

# WEST PARK ACADEMY

## Equality Objectives and Action Plan



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## Introduction

At West Park Academy, we are committed to fostering an inclusive and supportive learning environment where all members of our school community are valued, respected, and treated equally. This policy outlines our approach to promoting equality, preventing discrimination, and ensuring that every child has the opportunity to reach their full potential, irrespective of their background or personal circumstances.

## Aims

- To provide an inclusive education that promotes equality of opportunity for all.
- To eliminate any form of discrimination, harassment, or victimisation within the school.
- To create a school culture that respects diversity, encourages participation, and promotes fairness.
- To ensure that all pupils, staff, parents, and visitors are aware of their responsibilities under the Equality Act 2010 and that the school meets its obligations under the law.

## Legal Framework

This policy is developed in accordance with the Equality Act 2010, which protects individuals from discrimination. The protected characteristics for the schools provisions are:

- Age (not applicable to pupils)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership (not applicable to pupils)

This will apply to all pupils, staff and others using the facilities.

There are a number of statutory duties that must be met by every school in line with legislation from the equality act 2010. We welcome our duty under the Education and Inspections act to promote community cohesion.

The action plan at the end of this document outlines the actions West Park Academy will take to meet its duties.

Further information and advice for schools can be found here:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

## **Our Vision Statement**

At West Park Academy we inspire a life-long love of learning where children are valued for their individuality and realise their full potential within a positive enriched learning environment. Curiosity, flexibility of thought and risk taking are at the heart of everything we do.

We aim to rise above the ordinary by developing a creative curriculum that responds to children's individual needs and interests. Through inspiration and enjoyment of learning we promote independence and a sense of self-belief.

A creative curriculum will inspire and help develop resilience, collaboration and a flexibility of thought.

We believe that good teamwork and supportive partnerships with individual children, the whole class, our colleagues, with Governors, parents and the wider community leads to effective learning and high standards. Our children are responsible citizens, aware of and active within the local and global community.

At West Park Academy we are committed to ensuring equality of education and opportunity for pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their differences and to participate fully in school life.

To improve the involvement of all pupils, staff and parents/carers in the life of the school the Equality Objectives will contribute to the increased involvement of all pupils across all aspects of school life; encourage current staff and potential staff in their professional development and that all parents and carers of our pupils are able to become actively involved in school life and participate in the education and learning of their children.

The achievement of all pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At West Park Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **Guiding principles**

### **1. Equal Opportunities for All**

We believe that every child has the right to receive a high-quality education regardless of their ability, ethnicity, religion, gender, sexual orientation, or background. Our school will strive to ensure that all students have access to the same opportunities and experiences.

## **2. Recognising and respecting difference**

We recognise and respect difference. Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

## **3. Non-discrimination**

The school is committed to identifying and eliminating any form of discrimination. We will challenge and address any incidents of discrimination or bullying based on protected characteristics.

## **4. Inclusive Curriculum**

We will develop and deliver a curriculum that reflects the diversity of our community and the wider world. It will celebrate diversity, promote understanding of different cultures, and challenge stereotypes.

## **5. Accessibility**

We will take steps to make our school environment and all activities accessible to all pupils, staff, and visitors. Reasonable adjustments will be made to accommodate the needs of pupils with disabilities or those who require additional support.

## **6. Fair Admissions**

Our admissions procedures will not discriminate against any applicant on the grounds of race, gender, disability, sexual orientation, or socio-economic background. We will ensure a fair and transparent admissions process that upholds the principles of equality.

## **7. Staff and Leadership**

We are committed to recruiting and promoting staff based on merit, without discrimination. We will ensure that staff receive appropriate training on equality and inclusion, enabling them to meet the diverse needs of our pupils.

## **8. Challenging Inequality**

We will actively promote positive attitudes toward diversity and challenge any prejudice or discriminatory behaviour. Pupils and staff will be encouraged to speak out and report any instances of inequality or unfair treatment.

## **9. Parental and Community Engagement**

We recognize the role of parents and the wider community in supporting our

efforts to promote equality. We will engage with families and the local community to create a shared understanding of our equality goals and work together to achieve them.

## **Ethos and organisation**

We ensure the guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

## **Roles and responsibilities**

The Trustees of Lingfield Education Trust and the school's local governing body (LGB) are responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. An identified member of the governing body has a supporting role regarding the implementation of this policy (Chair of Governors – CoG).

The executive head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- respond to prejudice-related incidents that may occur
- incorporate the principles of this policy into the curriculum
- keep up-to-date with equalities legislation relevant to their work.

## **Tackling discrimination**

To proactively tackle discrimination, our school will:

- Embed equality, diversity, and inclusion in the curriculum, assemblies, and extracurricular activities.
- Celebrate cultural diversity through events and learning opportunities.
- Provide regular staff training on identifying and addressing discrimination.
- Promote respect and understanding through behaviour policies and anti-bullying initiatives.
- Display posters and resources around the school promoting inclusion and diversity.

## Reporting and Handling Discrimination Incidents

Discrimination can be reported by pupils, staff, parents, or visitors. The following steps outline how incidents are managed:

### *Step 1: Reporting*

- Any person who experiences or witnesses discriminatory behaviour must report the incident immediately to a member of staff, a trusted adult, or the school's Designated Safeguarding Lead (DSL).

### *Step 2: Logging the Incident on CPOMS*

- All incidents of discrimination, whether witnessed or reported, must be logged on CPOMS by the member of staff dealing with the issue.
- The CPOMS log should include the following details:
  - Date and time of the incident.
  - Description of the incident, including the individuals involved.
  - Actions taken by the staff member at the time (e.g., separating the pupils involved, offering support).
  - Outcome of any initial conversations or actions taken.
  - Plans for follow-up and resolution (e.g., meetings with parents, further interventions).

### *Step 3: Investigation*

- The DSL or a senior member of staff will investigate the incident, speaking to all parties involved and any witnesses.
- The school will work with pupils to understand the impact of the incident and ensure all involved feel supported.
- Where necessary, parents or guardians of the pupils involved will be informed.

### *Step 4: Resolution and Follow-Up*

- Appropriate actions will be taken, which may include:
  - Mediation between the pupils involved.
  - Restorative conversations or actions.
  - Disciplinary measures in line with the school's behaviour policy.
  - Additional support for affected pupils, such as counseling or mentoring.
  - Educational interventions, such as lessons or assemblies about diversity and inclusion.
- The outcome of the incident will be logged on CPOMS, including any further actions and follow-up with parents or external agencies, if applicable.

## **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. It is posted on the school website.

## **Religious observance**

- We respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice.

## **Staff development and training**

- We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

## **Breaches of the policy**

- Breaches of this policy will be dealt with in line with the schools disciplinary policy.

## Equality Objectives Action Plan 2024-2027

Equality strand	Objective	Responsible Person	Action	Timeframe
All	Ensure Equal Opportunities for All Pupils	Headteacher, SENDCO, Curriculum Coordinators, Class Teachers	<p>Review and adapt the school's curriculum to ensure it is inclusive and represents diverse cultures, religions, genders, and backgrounds.</p> <p>Provide targeted support for pupils with Special Educational Needs and Disabilities (SEND), ensuring appropriate interventions and resources are in place.</p> <p>Monitor pupil progress and attainment, identifying and addressing any gaps in achievement between different groups (e.g., based on gender, ethnicity, or disability).</p>	Ongoing, with annual review each summer term
Race/religion/gender	<p>Foster a Safe, Supportive, and Inclusive School Environment.</p> <p>Monitor the transient nature of pupils and staff religions and race across school – in order to continuously respond to their needs appropriately.</p>	Senior Leadership Team (SLT), PSHE Coordinator, Teaching Staff	<p>Implement a school-wide anti-bullying strategy that specifically addresses discrimination and bullying related to protected characteristics (e.g., race, disability, gender identity).</p> <p>Train staff on how to recognize and address discriminatory behaviour and unconscious bias.</p> <p>Organise assemblies, workshops, and PSHE (Personal, Social, Health and Economic education) sessions to promote respect, tolerance, and understanding of diversity among pupils.</p>	Anti-bullying strategy: Reviewed annually
Disability	<p>Ensure Accessibility and Reasonable Adjustments for Pupils with Disabilities</p> <p>Ensure significantly disabled children access curriculum fully</p>	SENDCO, Class Teachers	<p>Conduct an accessibility audit of the school premises to ensure physical access is available for all pupils, staff, and visitors.</p> <p>Make reasonable adjustments in classrooms and around the school to meet the needs of pupils with disabilities. Ensure Education, Health and Care Plans (EHCPs) and SEN plans are implemented and regularly reviewed for pupils requiring additional support.</p>	<p>Accessibility audit: To be conducted each year in the autumn term</p> <p>Ongoing review of SEN plans each term</p> <p>EHCP's reviewed annually</p>

	and building meets needs			
<b>All</b>	Promote Fair Employment Practices	Governing Body, SLT, HR Department	<p>Ensure recruitment, promotion, and staff development opportunities are free from discrimination and promote equality.</p> <p>Regularly review recruitment practices to eliminate bias and provide equal opportunities for candidates from diverse backgrounds.</p>	Recruitment practices review: Annually
<b>All</b>	Monitor and Address Discriminatory Incidents	SLT, Class teachers	<p>Establish a clear reporting system for incidents of discrimination, bullying, or harassment based on protected characteristics.</p> <p>Ensure all reported incidents are logged, investigated, and addressed in line with school policies.</p> <p>Analyse patterns in discriminatory incidents to inform future actions and interventions.</p>	<p>Incident logs reviewed termly</p> <p>Immediate response to reported incidents</p>

The Governing Body and Senior Leadership Team will review the progress of this action plan annually. Equality objectives will be evaluated to assess their impact and to identify areas for improvement.