



## Vernham Dean Gillum's CE Primary School Inclusion Policy

*NOTE: Information within italics within this model document is information for governing bodies, or for governing bodies to determine their position in relation to the statement made. Where there is discretion this is indicated by the wording 'should' or 'may'.*

### Introduction

At Vernham Dean Gillum's Church of England Primary School 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

Vernham Dean is a rural village and civil parish in the county of Hampshire. It forms part of the Bourne Valley area and lies within the Test Valley district, to the west of Andover. The parish is situated close to the Wiltshire border and is characterised by open countryside, farmland, and scattered residential development typical of North Hampshire villages.

Vernham Dean is located approximately nine miles west of the market town of Andover and within driving distance of the historic cities of Salisbury and Winchester. Its rural setting means the community is small and dispersed, with housing primarily consisting of detached and semi-detached homes, cottages, and farm properties.

The village has a distinct rural identity, with a population largely made up of families, long-term residents, and those commuting to nearby towns for employment. Community life centres around local amenities including the village hall, church, primary school, and recreation ground.

Vernham Dean Gillum's Church of England Primary School is a smaller-than-average mixed-form entry school located in the village. Although based in Vernham Dean, it serves a wider surrounding area and admits pupils from both within and outside its catchment. The school is well regarded locally and plays an important role in village life. The data was correct as at February 2026:-

- There are currently 34 pupils on roll
- The percentage of pupils with SEN support is 20.59%
- The percentage of pupils with SEN that are supported by an Educational Health Care Plan is 2.94%
- The percentage of pupils entitled to free school meals is 14.71%
- The percentage of pupils that have joined us at starting points other than Year R this academic year is 23.53%
- The percentage of pupils whose first language is not English is 5.88%

## 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, 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, but 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, 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

**Date of Policy Update** : Summer 2026

**Date of Review**: Summer 2027

Signed:  Ian Hickman - Executive Headteacher

Signed:  Paul Nicoll - Chair of Governors

Date: 14<sup>th</sup> May 2026



## Equalities Information

## Appendix A

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:

- *open door policy*
- *focus groups*
- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

All pupils and staff have the opportunity to achieve to their highest standards. The school ensures that assessment and performance related pay is free of gender, cultural and social bias and assessment methods are valid. The monitoring and Analysing of pupil and staff performance by gender, ethnicity, disadvantaged pupils and disability enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that actions are taken to counter this. Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement. All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, benefit from assessment, which summarises what they have learnt. Information from assessment is used to inform future learning and staff use a wide range of methods and strategies to assess pupil's progress.

### Pupil related data 2024

Information	Evidence and commentary
Attainment in Reading by gender July 2024	<u>KS2 end of year SATs</u> Boys: 100% EXP+ Girls: 100% EXP+
Attainment in Writing by gender July 2024	<u>KS2 end of year SATs</u> Boys: 100% EXP+ Girls: 66.7% EXP+
Attainment in Maths by gender July 2024	<u>KS2 end of year SATs</u> Boys: 100% EXP+ Girls: 50% EXP+
Uptake of after school clubs (Autumn Term 2025)	56% of children attending school led after school clubs are girls 44% of children attending school led after school clubs are boys

Gender - School Council Representation January 2026	60% Boys 40% Girls
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**Other Information**

Information	Evidence and commentary
Attendance at parents evening October 2025	Reflective of our school community with high attendance- the very few parents who do not attend are invited in at another time and this is always followed up by teaching staff.
Governor representations as at February 2026	25% Male 75% Female
Volunteers as at January 2026	100% Female

To ensure that individuals cannot be identified, we will not publish statistics for small groups of pupils, in line with the practice adopted by the DfE, neither will we publish information on staff as we have less than 150 and are therefore not required to do so.

**Qualitative information we will use if available, but not limited to is:**

- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of governor meetings (particularly those evidencing discussions regarding responsibilities for equality)
- notes of staff meetings (where staff responsibilities for equalities have been discussed) or details of staff training in relation to equalities has been undertaken
- notes of staff meetings (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns - e.g. advised to discuss concerns with the Head, or awareness of whistleblowing, staff harassment/bullying policies raised)
- detail about particular initiatives undertaken in the school (e.g. a focus on racist bullying; an initiative to assist girls to catch up in science; an initiative to help boys improve in their handwriting) and where possible, the impact of this initiative (e.g. increases in attainment)
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about assemblies which deal with relevant equality related issues
- views of the student council

“The school has published various policies on the school’s internet site <https://www.vernhamdeanschool.co.uk/> These policies evidence the school’s commitment to the principles outlined in this policy and the public sector equality duty.”

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

**Date for review and re-publication:** March 2027

*NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.*

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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:

- insert the types of activities you have undertaken, such as:
- focus groups
- parent questionnaires
- involvement of the student council
- staff survey
- 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 objective(s):

Objective 1: To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community

Objective 2: To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.

Objective 3: To continue to monitor attainment and progress of pupils by race, gender and disability.

Objective 4: To ensure that attendance rates are similar between all protected groups

**Date of publication:** March 2026

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