



Westbourne Academy Trust

Equality Objectives Statement Action Plan

1. Celebrating cultural diversity and reflecting our school community

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Our pupil intake demographic has continued to change over many years. Pupils and families from a wide range of countries and cultures are represented in our community.	Westbourne Academy Trust celebrate cultural diversity and we would seek to enhance our provision.	- To ensure classroom resources reflect cultural differences, particularly in EYFS - To provide reading books that reflect cultural & language differences - To celebrate cultural diversity through	HT/SLT/EYFS LEAD/ENGLISH LEAD	- Regular audit of EYFS resources to ensure reflect community - Regular audit of books to ensure reflect EAL needs - Continuation of social events lead by WFA	Oct 2027

		school social events, such as 'Round the World' evening • To celebrate cultural and religious diversity through assemblies (e.g., Sutton Schools Work Christian organisation, Hindu assemblies led by local priest) • To celebrate different festivals, for example Chinese New Year, where appropriate in classes • To support families and older pupils in their fasting decisions relating to religious festivals • To celebrate how different cultures are represented in curriculum areas (e.g. Art, Language,		(Westbourne Fundraising Association) that celebrate the whole school community • Review of curriculum to ensure breadth of cultural representation	
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		History, Geography) and through visits to local Church and local Mosque			
2. Supporting inclusion					
Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
To ensure that all pupils can access the curriculum and are fully included in school life.	<i>To ensure inclusion of pupils with acquisition of English; with SEND characteristics, religious diversity</i> To develop strategies to overcome barriers to learning for all and ensure all pupils can access wider social and cultural	- To continue to support EAL pupils through class-based interventions - To continue to analyse pupil outcomes for different cohorts of pupils and to act upon any discrepancies identified - EAL Lead to work with SLT to ensure provision of resources to support EAL	HT/SLT/SENDCo/FSW	All pupils can access the curriculum and wider cultural and social opportunities with successful outcomes	October 2027

	experiences on offer.	• Provision of specific equipment to support SEND needs to access curriculum (see accessibility Plan) • Accessibility Plan review to include consideration of physical access to the whole school site • Oversight of support provision by SENDCo and HT • Support for families and older pupils during periods of fasting • When required, provision of translator for meetings with parents • Provision of specialist support for pupils, such as ELSA and other			
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		support organised by Family Support worker • Regular coffee mornings organised by Family Support Worker giving parents chance to socialise, signposting to local groups providing support • Website offers translation facility • To ensure all pupils can access extracurricular activities and school trips. • Development of whole school Inclusion Strategy.			
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3. Pupils are enabled to appreciate and value difference and diversity

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
Tolerance and respect of diversity and difference is expected behaviour at Westbourne, but we wish to ensure that pupils are provided with the tools to identify unacceptable behaviours.	Pupils are empowered to challenge prejudice and discrimination and to value diversity.	• Teach pupils to challenge effectively through HPL, Oracy and PSHE • Ensure staff and pupils know how to report unacceptable behaviour/language and that incidents are monitored by SLT and acted upon • To take the opportunity to celebrate diversity through events such as 'World Downs Syndrome Day', 'Odd Socks Day', assemblies presented by external providers (e.g. Paralympians)	• HT/SLT/all staff	• Incidents of discriminatory behaviours or language are minimised • The curriculum provides tools for pupils to examine and test in a safe environment • Pupils are empowered to recognise and challenge prejudicial language, attitudes and behaviour	October 2026

4. Supporting inclusion through our policies

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
To ensure that our policies take account of our community diversity as far as possible.	To ensure policies do not impact adversely on a particular group.	To consider impact on equality duties when implementing new policies and when reviewing existing policies.	HT/SLT/Trust Board	Whole School policies consider impact on Equality Duties.	October 2027