

THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:
learning together – achieving excellence"*

Headteacher: Mrs F A Dean, MA (Ed)

Initial Policy date		Next scheduled review	May 2020
Governor approved	May 2019	Key person/people	DHT/SENCO
Model Policy		Model localised	Yes
Pupil leadership team review		Y / N /	N/A

EQUALITY AND DIVERSITY

Principles:

This school believes passionately in 'Learning Together; Achieving Excellence' and as such expects the highest quality of provision across the school for all our learners and challenges all pupils and colleagues to reach the highest standards possible regardless of starting point. We are committed to striving for an environment free from discrimination, bullying, harassment and victimisation in which everyone can thrive, and in which all members of the community are valued equally for their contribution and uniqueness. We actively promote a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Our specific **Equality Objectives** are:

- To close the gap in progress between those pupils eligible for the Pupil Premium Grant, those who enter our school below Aged Related Expectations (ARE) and the rest of our pupils.
- To continue to work in partnership with our Parents and Carers to ensure consistent good or outstanding attendance across all sections of our school community and to close the gap between the attendance of those children eligible for the Pupil Premium and other groups within the school.
- To enliven the School's CPSHEE programme and tutor programme to even more effectively meet the needs of all learners.

Practice and Procedure:

All colleagues and pupils are expected to foster a positive atmosphere of mutual respect and trust across every member of our school community, and we emphasise the importance of this consistently.

The School recognises all forms of achievement, analysing pupil performance from different perspectives and intervening proactively and with ambition wherever there are disparities in progress, attendance or, in engagement with school life.

The School opposes all forms of racism, homophobia, prejudice and discrimination of any kind, including socio economic background, pertaining to the Protected Characteristics detailed under the Equality Act 2010.

All colleagues are expected to ensure the classroom is an inclusive environment in which pupils feel all contributions are actively encouraged, their leadership of their learning is valued and that they feel safe and empowered to make progress.

The School provides an appropriate curriculum and a menu of enrichment activities throughout the year which is accessible and enjoyable for all pupils irrespective of their background or

their progress on entry to our school. Each area of the curriculum is planned to incorporate the principles of the Equality Act 2010 and to promote positive attitudes to diversity. All subjects and enrichment activities contribute to high quality spiritual, moral, social and cultural development of our pupils, carefully audited and reviewed by colleagues.

We have principles for managing pupils' behaviour that are fair and applied equally for all, health checked carefully by senior colleagues and Governors. All colleagues are expected to operate consistent systems for behaviour management.

Clear procedures are in place so that all forms of bullying and harassment, including racism, differences in socio-economic background or incidents pertaining to any of the Protected Characteristics, are dealt with promptly and consistently in line with our policies. All forms of bullying are recorded and monitored.

We monitor exclusions by gender, socio-economic background, attendance, eligibility for the Pupil Premium Grant and ethnicity, as well as others of Protected Characteristics where this is appropriate. Positive action is taken to overcome the challenges for pupils who have been excluded through their reintegration led by the Heads of Secondary and Primary phases.

Pupils, colleagues and parents and carers are made aware of the policies and procedures for dealing with bullying. Families are also aware of their rights and responsibilities in relation to pupil attendance.

We look closely at the involvement of parents and carers in school life and have strategies to raise participation of under-represented groups of parents and sections of the community. The school's admission process is fair and equitable to all pupils, in line with our Admissions Policy.

We recognise and celebrate the linguistic diversity in Britain, working with the English as an Additional Language Team to support learners, and promoting the multilingual nature of our society in our curriculum and enrichment activities.

As a school we believe participating in PE and games is important to the physical and mental wellbeing of pupils and the National Curriculum have included it as a key aspect of school provision.

With regards issues of gender identity and PE the school will consider each situation uniquely and sensitively in conjunction with the pupil and parents. It will always be our aim to ensure the pupil is able to access their full entitlement in the curriculum, withstanding the technical guidance with regards safety in PE.