



West Hill School

Aiming High Since 1927

Equality and Diversity Policy

Item	Author/Owner	Date Written	Approved by	Date Approved
1	L. Harrison	March 2019	Finance and Resources Committee	March 2019
2	C. Cronin	January 2024	Full Board of Trustees	January 2024
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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

Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

Values

West Hill School is committed to creating a supportive, secure and creative environment for everybody who learns, works with and visits us. By promoting equality and challenging all forms of discrimination through a broad, balanced and appropriate curriculum we provide a foundation for all our pupils to maximise their potential regardless of ability, race, religion or belief, gender or sexual orientation. This ethos is carried through into the leadership and management practices of the school, to promote positive relationships with parents and members of the wider community.

To further support this we actively review our practices and seek to remove any barriers to access, participation, progression, attainment and achievement in order to continually self-improve and to identify groups which may need additional support by:

- Providing a secure environment where pupils and staff feel safe, happy and secure
- Providing an environment where individuals feel a sense of belonging
- Providing positive, non-stereotyping information about different groups of people regardless of gender, race, sexual orientation, religion or belief, gender reassignment and pregnancy/maternity
- Planning systematically to improve all our understanding and promotion of diversity through staff awareness and curriculum content (IDP/SMSC/Community Cohesion)
- Providing an environment that seeks to challenge discrimination and disadvantage
- Striving for inclusion in all that we do.



Roles and Responsibilities

The **Board of 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The **Headteacher** will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to trustees.

The **designated member of staff for equality** will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the Headteacher 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.

All staff will:

- Embrace the culture of non-tolerance of discrimination
- Deal with incidences of any behaviour that denotes bullying
- Challenge bias and stereotyping within the curriculum and the whole school culture
- Promote an inclusive curriculum and whole school ethos which reflect our diverse society
- Keep up to date with equality legislation, development and issues by attending relevant training.



Advancing Equality and 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils within the LBTTQ+ community)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 and working with pupils to ensure activities are available that capture their interests).

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

- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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 and IDP but also activities in wider 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 and regarding protected characteristics. Pupils 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 pupils within the school. For example, our School Council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

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:



- Cuts across any religious holidays
- Is accessible to pupils with disabilities

Equality Objectives for 2025-2026

Objective 1:

To ensure our curriculum educates students on the Protected Characteristics and society's duties of care and inclusion around these areas.

Lead staff: J. Watt, K. Anderton and G. Harrison.

Objective 2:

To student leadership opportunities and allyship so that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.

Lead staff: A. Barton, J. Watt and G. Harrison.

Objective 3:

To eradicate any use of homophobic, sexist, misogynistic, racist and other discriminative language by students in the school through education and restorative practice.

Lead staff: J. Watt and G. Harrison.

Objective 4:

To create greater opportunities to celebrate diversity and culture within West Hill School through calendared events and scheduled community events.

Lead staff: A. Barton, J. Watt and G. Harrison

Although lead staff are assigned to our objectives, the collective responsibility for inclusive practice lies with all staff members to embed and champion across the school to make it a West Hill culture.