WELLFIELD INFANT AND NURSERY SCHOOL

Equality Objectives

September 2026

Author	Joanne Thirkill
Date	September 2026
Ratified by	Chair of Governors & School Effectiveness Committee
Date of ratification:	21.09.26

Equality Policy & Objectives 2026-2029

Wellfield Infant & Nursery School

Equality Statement

At Wellfield Infant & Nursery School, we are committed to providing a welcoming, inclusive and ambitious environment where every child is valued, respected and supported to achieve their full potential.

We believe that all members of our school community should be treated with dignity, fairness and respect, regardless of their background, identity or circumstances. We recognise and celebrate diversity and are committed to removing barriers that may prevent children, families, staff or visitors from participating fully in school life.

We understand that some children face additional challenges and may require targeted support to achieve equitable outcomes. We are particularly committed to reducing the impact of disadvantage and ensuring that all pupils, including those eligible for Pupil Premium and Free School Meals, can access the same opportunities for learning, enrichment and success as their peers.

Through our curriculum, ethos and practices, we will actively promote equality, diversity, inclusion, British Values and children's rights, helping pupils develop into respectful, responsible and compassionate citizens.

Legal Framework

This policy is informed by:

- Equality Act 2010
- Public Sector Equality Duty (Section 149 Equality Act 2010)
- Equality Act 2010 (Specific Duties) Regulations 2011
- Human Rights Act 1998
- Special Educational Needs and Disability Code of Practice (2015)
- Keeping Children Safe in Education
- The United Nations Convention on the Rights of the Child (UNCRC)

The Public Sector Equality Duty requires schools to have due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.

3. Foster good relations between people who share a protected characteristic and those who do not.

Protected Characteristics

The Equality Act protects people from discrimination on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We also recognise that socioeconomic disadvantage can significantly affect children's outcomes and life chances. Whilst disadvantage is not a protected characteristic under the Equality Act, we are committed to ensuring that pupils facing disadvantage are supported to thrive and succeed.

The school recognises that some pupils may belong to more than one vulnerable or protected group and acknowledges that these factors can combine to create additional barriers to achievement and participation. We will take these intersecting needs into account when planning support and monitoring outcomes.

Roles and Responsibilities

Governing Body

The governing body will:

- Ensure compliance with the Equality Act 2010.
- Monitor the effectiveness of this policy.
- Review progress towards equality objectives.
- Ensure equality considerations are embedded within strategic decision-making.
- Receive and challenge equality information reported by school leaders.

Headteacher

The Headteacher will:

- Lead on the implementation of this policy.
- Ensure equality considerations are embedded within school improvement planning.
- Monitor outcomes for different groups of pupils.
- Ensure staff receive appropriate training and guidance.
- Report annually to governors on equality information and progress towards objectives.

Staff

All staff will:

- Promote equality, inclusion and respect.
- Challenge discriminatory language, behaviour or stereotyping.
- Set high expectations for all pupils.
- Contribute to identifying and removing barriers to participation and achievement.
- Model inclusive attitudes and behaviours.

Accessibility and Reasonable Adjustments

The school will make reasonable adjustments, where required, to ensure disabled pupils, staff, parents and visitors are not placed at a substantial disadvantage compared with others.

The school will maintain and review its Accessibility Plan, ensuring continual improvements to:

- Access to the curriculum.
- The physical environment.
- Access to information.

Promoting Equality and Inclusion

We will actively promote equality through:

- Our curriculum.
- Collective worship and assemblies.
- Picture News discussions.

- Personal Development opportunities.
- School visits and enrichment activities.
- Pupil leadership opportunities.
- Positive relationships with families and the wider community.

Children will learn about:

- Diversity and inclusion.
- Respectful relationships.
- Protected characteristics in an age-appropriate way.
- British Values.
- Global citizenship.
- Children's rights and responsibilities.

UNICEF Rights Respecting Schools

Wellfield Infant & Nursery School is committed to embedding children's rights throughout school life.

As part of our journey towards becoming a UNICEF Rights Respecting School, we will:

- Introduce children to the UN Convention on the Rights of the Child.
- Promote rights-based language across school.
- Ensure pupils have meaningful opportunities to express their views.
- Encourage children to understand the link between rights and responsibilities.
- Embed children's rights within our curriculum and school culture.

Monitoring and Equality Information

The school will publish equality information annually and review progress against equality objectives regularly.

Using Insight and other school systems, leaders will monitor:

- Attainment and progress.
- Attendance and persistent absence.
- Behaviour and wellbeing.
- Participation in enrichment opportunities.

Particular attention will be given to:

- Pupil Premium pupils.
- Children eligible for Free School Meals.
- Pupils with SEND.
- Looked After and Previously Looked After Children.
- Children receiving Early Help.
- Pupils with social, emotional and mental health needs.
- EAL learners.
- Different ethnic groups.
- Boys and girls.

The school will use this information to identify barriers, allocate support and evaluate the effectiveness of interventions.

Recording and Responding to Discriminatory Incidents

The school has a zero-tolerance approach to discrimination, prejudice, harassment and bullying.

Any discriminatory incidents will be:

- Recorded.
- Investigated appropriately.
- Responded to promptly.
- Monitored by senior leaders.

Leaders and governors will review patterns and trends to identify any actions required to further promote equality, inclusion and respect.

Equality Objectives 2026-2029

Objective 1

Reducing Disadvantage and Removing Barriers to Success

To improve educational outcomes, attendance, engagement and enrichment opportunities for pupils eligible for Pupil Premium and Free School Meals, ensuring disadvantage does not limit achievement or participation.

Success Criteria

- Attainment and progress gaps between disadvantaged pupils and their peers diminish over time.
- Attendance and persistent absence rates improve for disadvantaged pupils.
- Increased participation by disadvantaged pupils in clubs, educational visits, leadership opportunities and wider school experiences.
- Pupil voice demonstrates positive engagement with school and learning.
- Governors receive termly reports on the outcomes of disadvantaged pupils.

Objective 2

Strengthening Monitoring of Vulnerable Groups Through Insight

To use Insight systematically to analyse the attainment, progress, attendance and wellbeing of vulnerable groups and ensure timely support removes barriers to achievement.

Success Criteria

- Vulnerable groups can be tracked consistently through Insight.
- Termly pupil progress and vulnerable group reviews are embedded.
- Staff demonstrate confidence in using Insight data to identify need.
- Interventions are evaluated for impact and adapted accordingly.
- Evidence demonstrates improved outcomes for identified vulnerable groups.

Objective 3

Promoting Equality, Diversity and Children's Rights

To enhance pupils' understanding of diversity, protected characteristics, British Values and children's rights through Picture News and our UNICEF Rights Respecting School journey.

Success Criteria

- Picture News is used consistently to explore current affairs, equality, British Values and rights-based themes.
- Annual pupil voice demonstrates increasing understanding of:
    - Diversity
    - Inclusion
    - Respect
    - Protected characteristics
    - British Values
    - Children's rights

- UNICEF Rights Respecting Schools Recognition of Commitment is achieved by July 2027.
- Significant progress is made towards Bronze Rights Committed accreditation by July 2029.
- Curriculum monitoring demonstrates clear coverage of protected characteristics and children's rights.
- Behaviour and incident records indicate a strong culture of respect, belonging and inclusion.

Publication and Review

The school will:

- Publish equality information annually on the school website.
- Review progress towards its equality objectives annually.
- Review equality objectives at least every four years.
- Review this policy every three years, or sooner if legislation or guidance changes.

Policy Period: September 2026 – August 2029

Next Full Review: Summer 2029
