Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service

EQUALITY INFORMATION AND OBJECTIVES POLICY

Approved by Full Governing Board: October 2026

Renew date: October 2027, or earlier if statutory guidance changes

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1. Aims

Our Federation aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:

Age

Disability

Gender reassignment

Marriage or civil partnership

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation

Our Federation aims to promote respect for difference and diversity in accordance with our values: Integrity, Respect, Ambition, Perseverance and Collaboration (and reflected in both Schools and the Bi-Borough Inclusion Service (BIS) values)

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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Federation, including to staff, children and young people (CYP) and parents/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
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the School Headteacher/Head of BIS.

The School Headteachers and Head of BIS will:

- Promote knowledge and understanding of the equality objectives among staff and CYP.
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All Federation 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 Federation 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 receive training and reminders about their duties under the Equality Act, in a variety of ways and in relation to contextual issues within the Federation.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Federation 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. CYP with disabilities, or gay CYP who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all CYP to be involved in the full range of school societies)

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

- 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 Federation CYP.

In addition to the information about CYP, we will consider how our activities as an employer affect staff with protected characteristics. As a Federation, we will publish information to show:

- Gender pay-gap reporting and other pay equality issues

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

The Federation 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, CYP will be introduced to literature from a range of cultures
- Making CYP aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. CYP will be encouraged to take a lead in such assemblies, and we may also invite external speakers to contribute
- Working with our local community. This may include 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 CYPs within each school, where these occur
- We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The Federation ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The Federation 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 CYP with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

(As a public authority we must publish 1 or more equality objective every 4 years.)

Objective 1: Set October 2026, for review 2030

Attendance: Implement initiatives to improve attendance and reduce persistent absence, especially for groups facing significant barriers to learning

Why we have chosen this objective: Many of our learner's face barriers to learning reducing their opportunity to make the most of the range of education and experiences that school has to offer.

To achieve this objective, we plan to: Address specific attendance issues for individual learners and track attendance of learners over time to identify individuals, or groups, where attendance falls below expected levels for factors that we can influence (recognising that some attendance issues e.g. due to hospital admission or complex health needs will occur).

Progress we are making towards this objective: Attendance champions work closely with families and multi-disciplinary teams to address barriers to attendance. Data on attendance, and examples of specific impact of our work in this area is reported to Governors.

9. Monitoring arrangements

The Governing Board will update the equality information we publish at least every year.

Federation equality objectives will be reviewed by the Governing Board at least every 4 years.

This document will be reviewed by Governing Board annually, to ensure continued compliance with the Public Sector Equality Duty

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN information report
- SEND policy
- Behaviour and Belonging policy