



Equality Policy

Approved by: Full Governing Body

Date: February 2026

Next review due by: February 2027

West Moors Middle School – Equality POLICY

UNCRC Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

UNCRC Article 3: All organisations concerned with children should work towards what is best for each child.

UNCRC Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Links with Other Policies

This policy is the umbrella policy, outlining equal opportunities provision through every aspect of school life.

This policy reflects the Equality Act 2010 that harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on

Disability, Ethnicity (i.e., Race) and Gender. Through this policy West Moors Middle School, will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to children, staff, governors in addition to visitors to the West Moors Middle School.

Employment information is gathered and reviewed in line with the Equality Act 2010.

Our Equality Policy links to our Disability Discrimination Act (DDA) Access Plan, our Equality Information and our Equality Action Plan showing how we intend to achieve them. Progress against these objectives will be reviewed at regular intervals.

Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- disability
- ethnicity (including Gypsy and Traveller groups)
- gender
- gender identity and transgender
- gender reassignment
- faith, religion and belief
- marriage and civil partnership
- sexual orientation (homophobia)
- pregnancy and maternity
- age

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. West Moors Middle School will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the West Moors Middle School.

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Employees of West Moors Middle School acting on its behalf are also liable for their own discriminatory actions.

The implementation of the policy will be the responsibility of the Head Teacher and the policy will be monitored and reviewed by West Moors Middle School. This will form part of its regular review cycle, including staff annual questionnaires.

West Moors Middle School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the school's website.

(i) Equality Information by 31 December 2011 (for schools with more than 150 employees) (ii) our Equality Objectives from 6 April 2012 and to monitor, and report upon these annually.

The school policy takes account of recent legislation, including:

- Sex Discrimination Act 1975
- Race Relations (Amendment) Act 2000
- Disability Discrimination (Amendment) Act 2002
- Other legislation that supersedes the above acts

Core Values

At West Moors Middle School, we want all children to thrive to be the best that they can be- together. We place our children at the heart of all decisions made and are committed to making every moment count to aspire children to be the best that they can be on their own individual learning journey. In our new integrated curriculum, we provide all children with stimulating, purposeful learning experiences personalised to meet their individual needs which is delivered within our safe, respectful and nurturing environment.

CARE

- Promote physical and mental well-being.
- Respond swiftly to individual needs with high quality specialist support.
- Build positive relationships by respecting and understanding diversity within and beyond the school community.

ASPIRE

- Create an ethos where everyone feels valued and confident to take risks.
- Break down barriers to encourage achievement for all.
- Enrich curriculum activities that provide aspirational role models.

ACHIEVE

- Encourage the development of kind and compassionate individuals who care for themselves, each other and the wider world.
- Provide a culture for aspirational learners who embrace opportunities and strive to be the best they can be.
- Celebrate success, champion curiosity and build resilience to provide the foundations for life-long achievement.

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RESPECT

UNCRC Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. Develop respect and care for themselves, their school community, environment and the wider world.

- Promote a cultural understanding, awareness and respect of different religious beliefs between different ethnic groups within our school community and beyond.

Good Practice

1. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the Global community.
2. In line with our core values outlined above, 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.
3. We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to Dorset Council, where appropriate. We monitor and log incidents that discriminate against children and young people or adults in our school with any of the protected characteristics. We also monitor and log bullying incidents.

West Moors Middle School expects and monitors, equal opportunities in the curriculum, recognising that "all individuals are unique, have different needs and have an entitlement to equality of opportunities irrespective of gender, race or disability".

We offer equal opportunities for all in our schools by: -

- helping to develop lively, enquiring minds to maximise individual potential
- a broad and balanced curriculum which is based on the National Curriculum
- providing detailed schemes of work which offer a good match to all children's abilities
- using a wide range of teaching styles to motivate and interest children
- providing an atmosphere of moral and spiritual development which builds individual self-esteem and gives high regard to the feeling of others
- recognising the importance of the school in the wider community and embracing the multicultural society in which they live

In order to achieve these aims we encourage an open and honest partnership with the parents and carers.

The aims are met through the contributions of all aspects of school life, including assemblies, extracurricular activities, community links, visitors and visits, displays and appropriate resourcing.

Attainment and Progress

West Moors Middle School will ensure that:

- all children maximise their potential
- the analysis of the attainment of different groups will be used to avoid under-achievement e.g. SEN, higher attaining, gender, ethnic groups and inform planning
- assessment methods do not disadvantage children because of cultural or linguistic bias

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- effective tracking and monitoring mechanisms are put in place as children move through school, including such things as attendance as well as issues of progress and attainment a range of approaches to learning are used

Access to the Curriculum

West Moors Middle School is fully committed to:

- inclusion, enabling all children to access the curriculum and maximise their potential
- appropriate support mechanisms are implemented for individual children according to need e.g. addressing language needs of English as an Additional Language, (EAL) children;
- accessing appropriate services to ensure equality of opportunity
- partnership working with other agencies to provide appropriate support for individuals
- ensuring staff are fully informed regarding specific needs of individual children as appropriate

Leadership and Management

West Moors Middle School takes overall responsibility for the policy and all staff implementing it. It takes a strategic view of equal opportunities provision, ensuring it is embedded in school specific policies and planning.

- Headteachers are responsible for implementing the policy in their school and this is monitored by the Senior Leadership Team (SLT).
- West Moors Middle School models good practice by actively seeking representation from the whole community in its membership.

Staffing

West Moors Middle School operates an equal opportunities policy in its recruitment practices, these relying on objective and job-related criteria.

Opportunities for Continuing Professional Development (CPD) are offered to all staff and related to personal professional development needs and the needs identified in the School Development Plan.

Appropriate information/training/support will be provided to enable staff to implement this policy.

School Premises

Premises and facilities are equally available to all groups complying with the school's terms and conditions of use. The SLT monitors use.

Premises have been suitably adjusted to be physically accessible for all children attending the school. West Moors Middle School is committed to ensuring as far as is practicable to make adjustments to the site to ensure equality of opportunity.

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Admissions, Transition, Attendance, Punctuality and Suspensions

- The admission process is fair and equitable to all children regardless of such factors as disability and ethnicity
- School's review all children's attendance on an individual basis and appropriate actions are taken according to the individual circumstances of the child
- the procedures for suspension are communicated clearly to all parents and carers and the school takes proactive steps to prevent exclusions. The process is fair and equitable to all groups
- the school accepts the right of a parent or carer to have an advocate when dealing with matters relating to the proposed suspension of their child
- re-integration packages take account of children's cultural and educational needs

Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 principles, which link closely with our school values:

Principle 1: All learners are of equal value

We see all learners (adult and young), and their parents and carers and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender or gender identity (including those undergoing gender reassignment)
- whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. 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, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- age, so that children and adults of all ages have equal opportunity of access to all areas of school life
- gender, so that the different needs and experiences of girls and boys, women and men are recognised
- sexual identity, including those undergoing gender reassignment

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents

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- mutual respect and good relations between children and adults of all ages, genders and gender identities and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and Development

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status; - whatever their age
- whatever their gender and sexual identity and with full respect for legal rights relating to gender reassignment, pregnancy and/or maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled
- people of different ethnic, cultural and religious backgrounds
- children and adults of all ages, genders and gender identities
- people with different sexual identities (including those undergoing gender reassignment)

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled
- people of different ethnic, cultural and religious backgrounds
- children and adults of all ages, genders and gender identities
- people with different sexual identities, including those undergoing gender reassignment

Principle 7: We address prejudice and prejudice-related bullying

We oppose all forms of prejudice that stand in the way of fulfilling the legal duties listed above:

- prejudices around age discrimination, disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum; prejudice reflecting sexism, sexual identity or homophobia

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Principle 8: Society as a whole should benefit

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled
- people of different ethnic, cultural and religious backgrounds
- children and adults of all ages, genders and gender identities
- people with different sexual identities, including those undergoing gender reassignment

Principle 9: Objectives

Each year we formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- disability
- ethnicity, religion and culture
- age; - gender

Arrangements, Roles and Responsibilities

All those associated with the school are expected to:

- adhere to this policy
- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school
- deal with any prejudice related incidents that may occur
- plan and deliver curricula and lessons that reflect our Guiding Principles
- provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, suspensions undertake or support Equality Impact Assessment (Equality Analysis) processes
- attend appropriate training that enables West Moors Middle School to keep up-to-date with equality issues.

All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.

All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

Dissemination of the policy

The policy will be disseminated to:

- the whole school staff through appropriate staff meetings and communication processes
- the Full Governing Board
- parents and carers, via school and school website, information in newsletters and making the policy available in school

Questions concerning the policy should be addressed to the Headteacher in the first instance.

Monitoring and Evaluation

It is the responsibility of the SLT to monitor the effectiveness of the Equal Opportunities by:

- ensuring that the progress of children of vulnerable groups is monitored and compared to the progress made by other children in the school
- ensuring that the staff appointment process is followed, so that no-one applying for a post at West Moors Middle School is discriminated against

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- requiring the Headteacher to report to governors on the effectiveness of this policy
- taking into serious consideration any complaints regarding equal opportunity issues from parents or carers, staff or children
- ensuring that the school behaviour and suspensions policy prevents those children from vulnerable groups from being unfairly treated

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.

The equality objectives for West Moors Middle School will be set out formally. They will be reviewed annually.

The equality employment information will be monitored and reported to the Full Governing Board on an annual basis.

West Moors Middle School will undertake Equality Impact Assessment (Equality Analysis) exercises annually to ensure full compliance with the Equality Act 2010.

Equality information

Part 1: Information about the pupil population

Information regarding number of children on roll in West Moors Middle School is held in the school office and on the DFE website:

<https://www.get-information-schools.service.gov.uk/Establishments/Establishment/Details/113861>

Information on children by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all children are protected from discrimination, West Moors Middle School collects information on some protected characteristics of their children these include:

- Disability*
- Ethnicity and Race
- Gender
- Religion and Belief

* The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

Sensitive information on some children with protected characteristics

It is not appropriate for us to collect information from children in relation to some protected characteristics, gender identity and sexual orientation. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual children, as well as those who are undergoing or who have undergone a reassignment of their gender. Maternity and pregnancy is also a protected characteristic.

Information on other groups of children

Ofsted inspections of schools will look at how schools help "all children to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support" In addition to children with protected characteristics, we gather further information on the following groups of children:

- Children on Free School Meals (FSM)
- Children with Special Educational Needs and Disabilities (SEND)
- Children with English as an Additional Language (EAL)

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- Children from low-income households
- Children in Care (CiC)
- Other vulnerable groups such as Forces children

Publishing information

To comply with the Equality Act 2010, we have considered the information that is suitable for publication and we have selected relevant information for publication. Our school is applying proportionality to the Equality Act and in view of the small number of children on roll we provide here a short-evidenced account of our equality priorities and work, with an indication of trends and issues.

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

We are committed to working for the equality of all our staff, children and parents/carers and to meet our duties under the Equality Act 2010.

Eliminate unlawful discrimination by:

- The adoption of the Single Equality Policy
- An Anti-Bullying Policy that ensures all children feel safe at school and addresses prejudice related bullying.
- Keeping a log of concerns to address any links between possible bullying behaviour and children/families with protected characteristics
- Reporting, responding to and monitoring racist incidents
- Keeping an up-to-date Accessibility Plan that contains key actions and is reviewed annually.
- Actively promoting and celebrating diversity through our Values and our Rights Respecting School work.

Advance equality of opportunity by:

- Analysing information and data that we gather to identify any underachieving groups or individuals and planning targeted interventions to address this.
- Providing opportunities for parents and carers, children, governors and members of the community to be involved in school development planning.
- Adopting an Inclusion policy that is relevant to all children, that ensures that they all have equal access to all aspects of school life and that individual needs are met.
- Monitoring policies in line with the Equalities Act to have a positive impact on vulnerable groups if appropriate.

Foster good relations and community cohesion by:

- Engaging the wider community in our teaching of the values of:
 - Care
 - Aspire
 - Achieve
 - Respect
- Exploring equality and diversity during celebration days and special events including: World Book Day, Christmas Jumper Day, Religious Leaders of various faiths leading Assemblies, Eco themed days, International Day of Languages, Sports Day and Festivals, Museum, Theatre and Gallery trips, all gender sports clubs, all level sports competition opportunities.
- Developing understanding about differences and valuing diversity through partnerships with other schools locally, nationally and internationally
- Maintaining a strong School Council representation in West Moors Middle School to promote good relationships within the school, community, the local community and across Britain and the wider world.

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- Being proactive in our charity work raising money and campaigning for causes identified by the School Community.

What has been the impact of our activities? What do we plan to do next?

The school will produce an action plan that is reviewed annually to monitor and evaluate the impact of our activities.

Part 3: Consultation and engagement

We aim to engage with and consult with children, staff, parents and carers and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Parent/ Carer Surveys
- Parent/ Carer consultations
- Learning Consultants
- Child conferencing
- Pupil Questionnaires
- Staff Survey
- Full Governing Board Meetings
- Staff Meetings

Part 4: The Disability Discrimination Access Plan

Given the age of our children, the most common of the protected characteristics we need to plan and prepare for, is that of Special Educational Needs and Disability.

Children who may have either a disability and/or special educational needs have their provisions met through our SEND Policy which outlines the arrangements made for educational needs to be fulfilled. This explains the school's policy on ensuring those with a disability are not discriminated against, therefore relating to the School's Equality policy.

"There are two key duties involved in ensuring that schools do not discriminate against disabled children. These are:

- Not to treat disabled children less favourably; and
- To take reasonable steps to avoid putting disabled children at a substantial disadvantage.
- This is known as the 'reasonable adjustments' duty"

The **Disability Discrimination Act 1995 (DDA)**, makes it unlawful to discriminate against disabled people (staff, children, children / students, visitors), or people who have had a disability, without justification. The DDA also requires schools to make reasonable adjustments by providing services in an alternative way.

The **Special Educational Needs and Disability Act 2001 (SENDA)**, amended part 4 of the Disability Discrimination Act and significantly extended responsibilities in respect of ensuring non-discrimination on grounds of disability in respect of educational and non-educational services provided to children and young people. SENDA places a responsibility to make anticipatory adjustments in the knowledge that disabled children and young people will attend the establishment and the general needs and requirements of disabled children and young people are known in advance.

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“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities”. The DDA defines disability as "a physical or mental impairment", which has a “substantial and long-term adverse effect on a person's ability to carry out normal day- to-day activities”.

"Impairment" covers physical impairments and impairments affecting the senses such as sight and hearing. It also covers mental impairments, including learning disabilities and mental illness where the condition is recognised by a respected body of medical opinion. If the impairment is controlled by medication or special aids the person is still considered as disabled for the purposes of the Act.

People with stress related illnesses and conditions such as chronic fatigue syndrome may be covered if there are long-term and substantial adverse effects. Those with other long term chronic conditions (such as asthma, diabetes, heart disease, arthritis, Repetitive Strain Injury or epilepsy) may also have legal protection.

"Substantial" means more than minor or trivial and includes progressive conditions where impairment is, or is likely to become, substantial, such as cancer, multiple sclerosis, muscular dystrophy and HIV. People with such conditions are covered by the Act from the moment there is a noticeable effect on day-to-day activities, however slight.

"Long-term" means effects, which have lasted for at least twelve months, or are likely to last for twelve months or more. Long-term effects include those that are likely to recur.

"Day-to-day activities" are normal activities carried out by most people on a regular basis, and must involve one of the following broad categories: mobility; manual dexterity; physical co- ordination; continence; the ability to lift, carry or move everyday objects; speech, hearing, or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Severe disfigurements are treated as impairments, even though they may have no effect on a person's ability to carry out normal day-to-day activities.

Under the DDA, “discrimination is defined as:

Unjustifiably treating someone less favourably for a reason relating to his or her disability.

Failing to make a reasonable adjustment where any arrangement or physical feature places a disabled person at a substantial disadvantage

All staff are responsible for ensuring that no one is discriminated against (please refer to the School's Inclusion policy), however the Headteacher and/or the SENDCo are responsible for monitoring, evaluating and reporting any issues around discrimination to the Full Governing Board, detailing arrangements made to ensure discrimination does not happen or is not tolerated.

When considering issues of justification and/or reasonableness, the school would aim to show:

- That it has worked with the relevant agencies before the arrival of a disabled pupil or staff member to discuss needs so that these would be in place as far as possible before their start with us.
- That it has worked in partnership with the parents and carers/carers/partner of the disabled person and the disabled person themselves, to determine the best possible provision for the person in all areas of school life (anti-bullying, school trips, risk assessments, learning and teaching, time-tabling, administration of medicines, the physical environment of the school, the curriculum, the way information is presented and provided for disabled staff and children, special events such as sports day or school discos, movement around the school)
- Enabled any individual affected by a decision to comment/make representations before any action

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- Proper consideration was given which weighed up the arguments for and against and included financial, medical and expert opinion
- It came to a reasoned conclusion based on evidence rather than speculation or assumptions
- The process of considering the issue had a clear audit trail, including regular monitoring and review sessions with the parents and carers/carers/family of the disabled person to ensure that changes are made in provision if required due to change of circumstance.
- A general approach that was supportive flexible and understanding of disabled peoples' needs and requirements.
- It has ensured that those staff working with disabled people are fully trained to support the disabled person and informed of their needs (whilst respecting confidentiality).
- Issues related to Equal Opportunities for disabled people (and indeed any other group) are reported to the Full Governing Board. This will include access issues (both site and curriculum) and the progress and attainment of the disabled pupil (or staff member through appropriate Performance Management processes).
- It has taken into account the needs of those supporting disabled people in school.
- The final decision was made at a senior level, with the family of the person involved.

Key Objectives at West Moors Middle School in 2025-26

Objective 1: To improve pupil and staff understanding of people with Dyslexia traits.

Why we have chosen this objective: Our school has a number of pupils who have either received a formal diagnosis of dyslexia or have been screened and identified as being at risk or high risk of dyslexic traits. We want to ensure these learners receive consistent, informed and effective support across the curriculum. We recognise that misconceptions about dyslexia still exist, and we therefore have a responsibility to ensure that all staff have the knowledge and confidence to understand the barriers dyslexic pupils may face and the strategies that can help them succeed. By enhancing understanding across the school, we can better support our pupils and create a more inclusive environment that promotes equality of opportunity.

To achieve this objective we plan to:

- **Ensure all One Page Profiles are up to date**, clearly outlining each pupil's dyslexic traits and the personalised strategies that support their learning.
- **Develop appropriate curriculum differentiation**, with SLT working closely with teaching staff to ensure lessons and resources are structured to reduce barriers commonly associated with dyslexia.
- **Promote a strengths-based understanding of dyslexia**, creating opportunities for pupils to explore the positive aspects of dyslexic thinking, including creativity, problem-solving and innovation, and to learn about successful role models who have thrived because of, not despite, their dyslexic traits.

Objective 2: To improve the achievement and educational outcomes of children from low-income and disadvantaged families.

Why we have chosen this objective: Our school serves a community in which many families experience low income or other forms of disadvantage. Our experience shows that these pupils often require significant and sustained home–school support to help narrow the attainment gap and ensure they achieve in line with their peers. We are committed to identifying barriers early, strengthening relationships with families, and ensuring that every child receives the right support to thrive academically, socially and emotionally.

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To achieve this objective we plan to:

- **Analyse current achievement data** by reviewing progress from the 2024-25 summer assessments and incoming Year 5 autumn data, cross-matched with pupils who are eligible for Pupil Premium, identified as ‘On-Plan’, Children in Care, or from other known disadvantaged families.
- **Strengthen monitoring and intervention planning** by ensuring the SENDCO and Pastoral Lead work closely with the Assistant Headteacher to track progress, identify concerns promptly, and implement timely, effective interventions tailored to pupils’ individual needs.
- **Develop strong relationships with families** through SEND coffee afternoons and other informal opportunities that build trust, support parental engagement and create positive partnerships with both existing families and new Year 5 parents and carers.

Objective 3: To promote a school culture where all children demonstrate respect, inclusion and appreciation for people from different cultures, reducing incidents of discriminatory or racist language and attitudes by strengthening pupils’ understanding, empathy and positive relationships.

Why we have chosen this objective: Our school has welcomed an increased number of EAL students this year, and we are committed to ensuring that all pupils feel valued and included. We want to support our children, and the wider school community, to embrace and celebrate cultural diversity. As a school, we recognise our responsibility to provide meaningful opportunities for pupils to learn about, respect and appreciate people from different cultures, languages and beliefs

To achieve this objective we plan to:

- **Review existing information on previous incidents** to identify underlying patterns, triggers and contributing factors linked to discriminatory behaviour during 2024–25.
- **Strengthen curriculum provision** by enabling SLT to work collaboratively with the PSHE subject leader to develop targeted learning activities and whole-school strategies that actively reduce discriminatory bullying and promote inclusive attitudes.
- **Create meaningful opportunities for pupils to engage with people from a range of cultural backgrounds**, including visitors, community groups and individuals with specialist cultural knowledge or lived experience, helping to build pupils’ understanding, respect and appreciation of diversity.

EQUALITY IMPACT ASSESSMENTS

All school policies will be reviewed in consideration of the principles of this Equality Policy and any potential impact will be noted within meeting minutes, with actions allocated where required.

Equality Action Plan

OBJECTIVE	TARGET GROUP	ACTION	MONITORING/ EVIDENCE
<p>To improve pupil and staff understanding of people with Dyslexia traits.</p>	<p>Children with Dyslexia or dyslexic traits</p>	<ul style="list-style-type: none"> - Ensure that all One Page Profiles are up to date with information on dyslexia and strategies to support it. - Arrange for the SLT to work with the teaching staff to develop appropriate curriculum differentiation that will target the barriers that Dyslexia creates. - Develop opportunities for students to recognise the positive aspects of having Dyslexic traits and understand how many successful people in the world have thrived because of, not in spite of, this difficulty. - Track SEND data carefully - Identify barriers to learning - Plan specific interventions - Ensure curriculum engages needs of both genders - Plan pre learning tasks to boost self-esteem and confidence - Monitoring the impact of actions taken by SLT/Senior SENDCO 	<p>Tracking Data Planning</p>
<p>To improve the achievement and educational outcomes of children from low-income and disadvantaged families.</p>	<p>Children who attract the PPG CiC 'On Plan'</p>	<ul style="list-style-type: none"> - Review existing progress data for both our 2024-25's summer term assessments and the incoming Y5 Autumn data, cross-matched with our students who are pupil premium, 'On-Plan', Children in Care as well as other known disadvantaged families. - SENDCO and Pastoral Lead work closely with Assistant Headteacher to monitor the progress of these students and plan for timely and effective interventions that will fully support their needs. - SEND coffee afternoons to further develop the existing relationships with parents and carers and carers, developing new and positive relationships with incoming Year 5 parents and carers and carers. - Plan effective quality first teaching - Introduce pre learning tasks and specific interventions - Enrich curriculum through visits/visitors and experiences - Enrich their experience of school through lunch time and after school - Monitoring the impact of actions taken by SLT/Senior SENDCO 	<p>Tracking data Intervention Case Studies</p>

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Equality Action Plan (*continued*)

OBJECTIVE	TARGET GROUP	ACTION	MONITORING/ EVIDENCE
To promote a school culture where all children demonstrate respect, inclusion and appreciation for people from different cultures, reducing incidents of discriminatory or racist language and attitudes by strengthening pupils' understanding, empathy and positive relationships.	All school	<ul style="list-style-type: none"> - Review existing information on previous incidents to identify reasons behind 2024-25's incidences. - Arrange for the SLT to work with the school's PSHE subject leader to develop appropriate curriculum activities and whole school support systems to reduce discriminatory bullying. - Create opportunities for our children to learn directly from people and groups who come from or have specialist knowledge/experience of different cultures in order to promote increased understanding and respect. - Opportunities to promote values' development and tolerance/experiences and needs of others. 	Learning captures Child conferencing Planning/ book looks
To improve the achievement of children with SEN.	Children with SEND	<ul style="list-style-type: none"> - Track children carefully - Plan effective quality first teaching - Staff training into effective teaching of SEN children - Provide interventions/resources - Monitoring the impact of actions taken by SLT/Senior SENDCO 	Tracking Data EHCPs Intervention Summaries
To enhance equality of participation and provision for any pupil who has a disability.	Any pupil that has a disability	<ul style="list-style-type: none"> - Engage with outside agencies that give expert advice e.g. Vision/Hearing support - Ensure school has the correct resources e.g. large print texts - Ensure that the classrooms are compliant with recommendations from specialists e.g. ceiling lowered, blinds installed and lighting improved - Ensure that DDA and Accessibility Plan reviewed annually at the Full Governing Board meeting. - Monitoring the impact of actions taken by SLT/Senior SENDCO 	Learning captures, lesson drop-in observations, Inclusion Leader monitoring