



West Meadows Primary Equality Policy and Objectives 2025 - 2029

EDUCATE. EMPOWER. INSPIRE.

WEST MEADOWS EQUALITY POLICY AND OBJECTIVES 2025-2029

Introduction

West Meadows welcomes its duties under the Equality Act 2010 and the Prevent Duty guidance 2015 to eliminate discrimination, advance equality of opportunity and foster good relations and positive attitudes in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual orientation/identity (including marriage and civil partnerships).

Our Equality Policy provides a framework for us to pursue these duties and ensure that no person, through their contact with the school, receives less favourable treatment. The principles apply to all members of the extended community – students, staff, local academy committees, trustees, parents, carers and members of the local community.

Across our school, the diversity of our staff, our children and our communities is respected, appreciated, valued and celebrated. Equality of opportunity is embedded in school policies and practices.

We are determined to ensure that our staff and local academy committees are of diverse backgrounds, representing and reflecting our communities.

This policy outlines the commitment of the staff and local academy committees to promote and celebrate diversity, equality and inclusion.

Our school respects, value and celebrate diversity within our communities. We recognise that we are all different; the contributions of all our adults and children are seen, heard, and valued. We enjoy our differences and take time to understand our varied experiences. We encourage one another to challenge our own assumptions.

We will tackle the barriers which could lead to unequal outcomes and ensure equality of access for all stakeholders. We will treat people fairly and consistently. We will treat any allegations of discrimination seriously.

Every adult and every child in school is equally important to us. We recognise that we are all different.

Policy Commitments

Our School contributes towards celebrating diversity and promoting equality in the following ways:

Curriculum and school environment

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning embraces our commitments to diversity and equality;
- Our curriculum celebrates that our pupils live in a diverse and global society and uses opportunities to reflect the background and lived experience of pupils and families in the school and community;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity;
- We always challenge discriminatory behaviour and language wherever it occurs;

- We use images and materials which showcase a broad range of cultures, identities and lifestyles;
- Our books for children include texts written by diverse authors who celebrate and embrace difference;
- Resources for children in school enable them to create art works in their own image;
- We regularly ask whether our pupils can see themselves reflected in our curriculum content;
- Displays around our school celebrate our own diversity and champion the achievements of people of all backgrounds. These displays are frequently monitored and extended.

Attainment and Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognize that:

- Adults in school must provide strong, positive role models in their approach to all issues relating to equality of opportunity and celebrating diversity;
- Our school's policy and practice ensures that education within the school meets the specific needs of each pupil and all learners are actively encouraged to engage fully in their own learning;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in attainment. Progress meetings monitor gender, ethnicity, English as an Additional Language (EAL), Pupil Premium and Special Educational Needs to ensure there are no patterns or specific cases of under-attainment. If there are, appropriate action is taken.

Ethos, engagement and inclusion

In our school, equality of opportunity is embedded into school practice;

- An open door policy allows parents, carers and children access to an adult to discuss any concerns;
- The children are encouraged to behave well to each other and the people they come into contact with, as part of our school's 'Behaviour Expectations';
- Reasonable adjustments are made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupil voices are heard: for example through school councils, which reflect the school population; and through pupil surveys and regular opportunities to engage about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that all pupils feel welcomed and included.

Staff Recruitment and Professional Development

- All posts are advertised formally, using recruitment services within the region and nationally;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination including unconscious bias;
- Recruitment and progression decisions are made on merit;

- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Any complaints of bullying, harassment or discrimination are taken seriously and are referred to the Head of School or Chair of Local Academy Committee;
- Acts of bullying, harassment or discrimination will be dealt with under the School's grievance and/ or disciplinary procedure and appropriate action will be taken;
- Opportunities for training, development and progression are available to all staff and we will help and encourage all staff to develop their full potential;
- Access to opportunities for professional development is monitored on equality grounds;
- This policy is promoted in all staff inductions;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Countering and Challenging Harassment and Bullying

- Our school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and local academy committees;
- Our school has a clear, agreed procedure for dealing with prejudice related bullying incidents and the who is responsible for recording and monitoring incidents;
- Our school reports to local academy committee on an annual basis the number of prejudice related incidents recorded in the school.

Partnerships with Parents/Carers and the Wider Community

Our School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through an open door policy and regular parent questionnaires and ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of all newly arrived pupils are made to feel welcome.
- Organise visits to the school from the parent and wider community (e.g. fire and community police officers);
- Organise local visits for the children;
- Carry out fundraising activities.

Eliminating Discrimination

At West Meadows Primary School, we are committed to providing a safe, inclusive and nurturing environment where every pupil, staff member, parent and visitor is treated with dignity and respect. In line with the Equality Act 2010 and the Public Sector Equality Duty, we actively seek to eliminate discrimination, harassment and victimisation on the basis of protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We work to eliminate discrimination by:

- Embedding inclusive practice in teaching, learning and wider school life, ensuring our curriculum represents and values diversity, promotes respect and challenges stereotypes.

- Establishing clear policies and procedures for addressing prejudice-related incidents, bullying and harassment. All incidents are recorded, investigated promptly and followed up with restorative and educative approaches where appropriate.
- Promoting equality of opportunity in recruitment and staffing, ensuring all employment practices are fair, transparent and free from bias.
- Ensuring reasonable adjustments are made to remove barriers for pupils and staff with disabilities, so that they can participate fully in school life.
- Providing training and development for staff and governors so they understand their responsibilities under the Equality Act 2010 and are equipped to recognise, challenge and prevent discrimination.
- Engaging with pupils, parents, carers and the wider community, listening to their views and responding to concerns in order to build a school culture based on fairness and mutual respect.
- Monitoring and evaluating equality data (including attainment, behaviour, attendance and participation) to identify patterns, address inequalities and inform targeted action.

Through these actions, we uphold our duty to foster good relations between people, ensuring our school community is a place where everyone feels safe, valued and able to thrive.

Advancing Equality of Opportunity

We are committed to ensuring that every child and adult has fair access to opportunities and is supported to achieve their full potential. In accordance with the Equality Act 2010 and the Public Sector Equality Duty, we actively seek to remove barriers, reduce disadvantage and ensure that no member of our community is treated less favourably because of a protected characteristic.

We advance equality of opportunity by:

- Closing attainment gaps through careful monitoring of progress and outcomes, ensuring additional support and targeted interventions are provided where needed, particularly for pupils with SEND, those eligible for the pupil premium and those who may be vulnerable to disadvantage.
- Ensuring fair access to the curriculum and enrichment opportunities, including trips, clubs, leadership roles and wider school activities, so that all children can participate fully and benefit equally.
- Removing or minimising barriers to learning and participation, by making reasonable adjustments for pupils with disabilities and providing appropriate support for those with additional needs.
- Promoting high aspirations for every child, encouraging them to achieve and participate at the highest possible level, regardless of background or circumstance.
- Using data and evidence to inform planning and decision-making, including analysis of attendance, attainment, exclusions, participation and engagement, to identify and address patterns of inequality.
- Equipping staff with training and resources to adapt learning effectively and meet the diverse needs of all pupils, ensuring equity in both classroom practice and wider provision.
- Engaging parents and carers, particularly those from groups that may face barriers, so that we can work in partnership to support children's learning and development.
- Embedding equality in policy and practice, so that opportunities for staff development, leadership roles and career progression are fair, transparent and accessible to all.

Fostering Good Relations

Our school places strong emphasis on building a culture where diversity is recognised as a strength and positive relationships are actively nurtured. We know that fostering good relations goes beyond preventing negative behaviour; it involves creating opportunities for meaningful interaction, dialogue and shared experiences. In line with the Equality Act 2010, we work to develop understanding between people from different backgrounds and with different characteristics, so that every member of our community feels respected and included.

We foster good relations by:

- Promoting respect, empathy and kindness through our school values, behaviour policy and everyday interactions, ensuring children understand the importance of treating others fairly.
- Embedding diversity and inclusion across the curriculum so pupils learn about different cultures, faiths, families and communities in a way that challenges stereotypes and promotes appreciation of difference.
- Creating opportunities for dialogue and collaboration, encouraging pupils to work together, share experiences and celebrate commonalities as well as differences.
- Marking significant events and awareness days, such as Black History Month, International Women's Day, Pride, Disability Awareness and World Religion Festivals, in ways that are meaningful and age-appropriate.
- Providing training for staff and members of the local academy committee so they are confident in promoting inclusion, addressing prejudice and modelling respectful behaviours.
- Working with parents, carers and the wider community to build positive partnerships, ensuring that all voices are heard and respected.
- Challenging prejudicial behaviour and language, making it clear that discrimination, harassment or victimisation will not be tolerated and using incidents as opportunities for education and reflection.
- Celebrating achievements and contributions of individuals and groups within our school community, ensuring that every child and adult feels seen, valued and respected.

Through these approaches, our school nurtures a culture of openness, respect and understanding, preparing pupils to be responsible citizens who can contribute positively to a diverse and inclusive society.

Our Equality Objectives

Every year our school sets equality objectives. Our School Equality Objectives for 2025-2029 are:

Objective One: To continue to improve the attainment and attendance of disadvantaged and SEND pupils by providing effective, evidence-based support.		
Why?	Actions	Outcome
Our school's vision is to ensure every child, regardless of background or need, has the opportunity to succeed. By focusing on targeted, evidence-based teaching approaches and interventions, we are committing to an equitable approach. This means we are providing the	• Conduct a comprehensive analysis of current attainment data to identify specific areas of need for disadvantaged and SEND pupils in core subjects. • Provide whole-staff training on high-quality teaching strategies that support disadvantaged learners and effective	We will see a measurable decrease in the attainment gap in core subjects for disadvantaged and SEND pupils, as evidenced by internal and external data. We will also see an increase in the attendance rates of these pupils.

specific support needed for each individual to overcome barriers to learning and achieve their full potential, thereby closing the attainment and attendance gaps.	adaptations for SEND pupils, focusing on recommendations from the EEF. • Implement a rigorous system for identifying barriers to learning and tracking the progress of disadvantaged pupils, with progress monitored regularly • Regularly review and update individual Support Focus Plans (SFPs) to ensure adaptations are aligned with pupils' current needs.	
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Objective Two: To promote an inclusive culture through the encouragement of student voice, leadership, and celebration of diversity.

Why?	Actions	Outcome
We believe that true inclusivity begins with empowering our pupils. By providing opportunities for student voice and leadership, we are not just teaching about equality - we are actively building a community where every child feels valued and heard. Celebrating a wide range of cultural identities cultivates a more positive and welcoming school environment for everyone, which is the foundation of a school culture where diversity is a source of strength.	• Establish and launch at least two student-led diversity and inclusion clubs or initiatives. • Increase the number of whole-school inclusive events celebrating at diverse cultural, religious and awareness events throughout the year. • Organise an "Inclusivity Showcase" where students can present projects, performances, or exhibits celebrating diversity and individuality. • Conduct end-of-year student surveys to measure increased understanding of protected characteristics and gather feedback on the year's initiatives.	We will have an increasing proportion of the student body actively participating in student-led diversity and inclusion initiatives. Student surveys will show an increase in engagement and understanding of the protected characteristics from the Equality Act 2010.

Objective Three: To further strengthen the school curriculum to ensure all pupils have a breadth of cultural, sporting and diverse experiences.

Why?	Actions	Outcome
We believe that as a school, we have a responsibility to ensure pupils develop their cultural capital and broaden their life experiences. By providing a diverse range of experiences, we not only enrich their academic journey but also	• Conduct an audit of current enrichment activities and experiences offered across all year groups, identifying gaps and areas for development where further representation of	All pupils will attend a range of cultural, sporting and diverse experiences that develop their cultural capital. This will be evidenced by pupil reflections and whole-school pupil surveys.

actively embed the teaching of equality and diversity. Offering these opportunities to every pupil, regardless of their background, ensures we are fostering a deeper understanding and appreciation of different cultures, perspectives and skills.	protected groups could be incorporated. • Integrate character education into all aspects of the curriculum, linking subject content to character traits and values. • Develop partnerships with local cultural institutions, arts organisations and businesses to support the delivery of rich experiences. • Implement a system for pupils to reflect on their "Bright Beginnings" experiences through various strategies to support recall and retention of wider experiences.	
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Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The local academy committee has responsibility for ensuring that:

- The school has equality objectives within its school development plan;
- The school is making good progress towards meeting its equality objectives;
- The school complies with all equalities legislation relevant to the school community;
- They scrutinise information about discriminatory incidents and ask questions about action taken;
- They always champion diversity, equality and fairness and regularly ask challenging questions in support of this policy.

The Head of School and Senior Leadership teams have responsibility for:

- Providing active leadership and vision in respect of celebrating diversity and promoting equality in partnership with the local academy committee;
- Proposing, leading and reviewing progress against equality objectives;
- Recording, taking appropriate action and reporting (to local academy committee) any discriminatory incidents;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.

All school staff have responsibility for:

- Modelling good practice, dealing with racist or other discriminatory incidents and being able to recognize and tackle bias and stereotyping;
- Celebrating diversity, promoting equality and inclusion and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class;

- Keeping up to date with the law on discrimination and taking training and learning opportunities.

Monitoring and Review

The school's leadership team is responsible for co-ordinating the monitoring and evaluation of this policy.

This includes: Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEND, Looked After Children, Black, Asian and Minority Ethnic, including Traveller and EAL pupils, and Pupil Premium entitlement. This will be done through the monitoring of:

- Pupils' progress and attainment
- Policy and practice and classroom observations
- Behaviour, discipline and exclusion data
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

Appendix 1

Our Legal Duties :

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

Protected characteristics

The Act defines protected characteristics as follows:

- **Disability**
- **Gender Reassignment**
- **Pregnancy and Maternity**
- **Ethnicity**
- **Religion or Belief**
- **Sex**
- **Sexual Orientation**
- **Age and marriage and civil partnerships**

These protected characteristics apply to pupils, prospective pupils, staff, prospective staff or anybody they are associated with, with the exception of 'age' and 'marriage and civil partnership' which do not apply to pupils and prospective pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or 'general duty'

This requires all public organisations, including schools to give due regard to the need to (in relation to the protected characteristics above):

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between different groups
3. Foster good relations between different groups

Two 'specific duties'

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty
2. Publish Equality Objectives at least every 4 years which are specific and measurable

Unlawful behaviour

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act.

Discrimination arising from disability - treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments. The law on disability discrimination is different from the rest of the Act. In particular, it works in only one direction, i.e. it protects disabled people but not people who are not disabled. This means that we are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities

Reasonable Adjustments and Accessibility Plans

West Meadows Primary School is required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services
- Provide information in an accessible format.
- Develop and implement (by allocation of resources) Accessibility Plans which will;

1. Increase disabled pupils' access to the school curriculum

And for all users of the school

2. Improve the physical environment
3. Improve the provision of information

The duty is an anticipatory and continuing one that West Meadows Primary owes to all pupils with disabilities whether identified or not, and to those pupils who will be attending in the future. Our school will seek relevant information regarding newly placed pupils to ensure as far as possible that their needs are anticipated under this Act. We will ensure that we work closely with professionals, parents and carers as appropriate to identify the challenges presented to us by new pupils under this Act.

Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty, applicable to the Trust, to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faith/beliefs and socioeconomic backgrounds. School policies and activities should all be promoting community cohesion and inclusion wherever possible to comply with, and support these duties.