



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	November 2008	Next scheduled review	July 2020
Governor approved	July 2019	Key person/people	HT/SDHTs/SENCO
Model Policy	July 2019 (MOPP)	Model localised	Yes
Pupil leadership team review	Y (reviewed with HT and SDHT 23.1.20) / N / N/A		

THE WESTGATE SCHOOL EQUALITY POLICY (including Equality Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We welcome the equality duties on schools. We believe that all pupils and employees should have the opportunity to unlock their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, gender, sexual orientation) and socio-economic backgrounds will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our School. Our commitment to equality and diversity is a fundamental part of our drive towards a great school for every child.

For employees and prospective employees, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to all protected characteristics: age (applicable only to employees), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to employees).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and employees are of equal value; “everybody matters”:

We see all pupils, potential pupils, their parents and carers, and employees as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whatever their economic background
- Whether or not English is their first language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that employees, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that people have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of employees, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our employees, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our employees, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to employees

We ensure that our policies and practices for all employees and potential employees throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled employees).

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

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of their views; for parents, through parent governor representation and for employees, through employees governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives annually based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives annually, and keep them under review and report annually on progress towards achieving them via governing body meetings through reviews of pupil progress, engagement, under community responsibilities and, through pupil consultation.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to employees
- Our care, guidance and support to pupils, their families and employees
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to employees and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all employees are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All employees are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved employees, pupils, parents and others in the following ways:

- focus groups (e.g. GSA/LGBT)
- questionnaires: pupils, parents, employees
- involvement of the School Council
- contact with parents representing pupil with particular protected characteristics (as appropriate)
- contact with the local community and disability organisations (as appropriate)

Pupil-related data

Information	Evidence and commentary
P8 and A8 – by gender 2018-2019	P8 Girls 0.95, Boys 0.63 (all 0.78) A8 Girls 63.07, Boys 58.69 (all 60.83)
Attendance by gender 2018-2019	Girls attendance 95.78% Boys attendance 96.9%
Participation in pupil leadership by race & ethnicity November 2019	89% of the Pupil Leadership team is: White British 91.6% of the School Council is White British
Participation in After School Clubs as at November 2019	In the survey in the autumn we had 6 disabled pupils - 4 of who were involved in clubs - 67% of disabled pupils are involved. We had 1206 pupils overall not disabled who replied - out of these 64% were involved. 64% of non-disabled pupils are involved in extra-curricular clubs
Headteacher awards by gender 2018-2019 and, PPG	58% Female (Upper School) 42% Male (Upper School) 0.5% PPG (Upper School) 64% Male (Lower School) 36% Female (Lower School) 27% PPG (Lower School)
Disadvantaged Pupils 2018-19 outcomes	Progress 8: -0.26 Attainment 8: 44.3 EYFS GLD for disadvantaged pupils 50% KS1 ARE+: reading 100%; writing 66%; maths 100%

	Sustained attendance at extra-curricular: 55% Representation on Pupil Leadership: 8%
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Employee data

Information	Evidence and commentary
Gender of workforce as at September 2019	77% of our workforce are female and 23% are male We have less men within our employment than the average of the total school workforce
Race distribution of workforce as at September 2019	10% of our workforce are Black & Minority Ethnic and 84% are White British and 6% White Other. This is reflective of our local community.
Applications by gender 2018-2019	85% of our applicants are female and 15% male
Sexual orientation	The schools does not collect data regarding sexual orientation of employees.

Other Information

Information	Evidence and commentary
Attendance at parents evenings 2018-2019	45% of parents with known disabilities attend parents evening compared to 80% of non-disabled parents. We need to explore why we have proportionally less parents attending parents evening.
Governor representation as at September 2019	60% Male, 40% Female 4% BME, 96% British White We have proportionately more men than women on the governing body in comparison with the employees group, but ethnic representation is representative of our community.

Qualitative information

Information published on our website includes:

- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of Full Governor meetings (particularly those evidencing discussions regarding responsibilities for equality)
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about assemblies which deal with relevant equality related issues

Appendix B:

Objectives	Action	Measures/Impact
<p>Ensure there is visible support for LGBT members of the school community</p>	<p>Raise awareness of LGBT issues and support via the GSA group in assemblies and tutor programme.</p> <p>Install an LGBT “help box” in order for the GSA and S Teague to support with issues.</p> <p>Explore the development of an online reporting system to raise concerns re discriminatory behaviours within school</p> <p>Organise a day for promoting respect for diversity as a British Value within the school community to raise awareness.</p> <p>Explore external visitors speaking in school to help raise awareness of diversity and tolerance</p> <p>Work with other schools in the local area to share best practice in supporting LGBT pupils.</p> <p>Work with CAMHS and other external agencies to ensure effective signposting for our young people.</p>	<p>School investigating improvements to “Accessible toilets” and changing facilities.</p> <p>Received curriculum in Summer term shows that pupils are aware of the support from LGBT within our school community.</p> <p>Received curriculum in Summer term shows that pupils feel that the school effectively tackles any homophobic or trans-gender bullying and, that incidents are minimal if at all (as recorded in Safeguarding Deep Dives).</p>
<p>Ensure that the CPSHEE / RSE curriculum provision is up to date , relevant and fit for purpose in all year groups</p>	<p>Review the CPSHEE and RSE curriculum plans to ensure that they are updated and relevant and linked to current affairs. (particularly in relation to safe sex and different family structures)</p>	<p>Received curriculum in Summer term shows that pupils feel that the LGBT education at school is fit for purpose and that they have a good understanding of LGBT rights as part of respect for others.</p>

	<p>Review the CPSHEE and RSE programmes of study particularly in Year 6 and 7 on the impact of homophobic language</p> <p>Ensure that the programmes of study link to CAMHS and other national agencies who support LGBT children and adults.</p> <p>Work with our GSA group to co construct the lesson plan plans for the CPSHEE curriculum.</p>	
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