treating a person unfairly because they have made, supported or participated in a complaint relating to discrimination.

6. Public Sector Equality Duty

Welton Primary School will have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between different groups within the school community.

The school will publish equality information and review equality objectives at least every four years.

7. Accessibility and Disability

A person is considered disabled under the Equality Act if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school will:

- Make reasonable adjustments for disabled pupils, staff and visitors.
- Remove barriers to participation and learning wherever reasonably possible.
- Improve access to the curriculum.
- Improve access to the physical environment.
- Improve access to information in appropriate formats.

Reasonable adjustments may include changes to teaching approaches, classroom organisation, resources, communication methods or physical access arrangements.

The school's Accessibility Plan forms part of this policy framework.

8. Our Commitment

Welton Primary School will:

- Promote equality, diversity and inclusion throughout school life.
- Value and celebrate differences within the school community.
- Ensure all pupils have equal access to learning opportunities.
- Monitor outcomes and participation to identify and address inequalities.
- Ensure curriculum delivery is inclusive and accessible.
- Promote positive attitudes towards diversity and difference.
- Encourage all pupils to develop respect, empathy and understanding.

Equality in School Life

9. Teaching and Learning

The school will:

- Deliver a broad, balanced and inclusive curriculum.

- Use teaching materials that reflect diversity positively.
- Challenge stereotypes and prejudice.
- Monitor achievement and participation of different groups.
- Support pupils to achieve their full potential.
- Ensure educational visits, clubs and enrichment opportunities are accessible to all.

While the content of the curriculum is not restricted by equality legislation, the delivery of the curriculum must not discriminate against any individual or group.

10. Admissions, Behaviour and Exclusions

The school will:

- Apply admissions procedures fairly and transparently.
- Ensure behaviour and exclusion procedures are applied consistently.
- Monitor behaviour, attendance and exclusion data to identify patterns of inequality.
- Ensure no pupil is disadvantaged because of a protected characteristic.

11. Preventing Prejudice and Bullying

The school takes a zero-tolerance approach to:

- Racism
- Sexism
- Homophobia
- Biphobia
- Transphobia
- Disability discrimination
- Religious discrimination
- Hate incidents
- Prejudice-related bullying

All incidents will be recorded, investigated and addressed promptly in accordance with the school's Behaviour, Safeguarding and Anti-Bullying Policies.

Employment

The school is committed to fair recruitment, retention, training and promotion practices and will ensure that employment decisions are based on merit, suitability and professional competence.

12. Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure compliance with equality legislation.
- Review equality objectives and progress.

- Monitor implementation of this policy.
- Ensure adequate resources are available.

Headteacher

The Headteacher will:

- Lead implementation of the policy.
- Promote an inclusive school culture.
- Monitor equality outcomes and incidents.
- Ensure staff training is provided.
- Report to governors annually.

Staff

All staff will:

- Promote equality and inclusion.
- Challenge discriminatory behaviour and language.
- Implement reasonable adjustments.
- Report incidents of discrimination or bullying.
- Treat all members of the school community fairly and respectfully.

Pupils

Pupils will:

- Respect others.
- Celebrate diversity.
- Report bullying, discrimination or harassment.
- Contribute positively to the school community.

Parents and Carers

Parents and carers are encouraged to:

- Support the values of the school.
- Work in partnership with staff.
- Raise concerns promptly and appropriately.

13. Monitoring and Review

The effectiveness of this policy will be monitored through:

- Pupil achievement and progress data
- Attendance and exclusion data
- Behaviour and bullying records
- Accessibility reviews
- Stakeholder consultation
- Workforce information

This policy will be reviewed every four years, or sooner if legislation or guidance changes.

Linked Documents

- Accessibility Plan
- SEND Policy
- Behaviour Policy
- Policy to Prevent Bullying
- Safeguarding and Child Protection Policy
- Complaints Policy
- Staff Code of Conduct
- Parent Code of Conduct

Primary School Equality Objectives 2026–2030

Objective 1: Improve Inclusion and Acceptance of Pupils with SEND and SEMH

To strengthen understanding, acceptance and inclusion of pupils with Special Educational Needs and Disabilities (SEND) and Social, Emotional and Mental Health (SEMH) needs within the school community.

Success Criteria:

- Increase positive responses relating to inclusion and belonging in annual pupil and parent surveys.
- Deliver age-appropriate inclusion, disability awareness and neurodiversity education across all year groups annually.
- Provide regular training for staff, governors and pupil leaders on inclusive practice.
- Increase participation of pupils with SEND and SEMH in extracurricular activities, leadership opportunities and school events.

Objective 2: Reduce the Use of Discriminatory Language

To create a culture of respect where discriminatory, derogatory or prejudicial language is challenged and reduced.

Success Criteria:

- Reduce recorded incidents involving discriminatory language over the next four years.
- Ensure all pupils receive teaching on protected characteristics, equality, diversity and respectful communication.
- Ensure all incidents are addressed promptly, with restorative approaches used where appropriate.

Objective 3: Narrow the Attainment and Progress Gap for Disadvantaged Pupils

To reduce differences in attainment and progress between pupils eligible for Pupil Premium funding and their peers.

Success Criteria:

- Reduce attainment gaps in reading, writing and mathematics each year.
- Increase the percentage of disadvantaged pupils achieving age-related expectations.
- Monitor progress data termly and provide targeted interventions where needed.
- Increase participation of disadvantaged pupils in enrichment activities, educational visits and wider curriculum opportunities.

Objective 4: Reduce Child-on-Child Abuse and Harmful Behaviour

To promote positive relationships and reduce incidents of child-on-child abuse, including verbal and physical behaviours.

Success Criteria:

- Reduce incidents of unkind language, bullying and physical aggression over the next four years.
- Deliver a progressive curriculum on relationships, respect, consent, empathy and conflict resolution.
- Ensure all staff are trained to recognise, record and respond appropriately to child-on-child abuse.
- Gather pupil voice annually to assess feelings of safety, belonging and wellbeing.

Objective 5: Improve Accessible Communication with Parents and Families

To ensure communication is clear, accessible, inclusive and understandable for all families.

Success Criteria:

- Review all key school communications to ensure they use plain English.
- Increase parent satisfaction regarding school communication through annual surveys.
- Provide alternative communication methods where required, including translated materials, visual supports and face-to-face assistance.
- Ensure all parents know how to access support, raise concerns and contribute to school life.

Approved by: Governing Body

Date Approved: 6.10.26