

Westfield Arts College

Equality Information and Objectives Policy

Reviewed by committee	Personal Development	Policy type: Statutory
Adopted by Governing Body	Autumn 2025	Review cycle: Information- Annually Objectives- Every 4 years
Date for next review	Autumn 2029	Signed by Chair: 

Equality Information and Objectives Policy

Introduction

At Westfield we are proud to have an inclusive culture, accepting everyone for who they are. There is a strong sense of belonging. Everyone at Westfield is treated fairly and with respect. Individuality and diversity are embraced and celebrated. We instil confidence in our young people and staff to be proud of who they are.

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act of 2010 which introduced the Public Sector Equality Duty (PSED), is a law that covers everyone in Britain and protects people from discrimination, harassment and victimisation, based on nine protected characteristics:
 - [age](#)
 - [disability](#)
 - [gender reassignment](#)
 - [marriage and civil partnership](#)
 - [pregnancy and maternity](#)
 - [race](#)
 - [religion or belief](#)
 - [sex](#)
 - [sexual orientation](#)
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- This Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, children and young people, parents and carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

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- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher

The equality link governor will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives among staff children and young people
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (the Deputy Head Teacher) will:

- Support the Head Teacher in promoting knowledge and understanding of the equality objectives among staff, children and young people
- Support the Head Teacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives.

Eliminating discrimination

- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at the start of every new academic year. This training will include updates on new legislations and reminders about policies and procedures.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

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- Removing or minimising disadvantages experienced by people that are connected to a particular characteristic they have (e.g. children or young people with disabilities, or those who are being subjected to homophobic or racist bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling access to enrichment activities)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all children and young people to be involved in the full range of school activities)

In fulfilling this aspect of the duty, the school will:

- Identify any issues associated with protected characteristics, which could particularly affect our own school community
- Gather data to determine strengths and areas for improvement, implement actions in response and report this information to Governors annually
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, children and young people will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. children and young people will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of children and young people within the school. For example, our school Student Voice Group has representatives from different year groups and is formed of from a range of backgrounds. All children and young people are encouraged to participate in the school's activities and events.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups.

For example, when a school trip or activity is being planned, the school considers whether the trip is accessible to children and young people with disabilities. The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded as part of the risk assessment when planning school trips and activities and is stored electronically on Evolve. The record is completed by the member of staff organising the activity.

Equality Objectives 2026-2029

Objective:	Why have chosen this objective?	To achieve this objective we will:
Ensure appropriate and safe access to all areas for all children and young people, staff, parents, carers and visitors.	Accessibility audit indicated that not all areas of the school are fully accessible to all children and young people, staff, parents, carers and visitors who have a physical disability (see Accessibility Plan).	Involve children, young people and parents with a physical disability to inform access needs. Increase number of automatic doors around the school. Improve surfacing around the school. Carry out internal adaptations to classrooms. Ensure evacuation equipment is appropriate to the needs of all children and young people and staff. Provide additional play/sensory equipment which allow access for e.g. adapted green gym, playground equipment.
Ensure appropriate signage around the school to ensure it is gender neutral and meets the communication needs of all children and young people, staff, parents, carers and visitors.	Accessibility and communication audits indicated that signage around the school is inconsistent and at times unclear. Having communication friendly signage will promote greater independence of all children and young people.	Involve the Student Voice Group in agreeing signage around the school e.g. toilets, entrances. Involve Communication Leads in promoting consistent use of visual support across the school.

		Continue training for staff to increase confidence in use of software to produce materials.
Eradicate prejudice related behaviour in relation to the protected characteristics	Significant incident data indicates there continue to be a small number of incidents where children and young people use prejudicial language related to gender, sex and race	Ensure all staff and volunteers are confident and proactive in challenging prejudicial language and behavior in line with our Therapeutic behavior Policy. Involve the Student Voice Group in promoting equality for all. Ensure explicit teaching across all key stages regarding the protected characteristics, what prejudicial behaviour is and the impact it has on lives. Deliver assemblies specifically addressing use of prejudicial language/related behavior.
Ensure equal access for all children and young people to all activities.	No children or young people should miss out on a learning or social activity as a result of a protected characteristic e.g. a medical condition or a physical disability. Access for all should be the key objective when planning and delivering our curriculum.	Ensure an Equality Impact Assessment is carried out as part of the risk assessment regarding any on/offsite activity. Monitor activities to ensure access for all (Assistant Head and Educational Visits Co-ordinator). Conduct parent, children and young people questionnaires to monitor effectiveness.

Monitoring arrangements

- The Head Teacher will update the equality information we publish at least every year.

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- This document will be reviewed by Governing Body Personal Development Committee at least every 3 years.
- This document will be approved by Governing Body.

Links with other policies

This document links to the following policies:

- Accessibility Plan
- Therapeutic Behaviour Policy
- Anti-bullying policy
- RHSE Policy
- Curriculum Policy