

The Federation of Winklebury Infant and Junior Schools

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Headteacher: Mrs K Bartlett



Believe, Strive, Achieve

Equalities Statement

Date policy produced/reviewed: 8.01.26

Policy produced/reviewed by: Headteacher

Ratified by the governing body: 28.01.26

Signed:

Position:

Date of next review: Jan 30

Equality Policy (including Equality Information and Objectives)

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.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

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.

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, are undergoing or have 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 everyone has 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 that differ;
- 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 that differ.

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 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.

NOTE: The duty is proportionate and depending on the size and resource of the school and therefore what is published for a small primary school will not be the same as for a large secondary school.

Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, and therefore are only required to publish pupil-related data.

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 national, county and school level priorities.

We will set ourselves new objectives every four years, 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, 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 the 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.

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, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

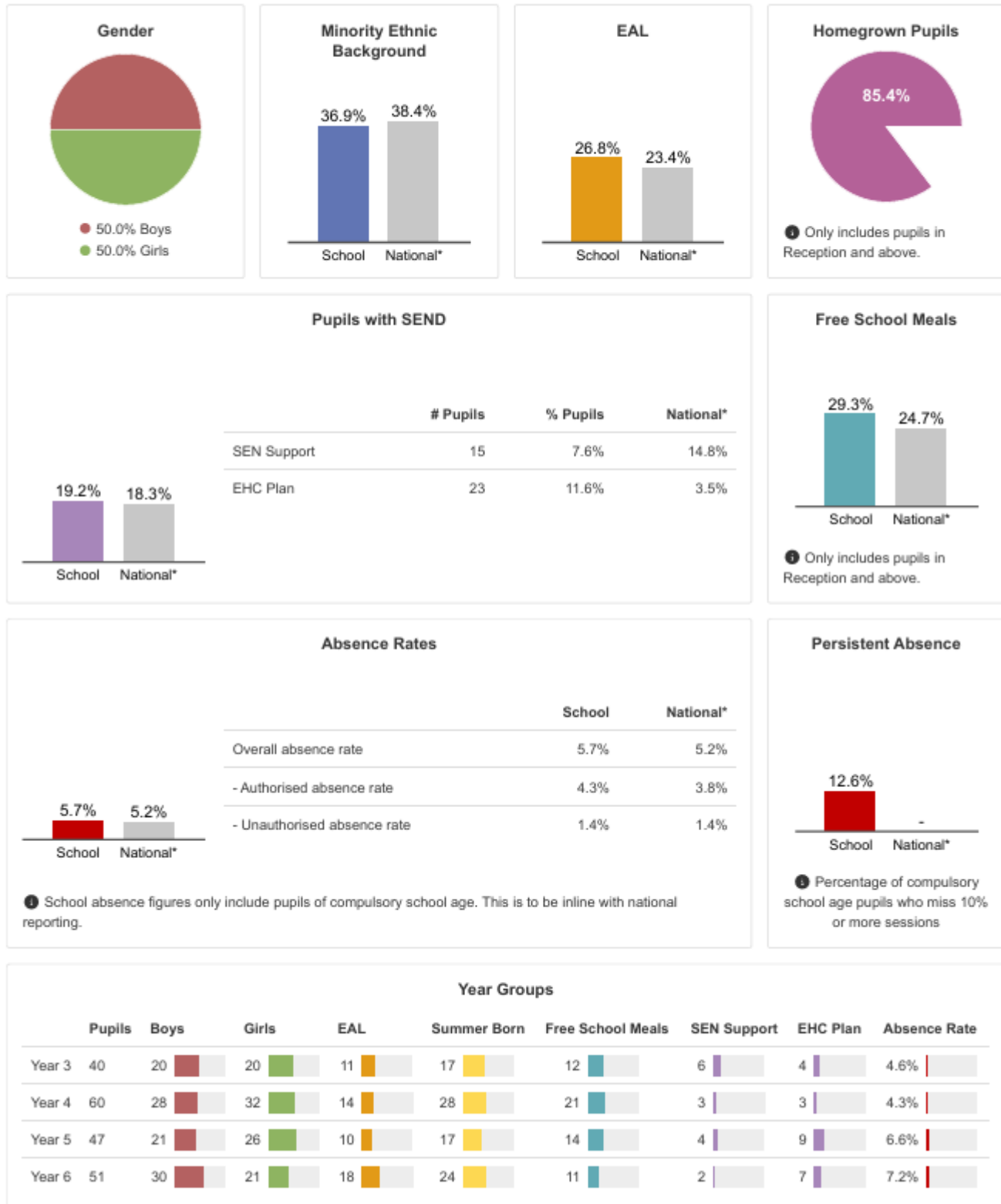
We have also involved staff, pupils, parents, governors and others in the following ways:

- pupil questionnaires
- parent questionnaires;
- staff questionnaires;
- governor questionnaires;
- pupil conferencing;
- pupil roles e.g. school ambassadors, school council, stewards of God's earth, etc.
- contact with parents representing pupils with particular protected characteristics;
- contact with the local community and disability organisations.













Pupil-related data

Demographics of Winklebury Junior School










2025-2026: 198 Pupils (in Years 3–6)



Ethnicities

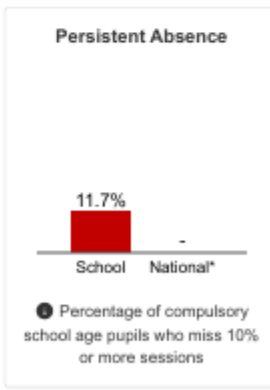
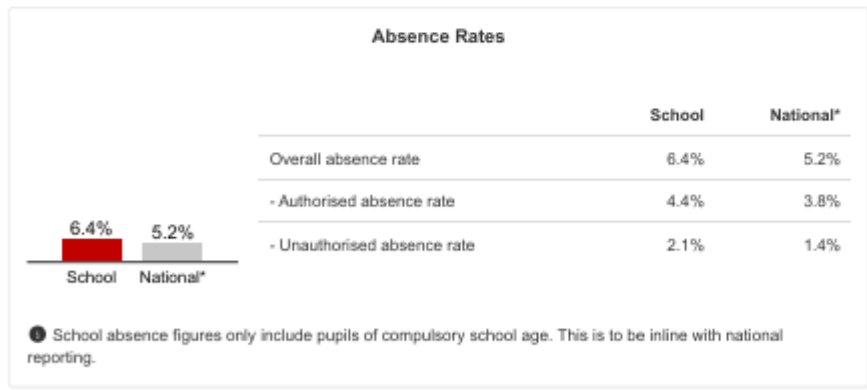
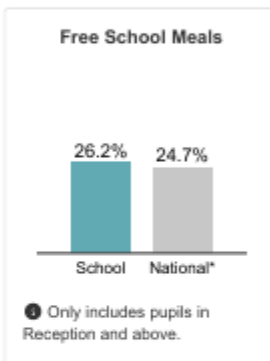
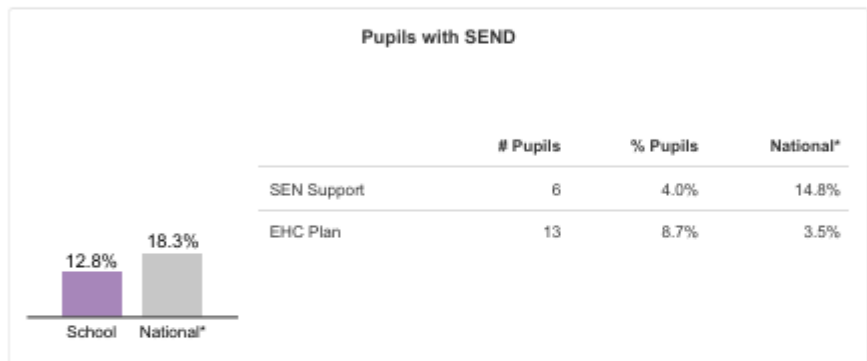
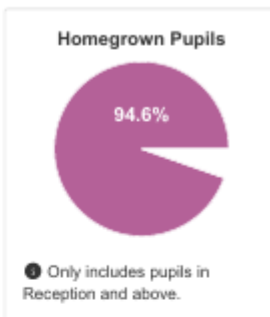
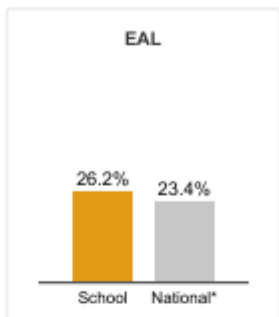
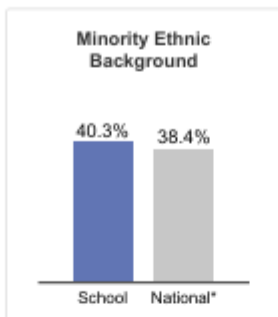
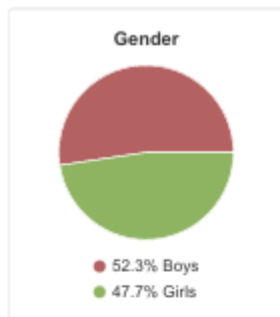
	# Pupils	% Pupils
White - British	125 	63.1%
Any Other White Background	18 	9.1%
Black - African	15 	7.6%
Any Other Mixed Background	11 	5.6%
Indian	11 	5.6%
Any Other Asian Background	8 	4.0%
Any Other Ethnic Group	4 	2.0%
White and Asian	2 	1.0%
Gypsy / Roma	1 	0.5%
NOBT	1 	0.5%
REFU	1 	0.5%
White and Black Caribbean	1 	0.5%

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	18 	9.1%
Moderate Learning Difficulty	14 	7.1%
Social, Emotional and Mental Health	9 	4.5%
Autistic Spectrum Disorder	2 	1.0%
SEN support but no specialist assessment of type of need	2 	1.0%
Specific Learning Difficulty	2 	1.0%
Hearing Impairment	1 	0.5%
Physical Disability	1 	0.5%
Vision Impairment	1 	0.5%

Demographics of Winklebury Infant School


















2025-2026: 149 Pupils (in Years R–2)



Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate
Reception	46	28	18	13	23	10	0	2	6.6%
Year 1	47	26	21	11	18	12	4	4	6.6%
Year 2	56	24	32	15	24	17	2	7	6.3%

Ethnicities

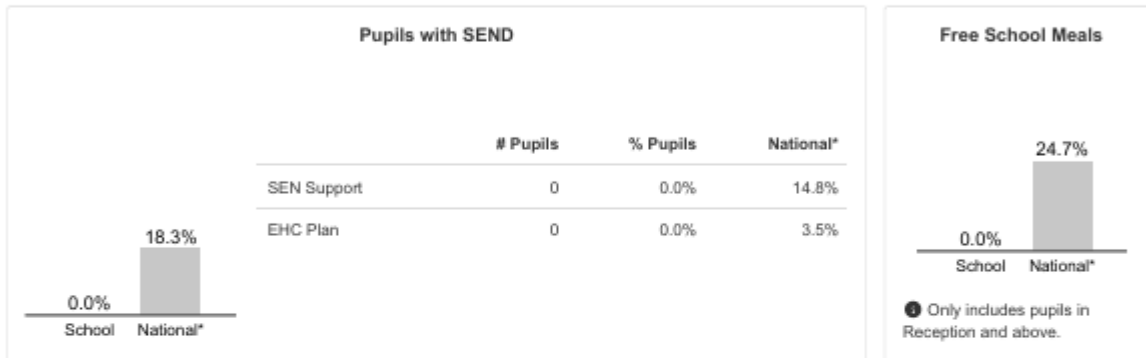
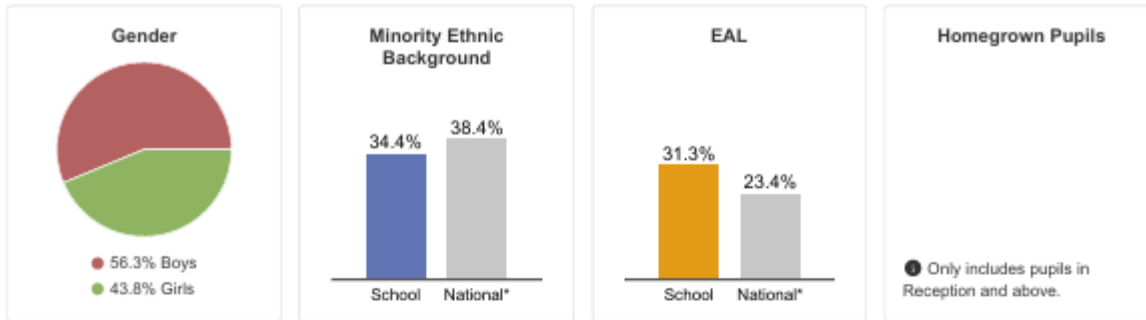
	# Pupils	% Pupils
White - British	89 	59.7%
Any Other White Background	12 	8.1%
Black - African	11 	7.4%
Indian	9 	6.0%
Any Other Mixed Background	6 	4.0%
White and Asian	5 	3.4%
Chinese	3 	2.0%
Any Other Asian Background	2 	1.3%
Bangladeshi	2 	1.3%
NOBT	2 	1.3%
White and Black Caribbean	2 	1.3%
Any Other Ethnic Group	1 	0.7%
Gypsy / Roma	1 	0.7%
Pakistani	1 	0.7%
REFU	1 	0.7%
White - Irish	1 	0.7%
White and Black African	1 	0.7%

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	13 	8.7%
Social, Emotional and Mental Health	2 	1.3%
Moderate Learning Difficulty	1 	0.7%

Demographics of Winklebury Infant School

2025-2026: 32 Pupils (in Years N1–N2)



Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate
Nursery 1	9	4	5	3	2	0	0	0	7.3%
Nursery 2	23	14	9	7	10	0	0	0	7.5%

* National figures are for all pupils and do not reflect the applied filter.

Ethnicities

	# Pupils	% Pupils
White - British	21	65.6%
Black - African	3	9.4%
Indian	2	6.3%
Pakistani	2	6.3%
Any Other Asian Background	1	3.1%
Any Other Ethnic Group	1	3.1%
Any Other Mixed Background	1	3.1%
Chinese	1	3.1%

Other information

One of our school values is respect and this underlies the ethos throughout the federation. Further information about our school values can be found on our school website.

The federation has published various policies on our school website. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Cross reference: Federation Development Plan 2025 – 2026

- 1.2 To review the curriculum to ensure it meet the needs of the children, with a focus on SEND and PP.
- 2.2 To improve the attainment of vulnerable children with a focus on SEND and PP to close the gap with national vulnerable groups.
- 4.1 Early Years - To improve the attainment of vulnerable children with a focus on SEND and PP to close the gap with national vulnerable groups (2.2).
- 5.2 To develop provision in the Rainbow Room to meet the needs of children across the federation.
- 8.2 Embed a federation ethos where staff feel valued and wellbeing and work/life balance is prioritised.