



# Equality information and objectives

Written by	S Baldwin
Ratified by Trustees	
Date for Review	September 2026
Signed-Chair of Trustees	(Sue Trentini)
Signed – Chief Executive Officer	

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Roles and responsibilities.....	2
4. Eliminating discrimination .....	3
5. Advancing equality of opportunity .....	3
6. Fostering good relations .....	4
7. Equality considerations in decision-making .....	4
8. Equality objectives .....	4
9. Monitoring arrangements.....	4
10. Links with other policies.....	5

---

### 1. Aims

Our Academy aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [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 document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

### 3. Roles and responsibilities

The Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal.

The equality link trustee will:

- Meet with the designated member of staff each academic year and other relevant staff members, to discuss any issues and how these are being addressed;
- Ensure they are familiar with all relevant legislation and the contents of this document;
- Attend appropriate equality and diversity training;
- Report back to trustees regarding any issues.

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- Meet with the equality link governor every each academic year to raise and discuss any issues;
- Support the Principal 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 as set out in section 8.

## **4. 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 trustees 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 each academic year;

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **5. Advancing equality of opportunity**

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or bullying related to a particular group);
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies);
- Ensuring a high degree of personalisation through low class sizes to meet the needs of pupils connected to different characteristics.

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing;
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and

publish this information;

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## 6. 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, pupils will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies;
- Working with our local community. This includes organising school trips and activities based around the local community;

## 7. 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 pupils with disabilities;
- Has equivalent facilities for boys and girls;
- Is able to cater for specific diets linked to faith and culture.

## 8. Equality objective

**Objective 1: To ensure that boys achieve at least in line with girls when reaching GLD by the end of the Early Years Foundation Stage.**

Why we have chosen this objective:

We have chosen this objective because only 41% of boys reached GLD compared to 100% of girls. At West Park, boys attained 20% lower than boys in the LA, according to LA figures. Overall GLD dipped in 2025 after previous steady gains. Attainment in Communication and Language is a clear area for development and SEND results were low, with a particularly high level of additional needs in that year group. Figures for FSM and White British are also low; this will be due to many of the children within these groups being boys.

To achieve this objective we plan to:

- Ensure boys are targeted and supported in identified areas of need.
- Ensure targeted pupils receive support reaching their targets.
- Focus on the performance of boys during pupil progress meetings and identify boys who could reach the expectation through accelerated and supported intervention to tailor teaching to specific learning needs.
- Adapt the curriculum and areas of provision to cater for the interests and needs of the boys.
- Report to Trustees on the progress towards meeting this objective.
- Progress we are making towards this objective: Pupil Progress meetings have been held.

**Objective 2: To ensure that boys in Year 1 at The West Park Academy achieve at least in line with girls in the phonics screening check.**

Why we have chosen this objective:

We have chosen this objective because last year boys at The West Park Academy performed noticeably less well than the girls in the phonics screening check in Year 1, with there being a 30% difference in percentage points.

To achieve this objective we plan to:

- Ensure that regular additional practice sessions are in place.
- Ensure targeted pupils receive additional support.
- Maintain focus on the performance of boys during assessments and pupil progress meetings.
- Ensure that gap analysis is used effectively to tailor teaching and provision to specific learning needs.
- Ensure that support staff are fully briefed on how they can give targeted support to identified children.
- Report to Trustees on the progress towards meeting this objective;
- Pupil Progress meetings have been held.

### **Objective 3: To close the gap between boys and girl's attainment at the higher standard in mathematics at KS1 (KS1 data)**

Why we have chosen this objective:

We have chosen this objective because there is a gap in the attainment of boys and girls at the higher standard in mathematics of 27%

To achieve this objective we plan to:

- Ensure targets set for girls are aspirational;
- Consider how planning/activities can be tailored to appeal to all children
- Focus on the performance of girls making slow or insufficient progress against aspirational targets during pupil progress meetings;
- Carry out gap analysis to tailor teaching to specific learning needs;
- Report to Trustees on the progress towards meeting this objective;
- Pupil Progress meetings have been held.

## **9. Monitoring arrangements**

The Trustees will update the equality information we publish at least every year; This document will be reviewed by Trustees at least every 4 years;

This document will be approved by Trustees.

10. Links with other policies This document links to the following policies:

- Accessibility plan
- Anti-bullying policy
- Pupil Premium Statement
- Assessment Policy
- Equality Policy

