



**Warren Park Primary School Equality Policy  
(including Equality Information and Objectives)**

<b>Last Review:</b>	January 2026	<b>Next Review:</b>	Review: January 2027 Re-publication: Jan 2030
<b>Review Cycle:</b>	4 Yearly	<b>Reviewed and Ratified by FGB:</b>	26 <sup>th</sup> January 2026
<b>Chairpersons signature:</b> <i>J.P. Fish</i>			

**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.

### **School Context**

Hampshire is a large and diverse county with over a million residents living within both rural and urban areas. The school serves a community of high social deprivation, where 55% of children are in receipt of pupil premium funding.

Hampshire provides a facts and figures website which shares useful information regarding local demographics:

<https://www.hants.gov.uk/landplanningandenvironment/facts-figures/population>

The Index of Multiple Deprivation has ranked Warren Park Primary as being situated in one of the most deprived wards in Hampshire.

### **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 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, keep them under regular review and evaluate progress towards achieving them within the governing body monitoring schedule.

### **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

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 consultation
- involvement of the student council
- pupil Equality and Rights Advocates (EaRA) group
- staff consultation
- contact with parents representing pupils with particular protected characteristics

### Pupil-related data

#### Performance and characteristics data taken from 2025/26 IDSR

	2023	2024	2025
School number on roll	Above average 419	Above average 420	Above average 415
School % FSM6	Well above average 48.21	Well above average 51.90	Well above average 56.39
Local area % FSM6	Well above average 49.21	Well above average 51.76	Well above average 56.79
School % SEN support	Well above average 29.59	Well above average 27.14	Well above average 27.71
Local area % SEN support	Well above average 22.52	Well above average 23.63	Well above average 23.73
School % EHC plan	Close to average 3.58	Close to average 3.57	Close to average 3.61
Local area % EHC plan	Above average 4.41	Close to average 3.83	Above average 5.06
School % EAL	Below average 2.40	Below average 2.40	Below average 3.60
Local area % EAL	Below average 2.40	Below average 3.50	Below average 3.80
School % CIN	Well above average 18.14	Well below average 0.24	Well below average 0.24
Local area % CIN	Well above average 14.65	Well below average 0.17	Below average 1.22
School % stability	Above average 90.25	Above average 89.17	Above average 89.97
School pupil base deprivation	Well above average	Well above average	Well above average
Local area pupil base deprivation	Well above average	Well above average	Well above average
School location deprivation	Well above average	Well above average	Well above average

## End of Key Stage 2 data

### Expected standard

#### All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	176	68%	61%	Above (non-sig)	Not applicable	Not applicable
2025	60	68%	62%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2024	58	69%	61%	Above (non-sig)	No sig change	High - FSM, High - SEN
2023	58	66%	60%	Close to average (non-sig)	Not available	-

► [Chart](#)

#### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	90	57%	46%	Above (sig+)	68%	-11	Not applicable	Not applicable
2025	34	56%	47%	Close to average (non-sig)	69%	-13	Widening	High - FSM, High - SEN
2024	31	58%	46%	Above (non-sig)	67%	-9	Narrowing	High - FSM, High - SEN
2023	25	56%	44%	Close to average (non-sig)	66%	-10	Not available	-

### Expected standard

#### All pupils - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	176	78%	74%	Close to average (non-sig)	Not applicable	Not applicable
2025	60	82%	75%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2024	58	78%	74%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2023	58	76%	73%	Close to average (non-sig)	Not available	-

► [Chart](#)

#### Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	90	71%	62%	Above (non-sig)	80%	-8	Not applicable	Not applicable
2025	34	76%	63%	Above (non-sig)	81%	-4	Narrowing	High - FSM, High - SEN
2024	31	68%	62%	Close to average (non-sig)	80%	-12	Widening	High - FSM, High - SEN
2023	25	68%	60%	Close to average (non-sig)	78%	-10	Not available	-

## Expected standard

### All pupils - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	176	72%	72%	Close to average (non-sig)	Not applicable	Not applicable
2025	60	70%	72%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2024	58	76%	72%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2023	58	69%	71%	Close to average (non-sig)	Not available	-

► [Chart](#)

### Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	90	61%	59%	Close to average (non-sig)	78%	-17	Not applicable	Not applicable
2025	34	59%	59%	Close to average (non-sig)	78%	-19	Widening	High - FSM, High - SEN
2024	31	65%	58%	Close to average (non-sig)	78%	-13	Narrowing	High - FSM, High - SEN
2023	25	60%	58%	Close to average (non-sig)	77%	-17	Not available	-

## Expected standard

### All pupils - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	176	76%	73%	Close to average (non-sig)	Not applicable	Not applicable
2025	60	78%	74%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2024	58	76%	73%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2023	58	72%	73%	Close to average (non-sig)	Not available	-

► [Chart](#)

### Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	90	69%	60%	Above (non-sig)	80%	-11	Not applicable	Not applicable
2025	34	71%	61%	Close to average (non-sig)	81%	-10	Narrowing	High - FSM, High - SEN
2024	31	68%	59%	Close to average (non-sig)	79%	-12	Widening	High - FSM, High - SEN
2023	25	68%	59%	Close to average (non-sig)	79%	-11	Not available	-

## Disadvantaged

236 of the school's 415 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 56.9% of the cohort.

This is 23.9% higher than the national average of 33.0%.

60.2% (127) of the female pupils are disadvantaged, 27.2% higher than the national of 33.0%. 53.4% (109) of the male pupils are disadvantaged, 20.5% higher than the national of 32.9%.

Disadvantaged pupils contribute £351,625 to the budget of your school in disadvantaged funding.

## DISADVANTAGED: NC YEAR BREAKDOWNS

NC Year	Female	Male	Total (PP & Census)
R	7	11	18
1	16	20	36
2	23	16	39
3	16	17	33
4	19	18	37
5	28	11	39
6	18	16	34
Other	0	0	0
Unknown	0	0	0
<b>Total</b>	<b>127</b>	<b>109</b>	<b>236</b>

## SEN Support & EHCP

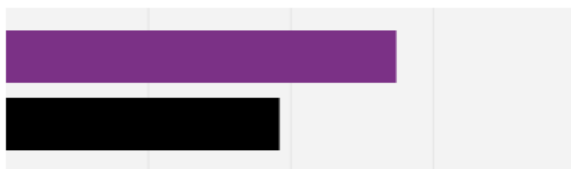
130 of the school's 415 pupils are classified as having a SEN EHC Plan or Support provision, this is 31.3% of your cohort.

This is 12.3% higher than the national average of 19.0%.

25.1% (53) of the female pupils have a SEN EHC Plan or Support provision, 11.1% higher than the national of 14.0%. 37.7% (77) of the male pupils have a SEN EHC Plan or Support provision, 13.9% higher than the national of 23.8%.

## DISADVANTAGED

DIFFERENCE  
+20.5%

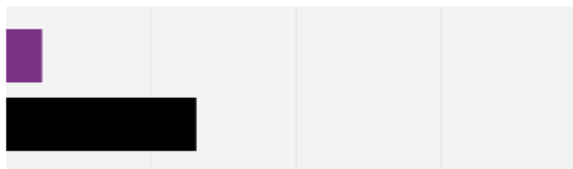


Disadvantaged: ■ 68.5%, ■ 48.0%

68.5% (89) of your pupils with a SEN EHC Plan or Support provision are also disadvantaged, 20.5% higher than the national of 48.0%. These pupils contribute £134,350 to the budget of your school in disadvantaged funding.

## MINORITY ETHNICITY

DIFFERENCE  
-26.6%

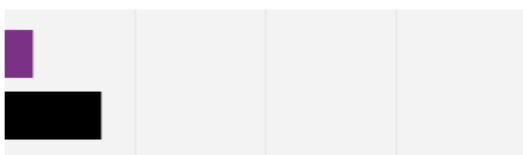


Minority Ethnicity: ■ 6.2%, ■ 32.8%

6.2% (8) of your pupils with a SEN EHC Plan provision or Support are also minority ethnicity, 26.6% lower than the national of 32.8%.

## EAL

DIFFERENCE  
-13.1%



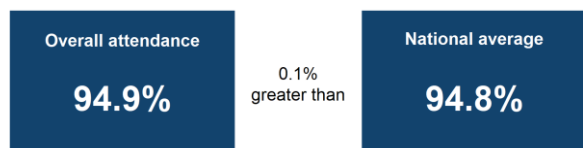
EAL: ■ 5.4%, ■ 18.5%

5.4% (7) of your pupils with a SEN EHC Plan provision or Support also have a first language other than English, -13.1% lower than the national of 18.5%.



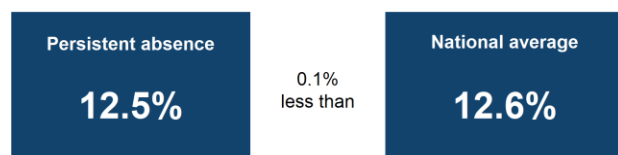
## Headline attendance and absence

Overall attendance and persistent absence figures for pupils in years 1 to 6 compared to the national average. Results are calculated based on data from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



Overall attendance is 94.9% which is 0.1% greater than the national average.

## Persistent Absence



<b>Pupil group</b>	<b>Attendance</b>	<b>National average</b>
<b>All pupils</b>	94.9%	94.8%
<b>Pupils with free school meals (FSM)</b>	93.9%	92.2%
<b>Pupils with no FSM</b>	96.4%	95.8%
<b>Pupils with special educational needs (SEN) support</b>	92.8%	92.3%
<b>Pupils with no SEN</b>	95.9%	95.4%

### **Staff data**

This school has less than 150 staff. The Governing Body is therefore not required to publish staff data.

### **Qualitative information**

The school has published policies on the school's website [www.warrenpark.hants.sch.uk](http://www.warrenpark.hants.sch.uk). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

- Attendance policy
- Behaviour policy
- Child Protection Policy
- Safeguarding Policy
- SEND Policy

We have strategies in place to promote the participation of pupils in decision making and in making a positive contribution to school life. We embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

- Representation on the school council by democratic election
- Representation on the EaRA group
- Additional support for hard to reach groups through our Well-being Team
- Liaison with outside agencies to further support children with specific needs or disabilities, including looked after children

Spiritual, Moral, Social and Cultural development is inherent in daily life at our school. We provide many opportunities for personal development to enable pupils to develop confidence and attitudes to continually adapt and contribute in a changing world. We endeavour to ensure that our children are fulfilled, happy and able to build positive relationships now and in the future. We teach detailed programmes of Personal, Social and Health Education (PSHE), Relationships and Sex Education (RSE) and Religious Education (RE) in school which help to strengthen pupils' understanding of our diverse society. We promote tolerance, friendship and an understanding of different cultures through our curriculum and values.

**Date of publication of this appendix:** January 2026

**Date for review and re-publication:** January 2030

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:

- focus groups
- parent questionnaires
- involvement of the student council and EaRA group
- staff consultation
- 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 objectives as internal data shows these groups to still be at risk:

Objective 1:

To ensure that the Pupil Premium Strategy diminishes gaps in attainment between disadvantaged children and non-disadvantaged children.

Objective 2:

To continue to foster an inclusive and respectful school environment where every student, staff member, and community participant feels a strong sense of belonging and safety through promoting cultural competence, addressing bias, and celebrating diversity through ongoing professional development, student engagement and our school parliament.

Objective 3:

To further enrich our curriculum by integrating diverse perspectives and content that reflect the experiences and contributions of marginalised communities. Through comprehensive curriculum review, resource development and teacher support, we will provide an educational experience that is inclusive, equitable, and representative of all students' backgrounds.

**Date of publication:** January 2026

**Date for review and re-publication:** January 2030